

**California State University, East Bay**  
**Department of Criminal Justice Administration**  
**Five-Year Review**  
**2009-2014**

# Table of Contents

|  |            |
|--|------------|
| <b>Introduction .....</b>                                  | <b>3</b>   |
| <b>Part 1: Self Study.....</b>                             | <b>7</b>   |
| <b>Summary of Previous Five Year Review.....</b>           | <b>8</b>   |
| <b>Curriculum and Student Learning.....</b>                | <b>21</b>  |
| University ILO and CRJA SLO.....                           | 22         |
| Summary of Assessment.....                                 | 23         |
| Curriculum Map .....                                       | 27         |
| <b>Criminal Justice in the CSU.....</b>                    | <b>29</b>  |
| <b>Criminal Justice Statistics .....</b>                   | <b>30</b>  |
| <b>Table 1: Degrees Conferred.....</b>                     | <b>30</b>  |
| <b>Table 2: CRJA Student Stats.....</b>                    | <b>31</b>  |
| <b>Table 3: CRJA Faculty by Ethnicity and Gender .....</b> | <b>33</b>  |
| <b>Table 4: FT/PT CRJA Faculty .....</b>                   | <b>34</b>  |
| <b>Table 5: FTEF, FTES, SFR .....</b>                      | <b>34</b>  |
| <b>Table 6: Number of Courses and Sections .....</b>       | <b>36</b>  |
| <b>Table 7: Course History at Concord .....</b>            | <b>37</b>  |
| <b>Criminal Justice Faculty and Resources.....</b>         | <b>37</b>  |
| <b>CRJA Faculty Activities .....</b>                       | <b>38</b>  |
| <b>Current FT/TT CRJA Faculty.....</b>                     | <b>41</b>  |
| <b>Criminal Justice Lecturers.....</b>                     | <b>45</b>  |
| <b>Resources .....</b>                                     | <b>45</b>  |
| <b>Part 2: The Plan .....</b>                              | <b>48</b>  |
| <b>Curriculum .....</b>                                    | <b>49</b>  |
| <b>Students.....</b>                                       | <b>50</b>  |
| <b>Faculty.....</b>  | <b>52</b>  |
| <b>Resources .....</b>                                     | <b>54</b>  |
| <b>Mission Statement.....</b>                              | <b>55</b>  |
| <b>Appendix A .....</b>                                    | <b>57</b>  |
| <b>Appendix B .....</b>                                    | <b>76</b>  |
| <b>Part 3: Outside Reviewer’s Report .....</b>             | <b>89</b>  |
| <b>Part 4: Response to Outside Reviewer’s Report .....</b> | <b>116</b> |

## INTRODUCTION

### *Program Description and Strengths*

The Department of Criminal Justice Administration was established in 1976 and offers an undergraduate degree leading to a Bachelors of Science. The program offers both a major and a minor in criminal justice. Within the major there are two options from which students can focus: A. Justice and Enforcement, and B. Community Alternatives and Corrections. The program provides students with a solid foundation of function and process of the criminal justice system around the three key components of policing, courts, and corrections. Additionally, issues facing the criminal justice system related to race/ethnicity, gender, social justice, and restorative justice are examined in an environment where students can think critically about their impact on society and the criminal justice system.

Criminal justice majors benefit from the expertise of faculty members with advanced degrees from variety of backgrounds ranging from criminology/criminal justice, forensic sciences, law, and sociology. Lecturers in the department similarly bring a broad range of advanced degrees and expertise in the areas of criminal justice (policing and community corrections), forensic science, juvenile justice, law, and psychology. Faculty mentor students around their academic and career goals, assist in finding internship and job placement.

Students have several options within the program to engage in community service. The Criminal Justice Club hosts guest speakers from the local criminal justice community and participate in campus events. The Forensic Science Club takes field trips and examine/solve mock crime scenes together. The most recent addition to the department is the University Role Models (URM). This program is quickly gaining in popularity and provides criminal justice majors an opportunity to mentor Hayward area high school students through classroom activities focusing on

empathy and empowerment. Restorative justice practices such as truancy circles are conducted with the assistance of URM with Hayward area high school students. Activities with Hayward area students and families are posted on the Cal State East Bay University Role Models Facebook page (<https://www.facebook.com/universityrolemodels?fref=nf>).

The internship program has grown significantly since the last review. Students can enroll in the internship class (CRJA 4128) during the winter quarter to receive credit for their internship. The department would like to increase this course offering in the near future. The department provides students with a link to internship sites related to criminal justice on the CRJA Web page, Cal State East Bay Alumni Facebook page (<https://www.facebook.com/CSUEBCriminalJustice?ref=hl>), and on Black Board for criminal justice majors. Last fall the department held its first Internship Fair and it was a huge success. The department received a lot of positive verbal feedback from students and agencies. Some of the more common placements for criminal justice students are local police departments, federal probation, Alameda County Public Defenders Office- Investigations, juvenile probation, and other community agencies that support the criminal justice system.

Since the last five-year review the student population has increased from 459 students to 631 in 2014. It is estimated that the current number of majors is closer to 700 students. Our student body is consistently ranked as one of the largest in CLASS. The majority of upper division courses and electives are taken within the major with the exception of POSC 3410 Law and Society. Students have the option to take POSC 3410 or CRJA 4770 Criminal Law and Courts to satisfy the legal area of the upper division core. The department continues to collaborate with the Biology and Chemistry Departments to aid in offering courses their Forensic Science Option.

Employment demand for criminal justice majors has remained steady to high in the last five years. Criminal justice students find employment in a number of areas in the community. Many of

our students work in law enforcement, corrections, and community corrections as probation and parole officers, while others go on to earn their MSW, MPA, and law degrees. Those seeking advanced degrees typically find work counseling in the community with at-risk youth and criminal justice associated clients. Those students earning law degrees work in the community as attorneys and judges.

### ***Current State of the Department***

In the last year, the department hired two full-time TT faculty increasing the number to 6 full-time TT faculty to service over 631 students. The new have enhanced the department through their expertise, mentoring, and guidance of students, but the department must continue to hire new faculty to keep up with growing student demand. Fortunately, the department was awarded two new tenure track searches for the 2015-2016 academic year. However, even with the increase in faculty, the department has had to rely heavily on lecturers. While our lecturers help to enrich the program and provide their own expertise, they are not able to provide assistance with advising, or faculty governance. The department is hopeful that the new searches will be a great success.

Because of the high student demand, each faculty has very large advising loads. The department has been working with the CLASS Student Service Center and Associate Dean of Students to help managing the department advising demands. The CLASS Student Services Coordinator populates the graduation sheets so that faculty can focus on mentoring students around their academic and career goals.

As the department continues to grow in both student body and faculty, the space allocation remains the same. This has posed challenges when faculty try to advise students in cramped offices that are shared by other faculty and lecturers. To add to this problem, currently the student files are on the other side of the building. This is not efficient. In the up-coming year the department intends

to move to the new building where each faculty will have their own office, and the offices will be in reasonable proximity to the Staffing Center, where students files are kept.

Several courses have been created to enhance students learning in the program which include, CRJA 3350 *Crime and Criminal Justice in the Media and Cinema*, CRJA 3750 *Family Violence and the Criminal Justice System*, CRJA 4530 *Youth Crime & Empowerment: Experiential Learning*, CRJA 4100 *Advanced Policing Innovations*, CRJA 4200 *White Collar Crime*, CRJA 4500 *Animal Cruelty and the Criminal Justice System*, and CRJA 4770 *Criminal Law and the Courts*.

### ***Faculty Activities***

Criminal justice faculty members participate in a variety of activities that are related to research, publication, public speaking, media interviews, and community events. Faculty consistently participate in campus-wide governance including Programs for Distinction, Academic Senate, CLASS Curriculum Committee, CLASS Committee on Research, Reviews of Deans, and selection and review committees (please refer to section on faculty).

## **Part 1: Self Study**

## **PART 1: SELF STUDY**

This Self-Study will examine the department's strengths and weaknesses over the last five years and will include discussions focusing on the last five year review, assessment of student learning, information about students and faculty, and course data.

In 2009 Dr. Phyllis B. Gerstenfeld, J.D., Ph.D., Chair of the department of Criminal Justice at California State University, Stanislaus reviewed the department. In her review Dr. Gerstenfeld stated key challenges for the department are related to lack of full-time faculty, space, and resources, resulting in heavy work-loads for faculty. She encouraged the department to move forward with a formal assessment process, improving advising for students, and providing student assistance with internships and job placement. Dr. Gerstenfeld believed that with increased faculty resources and opportunities to discuss the mission and goals of the department on a regular basis the department would be able to make the recommended changes. We are in agreement with the statements made by Dr. Gerstenfeld's review, and despite limited resources addressed many of the recommended changes.

The following are recommendations the department received from Dr. Gerstenfeld followed by changes that have been implemented or reasons the department decided to postpone or reconsider.

***Recommendation: 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 recently hired two new Tenure Track faculty who started during the fall 2014 quarter. Glenn Trager received his J.D. from Stanford Law School and his Ph.D. in Criminology, Law & Society from the University of California, Irvine. Dr. Sanjay Marwah received

his Ph.D. in Public Policy from George Mason University. Both faculty members bring expertise in areas that were either lacking or non-existent among full-time faculty TT in the department.

The two new faculty members allow us to expand the number of courses offered and provide additional support for student advising. The student body has been growing by approximately 75 students per year. At this rate the department will need to continue to increase faculty members just to keep pace with the increasing demands of the study population.

***Recommendation: 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.***

At the time of the last five-year review, the department was in the process of developing a masters program. Eventually, the department decided not to pursue this opportunity, because there are not enough faculty to support an undergraduate and graduate program. The department would eventually like to reconsider a masters program; however, until more full-time TT faculty can be hired to meet the increasing demands of the growing student body that cannot happen. Based on the growth of the department in the last five years it is expected that the student body will reach approximately 1,000 by the next five-year review. The department must be able to meet the increased demands of undergraduate students before entertaining the idea of a graduate program.

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

During each of our searches the department worked closely with the DELO and most recently the University Diversity Officer to ensure that our recruitment plan addressed diversity,

and that position announcements were distributed to a variety of sources to bring in a diverse pool of candidates. The department will continue to work on increasing the amount of diversity to best meet student needs. It should be noted that while our faculty does not fully reflect the student population, it does consist of types of diversity that are not visible.

***Recommendation: The Department include courses that address juvenile justice and criminal procedure, and resources permitting, a masters program.***

The department now offers CRJA 4730 Restorative Justice. This course examines how restorative justice responds to crime, repairs harms to the victim and community, and promotes skills to prevent future criminal acts. Many restorative justice practices are used with juvenile offenders in the community and K-12 schools. In this course students have the opportunity to work with at-risk youth in Hayward area school districts and apply restorative justice practices. For example, students in this course participate in youth courts with Hayward High School students acting as mentors and role modeling leadership skills. Students also participated in a photo voice project where their photos were displayed in a gallery-type setting and the students discussed them together.

CRJA 4770 Criminal Law and the Courts was created for two reasons. This course covers additional information about criminal procedure that was lacking at the time of the last review. Furthermore, students had expressed concerns about not being able to enroll in POSC 3410 Law & Society due to long wait lists. CRJA 4770 Criminal Law and the Courts was created to provide students with an alternative options to the upper division requirement POSC 4310, allowing students more options resulting in quicker graduation times.

As stated above, the department does not have plans for a masters program at this time. The current goal is to hire additional faculty to meet the increased demands of the student body. Once the department acquires enough faculty, it will revisit the idea of a masters program.

***Recommendation: 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 course release) for PAC.***

The department believes assessment is an important part of providing quality education to our students. Currently, Professor Keith Inman is acting as the Department Assessment Coordinator. He is compensated for his time and meets regularly with the CLASS FACT Assessment Committee. Since the last review a critical thinking rubric and oral communication rubric have been created and deployed in seven different CRJA courses (Please see section on student learning and outcomes). In 2015 the department will focus on the creation and assessment of a knowledge rubric. The department will work together to create, deploy, and close the loop on this learning outcome.

***Recommendation: The University provide the Department with additional departmental storage and office space.***

The department continues to struggle with storage and space. This has become increasingly difficult since bringing on two new full-time faculty members. Currently, the department has four offices that house six full-time faculty (including the Chair) and eight adjuncts teaching on a regular basis. This quarter the department sought assistance from the History and Political Science departments for additional office space to house four of six adjuncts teaching during the fall 2014

quarter. The other two adjuncts are housed with full-time faculty. In addition to finding space for office hours, the offices are crowded with materials used for teaching and community service activities. The lack of space makes it difficult to meet with students, for students to find their instructors during office hours, and contributes to an all-around feeling of being “cramped.” As the department continues to grow in both full-time faculty and student body our space needs will have to be met.

**Recommendation:** *The University provide the department secretary with at least part-time assistance.*

Since the last five-year review the Staffing Center was created to house Criminal Justice Administration, Philosophy, and Ethnic Studies departments. Initially is also serviced Anthropology, but that department has merged to create AGES (Anthropology, Geography, and Environmental Studies). One person is in charge of the Staffing Center and has a full-time person to assist her in her duties. As the student population in CRJA alone continues to rapidly increase, and the number of faculty also increases, so does the work-load in the Staffing Center. The Staffing Center is efficient, but during peak times of year, it can be an overwhelming amount of work with student demand, adjunct faculty contracts, course schedules, and support for the TT searches within the three departments. It is expected that Philosophy and Ethnic Studies will vacate to a new building. If the CRJA study body grows to at least 1,000 by the next review, the department believes that there is enough work for the Staffing Center without the inclusion of additional departments.

***Recommendation: The members of the Department make additional efforts to involve students in their research and other scholarly activities.***

The department has made some efforts to get students involved in scholarly activities. In 2012 Dr. Ituarte received the Public Safety Enhancement Grant (connected with Promise Neighborhoods). University Role Models was created from this grant. The purpose of URM is to mentor youth and help them succeed into college. Criminal justice students participate in URM by mentoring Hayward area students, participating in weekly activities held on Hayward Unified School District campuses, truancy circles, family workshops using restorative justice, and special projects.

Students in the CRJA 4330 Prejudice, Violence, and Hate Crimes course created an informational video for the Hayward Day Labor Center, informing day laborers about how to protect themselves from exploitation and wage theft. The video was so successful that Day Labor Centers across the country were interested in obtaining a similar video for their center.

Last year the first annual Restorative Justice in the East Bay conference was held at CSUEB. This conference consisted of a gathering of professionals from the East Bay working with juveniles through restorative justice practices. The conference key not speaker was Mark Umbreit, director of The Center for Restorative Justice and Peacemaking at the University of Minnesota School of Social Work. Panel discussions focused on social work, juvenile justice, and restorative justice in schools. Several students taking part in restorative justice programs attended as panel participants. The University Role Models helped to organize and prepare materials for the conference, and they were able to participate.

***Recommendation: The Department hold more regular meeting or retreats in which the general mission and goals of the program are discussed.***

Since the last review the department has made an effort to hold at least quarterly meetings addressing the changes in the University and the department goals. Impromptu meetings are held on occasion if all or most faculty are available for updates about changes in the University or program, and generally to “check in.” The department also communicates questions, concerns, and pertinent or time sensitive information via email. If faculty members cannot attend a meeting they are informed in person or via email about what was discussed.

***Recommendation: If additional faculty resources are not provided, the Department considering methods for capping enrollment growth, such as declaration of impaction.***

The department decided not to impact the program. Recently, the University has provided several opportunities for new hires and continues to do so on a regular basis. The department believes that it will be able to continue to recruit and hire qualified faculty to enhance and grow the program. Moreover, the department has been encouraged to increase enrollment and class sizes, and impaction would prevent such growth.

***Recommendation: 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 at Concord anyway, it might make sense to discontinue or reduce the course offerings there.***

The department continues to support the program at Concord and currently offers two courses when faculty resources are available; however, this does have a negative impact on the

number of courses the department can offer at the Hayward campus. The students attending courses in Concord are a mix of Hayward students commuting to Concord and students who live in/around the Concord area and take the majority of their courses there. For example, in a course of 35 students, about half take courses primarily at the Concord campus. This results in Hayward students commuting to Concord for one or more courses throughout their academic careers. Because of traffic, it is impossible for students to be on time for a 6pm class if their last Hayward class ends after 4pm. The Concord program minimizes resources that could be used at the Hayward campus, however, any decisions about a reduction in courses at the Concord campus would have discussed with the administration.

***Recommendation: 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 student graduation.***

Since the last review, the department has made some changes to the curriculum where all course work will consist of CRJA courses (See Appendix B). With the addition of two new full-time faculty members the department has been able to offer more than one section of required courses, limiting the number of substitutions. Enrollments continue to be large, however, as the number of faculty increase this may reduce course sizes somewhat.

In addition to CRJA 4330 Prejudice, Violence, and Hate Crimes and CRJA 4730 Restorative Justice, the department continues to expand its offering to students, providing them with a strong foundation in the discipline. The department has recently created a course that would introduce all majors to key criminal justice issues through media to which all students can relate.

**CRJA 3350 Crime and Criminal Justice in the Media and Cinema** will introduce students to crime and criminal justice through the media and cinema. Students will examine the way both mediums depict due process, victims, and offenders. Students in this course will also gain an understanding about way the media is used to influence criminal justice policy.

Awareness about family violence continues to increase in our communities. As professionals working with the criminal justice system, it is likely they will encounter someone affected by this crime. The **CRJA 3750: Family Violence and the Criminal Justice System** introduces students to the types of family violence, potential causes, impact on both individuals and the community, and the criminal justice response.

Dr. Ituarte has consistently provided students with service learning projects that are very popular among our students. In an attempt to provide service learning for students who are interested in working with at-risk youth a course was created. **CRJA 4530 Youth Crime & Empowerment: Experiential Learning** examines the impact of victimization and trauma on child development, explores the factors that influence youth involvement in illicit behaviors, emphasizes youth empowerment strategies, and utilizes experiential learning placements in weekly first-hand learning opportunities in schools or youth-based programs.

Dr. Marwah brings expertise in the area of policing. To enhance the current curriculum **CRJA 4100 Advanced Policing Innovations** was created to provide students with an examination and analysis of major policing innovations and their implementation in the last few decades from team policing to community policing to intelligence-led policing. This includes strengths and weaknesses and the driving forces, facilitators, and obstacles of translating innovations into police practices.

One of the goals of the department was to offer electives that were current and beyond the two main options currently offered. Dr. Trager created **CRJA 4200 White Collar Crime**, which examines criminal activity in business and corporate enterprise, organization, and the professions. Theories regarding the cause and control of white collar crime are covered as well.

Animal cruelty is briefly discussed as part of the family violence courses, and is one of the more popular topics among students. Further, Link theory (examining the connection between animal cruelty and other crimes) is experiencing increased visibility in the discipline. The course **CRJA 4500 Animal Cruelty and the Criminal Justice System** was created to provide an overview of the different types of animal cruelty, global perspectives of the treatment of animals, and criminal justice response to animal cruelty. Additionally, it addresses domestic and transnational legislative trends related to animal cruelty.

In an attempt to assist students in graduating in a timely manner **CRJA 4770 Criminal Law and the Courts** was created to help satisfy the upper division requirements. This course examines principles of criminal law; criminal liability and complicity; defenses, justifications, and excuses; crimes against persons, crimes against property, and crimes against public order; and court procedures/sentencing.

***Recommendation: The Department make additional efforts to improve advising. Perhaps students should be required to see their advisors more frequently, such as one per quarter or once per year.***

One of the current issues regarding advising is that student files are on the other side of the building. If a student presents during faculty office hours for advising without an appointment, the student and faculty will first need to walk around the building and then walk back and then begin

the advising session. On days when this happens several times, the faculty member can spend a large part of the day walking around the building, when their time could better be spent with the student. The department is currently working with ADA Chester to place some aspects of advising online. Placing the clerical part of advising online will help to streamline the process and reduce the amount of time doing the necessary paperwork. Faculty will still have access to student files and add to those file, but this process will allow faculty more time to meet with students to discuss their academic and career goals.

Students have already begun to seek advice from Dr. Trager about the law school application process. Students are encouraged to meet with their advisors on a regular basis, but scheduling issues on the part of students or faculty can prevent a meeting from happening. In some cases faculty will meet students outside office hours or work with them via email. The department has created a Handout that includes all courses required for the major. Students can also use this as a way to track their progress. It is not intended to dissuade students from visiting faculty, but it's there to empower them to take ownership of their education. As full-time TT faculty members increase so will the ability for the department to reach more students to discuss their progress in the program or career goals.

***Recommendation: 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.***

At this time there is no formal course to improve the writing of CRJA students, but many CRJA faculty incorporate weekly writing assignments in their courses, and provide timely feedback. This allows students to correct their writing throughout the quarter and will improve their

writing. Several courses require students make presentations; however, because of the high enrollments and duration of time (10 weeks), it is difficult to provide students time to practice their presentations and provide feedback during the quarter. This is a similar issue with written assignments where the time constraints and high enrollments do not permit the submission of drafts so faculty can provide feedback and students can re-submit. In some course, for example CRJA 3200 Research Methods, students are permitted to submit drafts of literature reviews, and sections of proposals for feedback, but this is a lower enrolled course (cap 35 students).

***Recommendation: The Department make additional efforts to assist students in job readiness and placement. More assistance particularly should 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.***

Michelle Rippey, a full-time adjunct, organized the first CRJA Internship Fair this fall 2014 quarter. It was well attended by students and 15 community partners, and another 8 who were not able to attend forwarded materials (See Appendix B). The department has a growing list of agencies for internship placements that are contracted with the University's Risk Management Department. The recruitment of internship sites and management of student interns is a very time consuming task that warrants release time to be completed effectively. Currently, there is no release time to assist with internship placement and management and the department chair has been managing this course.

To assist students with job placement, the department posts job announcements on our Facebook page Cal State East Bay Criminal Justice Alumni (<https://www.facebook.com/CSUEBCriminalJustice?ref=hl>). Through our Facebook page the

department is connected to many law enforcement, corrections, and community support agencies and page administrators often post job and internship announcements as they become available. In addition to Facebook, internship and job announcements are sent to all CRJA students via Black Board announcements and via email. Job opportunities are also posted to the bulletin boards outside the CRJA offices and the Staffing Center.

***Recommendation: 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 believes that community outreach is very important. The University Role Models has provided many opportunities to connect with Hayward area agencies. Courses with service learning components have allowed faculty to work with agencies such as Hayward Day Labor Center, Hayward School District, and McCullum Youth Court. Other faculty members volunteer in the community to assist agencies in which they share researching/teaching interests. For example, one faculty has research and teaching interests in the area of animal cruelty and volunteers with the Hayward Animal Shelter. New faculty have expressed a desire to work with the community and bring with them expertise in internship supervision and work with non-profit organizations. New faculty member, Dr. Trager, is in the process of organizing a way to work with Hayward area residents providing them with information about their rights and legal resources. While this does not constitute an Advisory Board, the department has made great efforts to connect with the community despite limited resources.

## **Curriculum and Student Learning**

Since the last review the department has made some progress toward a more formal assessment of student learning outcomes. Professor Keith Inman has been assigned to focus on assessment for the department and has received some compensation from administration for his efforts and guidance. The following discussion outlines the department's progress since the last review.

### ***Summary of Assessment Process***

#### ***History***

In 2008/2009, the outside Reviewer of the Criminal Justice Department pointed out that assessment of the department's teaching was almost completely missing. To remedy this lack, Dr. Patricia Zajac, then-chair of the department, prepared documents for CAPR that were part of that 5 Year Review. Part of these documents included a *Mission statement/vision statement*. A document created much earlier in the history of the department, entitled *Student Learning Outcomes*, proposed a capstone examination for CRJA students (to begin in 2004). This examination never was instituted.

Comparison of these two documents to the CSUEB ILO's (only officially adopted in 2012) shows that the CRJA document labeled *SLO's* (proposing the capstone examination in 2004) is not coherent with the University ILO's; rather, the "Goals" defined in the *Mission Statement* are precisely aligned with the spirit of them. In fact, the first three practically mimic the wording of some of the ILO's.

In 2011, upon Dr. Zajac's retirement, Professor Keith Inman assumed the task of continuing to develop the assessment process. With the assistance of the College FACT Assessment committee, of which he was a member, he was able to draft Student Learning Outcomes that

aligned with the University ILO's. The following chart documents the University ILO's and maps them to the Department's PLO's:

| University ILO  | CRJA SLO  |
|---|---|
| 1. Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems. | Analyze and discuss issues of crime and justice from different perspectives that reflect critical and independent thinking  |
| 2. Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others                                | Convey, present, and discuss ideas and issues in one-on-one or group settings (Oral Communication)<br>Write effectively, following appropriate writing styles as commonly practiced in the social sciences (Written Communication)  |
| 3. Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;                 | 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  | Work collaboratively and respectfully as members and leaders of diverse teams and communities   |
| 5. Act responsibly and sustainably at local, national, and global levels  | Demonstrate an understanding of how the ethical and responsible application of criminal justice regulates human conduct and sustains stability in society   |
| 6. Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.                   | Apply appropriate knowledge and skills necessary for a vital career in criminal justice and related professions<br>1) Analyze and synthesize key theories of criminology, including the causes of crime, typologies, offenders, and victimization<br>2) Differentiate between the substantive and procedural aspects of the criminal and juvenile justice processes<br>3) Apply knowledge and understanding of law enforcement, principles to analyze and evaluate police organization, discretion, and legal constraints<br>4) Demonstrate knowledge and understanding of law adjudication including criminal law, prosecution, defense, court procedures, and legal decision-making processes<br>5) Demonstrate knowledge and analytical skills |

|  |   |
|--|---|
|  | <p>pertaining to corrections including incarceration, community-based corrections, and treatment of offenders, as well as other alternatives to incarceration programs</p> <p>6) Use knowledge of research methods and statistical applications to understand criminal behavior and assess the effectiveness of criminal justice policies (research and statistics)</p> <p>7) 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.</p> |
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***Program Student Learning Outcome(s) Assessed***

SLO #1 Critical Thinking

SLO #2A Oral Communication

SLO #6 Knowledge

***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 Online) 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 used 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. Below is the assessment that was outlined by the department for oral communication.

Assessment Plan for Oral Communication:

| Learning Goal  | Learning Objective   | Assessment mechanisms  | Assessment results   | Program improvement  |
|--|--|--|--|--|
| Convey, present, and discuss ideas and issues in one-on-one or group settings (Oral Communication) | An ability to present ideas orally to groups in a professional manner that is clear, coherent, and knowledgeable | At least 85% of the presentations in the assessed classes are rated as adequate or better. | The rubric for this learning outcome was created this year and has not been implemented in the 2011-2012 year. | Faculty will collaborate on developing written and instructional resources to improve professional and knowledgeable presentations.<br><br>Faculty will collaborate on identifying University resources to which students can be referred for improvement in oral communication. |

***Summary of Assessment Results***

ILO 1 - Critical thinking has held steady at about 80-90% of the students achieving an average or better score on the rubric. After discussion amongst the faculty, in an effort to “close the

loop” for the process of assessing this SLO, we believe that it is now important to measure not just the outcome of our pedagogical process of teaching critical thought, but now also to measure the progress of students in this ILO through their academic career. In other words, we would like to know how much difference we and other faculty have made in creating critical thinkers. To that end, we will now begin the process of measuring critical thought in some of the earlier and/or lower division classes within the major, and comparing results from those student efforts to results from this later, upper division class. We have not yet engaged in deep discussions of the challenges of that effort, but they include the fact that students are not required to take classes in a specific order (although they are certainly encouraged to take the lower division classes prior to taking the upper division courses); many of our majors complete their lower division classes at local community colleges, and thus we cannot measure their critical thinking acumen in those courses; and we currently have no department-wide means of tracking specific individual student achievement throughout multiple courses. Our on-going efforts on this ILO will now turn to these questions.

ILO 2 – 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.

ILO 6 – The assessment of knowledge within the Ethics class provided an embryonic process for such an assessment across the curriculum. The use of pre- and post testing appears to be the most suitable instrument for many of the classes within the major, and thus will be a useful guide for the coming work in the other classes. Results from this pre-post assessment can be interpreted as a significant increase in knowledge as a result of the class.

The department now recognizes the need to expand this process to encompass all of the classes offered. In 2012, the department identified the overall outcomes and mastery level for many, but not all, of the classes offered. These outcomes are outlined below. These are not strictly speaking knowledge outcomes, but serve as the basis for the next step. We are currently in the process of using these outcomes to identify the specific knowledge requirements for each class. We have tasked each faculty member to provide a list of knowledge outcomes for each class that they teach, along with the means that will be used to assess student mastery of that material. This will take at least all of the coming 2014-2015 academic year, if not the next academic year as well. The faculty will then engage in discussions that will lead to the most suitable means for assessing the acquisition of knowledge in each class. A significant challenge to this particular process is that many of the lower division classes are taught by lecturers. While these are highly dedicated and competent instructors, having them commit to the level of engagement required to perform this task properly will require communication skills and added work for the department chair and other regular faculty. This will likely extend the time period required to complete this process.

Curriculum Map that indicates what PLO's are to be addressed/achieved in each class (See Appendix B for detailed course learning outcomes).

| Serial # | Course Prefix | Course # | SLO1 Critical thinking | SLO2 Communication | SLO3 Diversity and Social Justice | SLO4 Collaboration | Responsibility/sustainability | SLO6 Specialized Knowledge | ILO1 | ILO2 | ILO3 | ILO4 | ILO5 | ILO6 |
|----------|---------------|----------|------------------------|--------------------|-----------------------------------|--------------------|-------------------------------|----------------------------|------|------|------|------|------|------|
| 01       | CRJA          | 2100     | I                      |                    |                                   |                    |                               | I                          | I    |      |      |      |      | I    |
| 02       | CRJA          | 2200     | I                      | I                  |                                   |                    |                               | I                          | I    | I    |      |      |      | I    |
| 03       | CRJA          | 2400     |                        |                    |                                   |                    |                               | I                          |      |      |      |      |      | I    |
| 04       | CRJA          | 2500     |                        |                    |                                   |                    |                               | I                          |      |      |      |      |      | I    |
| 05       | CRJA          | 2600     |                        |                    | I                                 |                    |                               | I                          |      |      | I    |      |      | I    |
| 06       | CRJA          | 3100     | P                      | P                  | I                                 | P                  |                               | P                          | P    | P    | I    | P    |      | P    |
| 07       | CRJA          | 3200     |                        | P                  |                                   | P                  |                               | P                          |      | P    |      | P    |      | P    |
| 08       | CRJA          | 3300     |                        |                    |                                   |                    |                               | P                          |      |      |      |      |      | P    |
| 09       | CRJA          | 3400     | P                      | P                  |                                   | P                  |                               | M                          | M    | M    |      | M    |      | M    |
| 10       | CRJA          | 3500     | M                      | M                  |                                   |                    |                               | M                          | M    | M    |      |      |      | M    |
| 11       | CRJA          | 3610     | P                      | P                  | P                                 | P                  |                               | P                          | P    | P    | P    | P    |      | P    |
| 12       | CRJA          | 3700     | M                      |                    |                                   |                    | P                             |                            | M    |      |      |      | P    |      |
| 13       | CRJA          | 3750     |                        |                    |                                   | P                  |                               | M                          |      |      |      | P    |      | M    |
| 14       | CRJA          | 3800     | M                      | P                  |                                   | M                  |                               | M                          | M    | P    |      | M    |      | M    |
| 15       | CRJA          | 3898     |                        |                    |                                   |                    |                               | P                          |      |      |      |      |      | P    |
| 16       | CRJA          | 3999     |                        |                    |                                   |                    |                               | P                          |      |      |      |      |      | P    |
| 17       | CRJA          | 4123     | M                      | M                  | P                                 | M                  |                               | M                          | M    | M    | P    | M    |      | M    |
| 18       | CRJA          | 4124     | P                      | P                  |                                   |                    |                               | P                          | P    | P    |      |      |      | P    |
| 19       | CRJA          | 4125     |                        |                    | P                                 | M                  |                               | M                          |      |      | P    | M    |      | M    |
| 20       | CRJA          | 4127     | M                      | M                  |                                   |                    |                               | M                          | M    | M    |      |      |      | M    |
| 21       | CRJA          | 4128     |                        | M                  |                                   | P                  | P                             | M                          |      | M    |      | P    | P    | M    |
| 22       | CRJA          | 4330     |                        |                    | M                                 |                    | M                             | M                          |      |      | M    |      | M    | M    |
| 23       | CRJA          | 4700     | P                      |                    | M                                 | M                  | P                             | M                          | P    |      | M    | M    | P    | M    |
| 24       | CRJA          | 4710     |                        |                    | M                                 |                    |                               | M                          |      |      | M    |      |      | M    |
| 25       | CRJA          | 4730     | P                      | M                  | P                                 | P                  | M                             | M                          | P    | M    | P    | P    | M    | M    |
| 26       | CRJA          | 4830     |                        |                    |                                   |                    |                               | M                          |      |      |      |      |      | M    |
| 27       | CRJA          | 4900     |                        |                    |                                   |                    |                               |                            |      |      |      |      |      |      |

There is only one course that meets general education requirements CRJA 4125 Women in the Criminal Justice System for Cultural Groups and Women. The Criminal Justice Department at California State University, East Bay offers a Bachelor of Sciences in Criminal Justice Administration. Students select from two options: **Option A:** Justice and Enforcement Studies or **Option B:** Community Alternatives & Corrections. The titles of the options were changed from the previous titles in 2012 (Option A: Law Enforcement or Option B: Corrections), to better represent the focus of the department. Students must complete 34 units of lower division and 16 units of upper division. Students also must take 12 units of electives. Since the last review the department has updated the selection of electives to those courses within the major (See Appendix B.) CRJA does work with students under the STAR Act and they are advised about the course requirements and degree plan by their advisors.

The chart below outlines the number of majors, full-time faculty, part-time faculty, units to complete the major, course offerings, if they have a minor, and/or graduate program. The chart was created by consulting the departments directly by email, phone, and data from the university website. The total enrollment was taken from the Student Enrollment in Degree Programs Report Fall 2013. Data regarding hybrid and online courses could not be determined through CSUEB Institutional Data, Pioneer Data, or data sources from the individual institutional websites. The numbers in this chart should be considered an estimate. Some programs like Dominquez Hills and San Diego State are embedded inside other programs (i.e., public administration), making it difficult to determine the actual numbers of criminal justice students and faculty.

## CSU Criminal Justice Programs

| CSU                    | Major* | Faculty Full-Time | Faculty Part-Time | Units to Complete the Major | Fall 2014 Course Section Offerings | Minor | Graduate Program |
|------------------------|--------|-------------------|-------------------|-----------------------------|------------------------------------|-------|------------------|
| <b>CSUEB</b>           | 631    | 4                 | 8                 | 78                          | 29                                 | Yes   | No               |
| <b>Bakersfield</b>     | 545    | 7                 | 4                 | 76                          | 13                                 | Yes   | No               |
| <b>Dominquez Hills</b> | 826    | 5                 | 12                | 51                          | 40                                 | Yes   | No               |
| <b>Fresno</b>          | 1187   | 20                | 23                | 60                          | 63                                 | Yes   | Yes              |
| <b>Fullerton</b>       | 1194   | 14                | 13                | 63                          | 72                                 | Yes   | No               |
| <b>Long Beach</b>      | 665    | 13                | 17                | 66                          | 65                                 | Yes   | Yes              |
| <b>Los Angeles</b>     | 1203   | 10                | 6                 | 88                          | 22                                 | Yes   | Yes F/16         |
| <b>Sacramento</b>      | 1547   | 23                | 22                | 60                          | 103                                | Yes   | Yes              |
| <b>San Bernardino</b>  | 1112   | 13                | 1                 | 68                          | 19                                 | Yes   | Yes              |
| <b>San Diego</b>       | 1229   | 7                 |                   | 66                          | 36                                 | No    | Yes              |
| <b>San Francisco</b>   | 778    | 4                 | 10                | 76                          | 29                                 | Yes   | No               |
| <b>San Jose</b>        | 700    | 11                | 16                | 54                          | 61                                 | Yes   | Yes              |
| <b>Sonoma</b>          | 450    | 4                 | 7                 | 60                          | 20                                 | Yes   | No               |
| <b>Stanislaus</b>      | 612    | 13                |                   | 53-62                       | 59                                 | Yes   | Yes              |

Source: ([http://www.calstate.edu/as/stat\\_reports/2013-2014/fmaj04.htm](http://www.calstate.edu/as/stat_reports/2013-2014/fmaj04.htm))

In general most departments have grown in majors since the last review with the exception of Fresno, and Long Beach. About half of the schools have a masters program, and all but one offer a minor (San Diego). There are four schools offering fewer courses than CSUEB. Those schools are Bakersfield (11 FT and PT faculty), Los Angeles (This number does not make sense, because this is one of the larger programs in the state), San Bernardino (this also does not make sense, since this is also a very large program), and Sonoma State (11 FT and PT faculty). In regard to units to complete the major, CSUEB falls within the same range as other schools in the quarter system. As the department adjusts to semesters this will change.

The field of criminal justice is multicultural by nature. To ensure that the program graduates students who can act a community leaders courses emphasize the role, function and responsibility

of criminal justice professionals. All courses in the curriculum address issues of diversity, race, prejudice and/or violence. In particular the CRJA 2600 Police Community Relations, CRJA 3700 Ethics and Justice Administration, CRJA 4125 Women in the Criminal Justice System, CRJA 4330 Prejudice, Violence, Hate Crimes, CRJA 4710 Drugs, Laws and Society, and CRJA 4730 Restorative Justice emphasize issues related to diversity, race, and prejudice.

In line with our commitment to providing a curriculum that supports a multicultural perspective two CRJA faculty members recently participated in a Faculty Learning Community: *Diversity and Social Justice* where a diversity rubric was created (See Appendix B). Two CRJA courses were used to assess the rubric (CRJA 3100 Corrections and CRJA 4330 Prejudice, Violence, and Hate Crimes). While the kinks are still being work out, it is a first attempt and focusing on an issues that must be addressed in criminal justice curriculum.

**Students and Faculty**

**TABLE 1: CRJA Degrees Conferred by CSU Degree Program College Years**

|                         | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Number of Majors</b> | 459       | 416       | 495       | 575       | 631       |
| <b>Degrees Granted</b>  | 120       | 113       | 136       | 178       | 153       |

Sources: (<http://www20.csueastbay.edu/ir/files/pdf/fact-book/Degrees.Conferred.5-3.pdf>) and (<http://www20.csueastbay.edu/ir/files/pdf/fact-book/Fall.Headcount.Enrollment.1-2.pdf>)

Table 1 illustrates that with the exception of fall 2013, the graduation rates have steadily increased in the last five years. The department ranks 5<sup>th</sup> campus wide (MA in Public Administration not included), and 3<sup>rd</sup> in CLASS after Human Development and Sociology. Currently the department splits the advising of 631 students (Current reports list 700 students)

between three full-time TT faculty (211 per faculty). The chair assists with special circumstances and advising overload

**TABLE 2: Criminal Justice Student-Stats Compared to CSUEB Student Demographics**

| <b>2013 Undergraduate Students</b>      | <b>CRJA</b> | <b>University Wide</b> |
|---|-------------|------------------------|
| <b>Black, non-Hispanic</b>              | 90 (14%)    | 1320 (11%)             |
| <b>American Indian or Alaska Native</b> | 1 (.2%)     | 19 (.15%)              |
| <b>Asian/Pacific Islander</b>           | 98(15.5%)   | 3089 (26%)             |
| <b>Hispanic</b>                         | 268 (42.5%) | 3086 (26%)             |
| <b>White</b>                            | 98 (15.5%)  | 2385 (20%)             |
| <b>Multiple Ethnicity</b>               | 39 (6.1%)   | 734 (6%)               |
| <b>Race/ethnicity unknown</b>           | 26 (4.1%)   | 538 (4.4%)             |
| <b>Nonresident alien</b>                | 11 (1.7%)   | 824 (6.8%)             |
| <b>Female</b>                           | 355 (56.2%) | 7357 (61%)             |
| <b>Male</b>                             | 276 (43.7%) | 4684 (39%)             |

Sources: (<http://www20.csueastbay.edu/ir/files/pdf/census-reports/20140422%20Spring%202014%2015-Day%20Census%20Quick%20Facts.pdf>) and (<http://www20.csueastbay.edu/ir/academic-program-review/headcount-by-major.html>) - Select 17. Criminal Justice Administration.

CRJA has consistently been listed on the CSUEB website under the “Top 10 Undergraduate Majors.” Table 2 above highlights CRJA and CSUEB students by gender and ethnicity. CSUEB data indicate sixty-one percent female and thirty-nine percent male. CRJA majors mirror the University data, where the majority of students are female, with fifty-six percent females and forty-three percent males. The majority of students in CRJA identify as Hispanic (42.5%). Students who identify as Black-non-Hispanic, Asian/Pacific Islander, and White are 14% and 15.5% of the student body respectively. This is slightly different from University data where students identify themselves as Asian/Pacific Islander (26%), followed by Hispanic (26%), and White (20%). Like the University as whole, the CRJA student body is quite diverse. This has a positive impact on the

program where students with various backgrounds contribute to the classroom discussions, which helps to provide a depth of experience for all students.

As criminal justice organizations continue to recruit women and minorities we continue to see an increase in both groups interested in the major. Roles for women in the criminal justice system are discussed in courses such as CRJA 4125 Women in Criminal Justice. This course also satisfies the GE course for non-majors (Culture/Women's Groups). The criminal justice system is by nature multicultural. The department believes it is important for future criminal justice professionals to understand the realities of a diverse society. While issues of race and diversity are addressed in most criminal justice courses, several stand out in this area: CRJA 2600 Police Community Relations, CRJA 3750 Family Violence and the Criminal Justice System, CRJA 4125 Women in Criminal Justice, CRJA 4330 Prejudice, Violence, and Hate Crimes, CRJA 4700 Community Based Corrections, CRJA 4710 Drugs, Law, and Society, and CRJA 4730 Restorative Justice.

As primarily a transfer institution it is difficult to track the number of students coming from another program. Moreover, many students do not declare their majors upon entering the University and often do so before they graduating, also making it difficult to track the actual number of students who are taking courses for the major but have not yet declared. Students are encouraged to declare as soon as they decided to commit so they can be informed about the department and other events related to the major.

**TABLE 3: Criminal Justice Faculty by Ethnicity**

| <b>CRJA Faculty Ethnicity</b> | <b>Black</b> | <b>Asian/Pacific</b> | <b>Hispanic</b> | <b>White</b> | <b>American Indian</b> | <b>Other</b> | <b>Total</b> | <b>Percent Minority</b> |
|-------------------------------|--------------|----------------------|-----------------|--------------|------------------------|--------------|--------------|-------------------------|
| <b>FT -TT</b>                 |              |                      |                 |              |                        |              |              |                         |
| <b>Fall 2009</b>              | 0            | 0                    | 1               | 4            | 0                      | 0            | 5            | 20%                     |
| <b>Fall 2010</b>              | 0            | 0                    | 1               | 3            | 0                      | 0            | 4            | 25%                     |
| <b>Fall 2011</b>              | 0            | 0                    | 1               | 3            | 0                      | 0            | 4            | 25%                     |
| <b>Fall 2012</b>              | 0            | 0                    | 1               | 3            | 0                      | 0            | 4            | 25%                     |
| <b>Fall 2013</b>              | 0            | 0                    | 1               | 3            | 0                      | 0            | 4            | 25%                     |
| <b>PT</b>                     |              |                      |                 |              |                        |              |              |                         |
| <b>Fall 2009</b>              | 1            | 0                    | 0               | 2            | 0                      | 0            | 3            | 33%                     |
| <b>Fall 2010</b>              | 1            | 0                    | 0               | 1            | 0                      | 0            | 2            | 50%                     |
| <b>Fall 2011</b>              | 1            | 0                    | 0               | 2            | 0                      | 1            | 4            | 50%                     |
| <b>Fall 2012</b>              | 1            | 0                    | 0               | 3            | 0                      | 1            | 5            | 40%                     |
| <b>Fall 2013</b>              | 1            | 0                    | 0               | 6            | 0                      | 0            | 8            | 12%                     |

Source: (<http://www20.csueastbay.edu/ir/files/pdf/fact-book/University.Employees.8.2.pdf>) -p. 16

Table 3 highlights the diversity before two new faculty started fall 2014. It is evident that a small percent of faculty represents a minority population; however, that has increased by one faculty since the last review and it is not represented in this chart. The department does contain some diversity that is not visible, but realizes that it needs to increase the amount of diversity among faculty to better represent the student population. As the department continues to hire, it does plan recruit and hire through the guidance of both the DELO and Office of Diversity. Part-time faculty consists of one African American male, and one faculty who identifies as other. They bring with them expertise in the areas of law enforcement, forensics, restorative justice, juvenile delinquency, corrections, and law.

**TABLE 4: Full-Time and Part-Time Criminal Justice Faculty by FTEF and Gender**

|                               | <b>Full Time</b> | <b>Part Time</b> | <b>Total</b> | <b>Total FTEF</b> | <b>Female/Male</b> |
|-------------------------------|------------------|------------------|--------------|-------------------|--------------------|
| <b>Full Time/Tenure Track</b> |                  |                  |              |                   |                    |
| <b>Fall 2009</b>              | 5                | 0                | 5            | 4.0               | 4/1                |
| <b>Fall 2010</b>              | 4                | 0                | 4            | 4.0               | 3/1                |
| <b>Fall 2011</b>              | 4                | 0                | 4            | 3.7               | 3/1                |
| <b>Fall 2012</b>              | 4                | 0                | 4            | 2.7               | 3/1                |
| <b>Fall 2013</b>              | 4                | 0                | 4            | 3.3               | 3/1                |
| <b>Part Time</b>              |                  |                  |              |                   |                    |
| <b>Fall 2009</b>              | 0                | 3                | 3            | .08               | 2/1                |
| <b>Fall 2010</b>              | 0                | 2                | 2            | 1.1               | 1/1                |
| <b>Fall 2011</b>              | 0                | 4                | 4            | 2.4               | 1/3                |
| <b>Fall 2012</b>              | 0                | 5                | 5            | 2.4               | 2/3                |
| <b>Fall 2013</b>              | 0                | 8                | 8            | 3.5               | 1/7                |

Table 4 is a snapshot of all criminal justice faculty. With the hiring of two male full-time faculty the ratio of female/male faculty is equal with 3 females and 3 males. Lecturers are predominately male and white, however, as much as possible the department faculty should represent the ethnic and gender of students.

**TABLE 5: FTEF, FTES, and SFR Fall 2009-2013**

|                                  | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Instructional Faculty</b>     |             |             |             |             |             |
| <b>TT FTEF</b>                   | 4           | 4           | 3.7         | 2.7         | 3.3         |
| <b>Lecture FTEF</b>              | .8          | 1.1         | 2.4         | 2.4         | 3.5         |
| <b>Total FTEF</b>                | 4.8         | 5.1         | 6.1         | 5.1         | 6.7         |
| <b>Lecture Teaching</b>          |             |             |             |             |             |
| <b>FTES taught by TT</b>         | 116.7       | 137.1       | 123.9       | 103.5       | 113.6       |
| <b>% FTES taught by TT</b>       | 77.2%       | 75.9%       | 56.5%       | 48.0%       | 42.9%       |
| <b>FTES taught by lecturer</b>   | 34.4        | 43.5        | 95.2        | 112.3       | 150.9       |
| <b>% FTES taught by lecturer</b> | 22.8%       | 24.1%       | 43.5%       | 52.0%       | 57.1%       |
| <b>CRJA FTES taught</b>          | 151.1       | 180.5       | 219.1       | 215.7       | 264.5       |
| <b>Total SCU taught</b>          | 2267.0      | 2780.0      | 3286.0      | 3236.0      | 3968.0      |

| <b>Student Faculty Ratio</b> |        |        |        |        |        |
|------------------------------|--------|--------|--------|--------|--------|
| <b>Lower Division</b>        |        |        |        |        |        |
| <b>FTEF</b>                  | 19.47  | 33.07  | 51.46  | 46.13  | 77.60  |
| <b>FTEF</b>                  | .59    | .86    | 1.13   | 1.07   | 1.93   |
| <b>SFR</b>                   | 32.83  | 38.49  | 45.39  | 43.20  | 40.20  |
| <b>Upper Division</b>        |        |        |        |        |        |
| <b>FTEF</b>                  | 131.67 | 147.46 | 167.60 | 169.60 | 186.93 |
| <b>FTEF</b>                  | 4.21   | 4.20   | 5.0    | 4.0    | 4.80   |
| <b>SFR</b>                   | 31.29  | 35.11  | 33.51  | 42.40  | 38.95  |
|                              |        |        |        |        |        |
| <b>Total</b>                 |        |        |        |        |        |
| <b>FTEF</b>                  | 151.13 | 180.53 | 219.07 | 215.73 | 264.53 |
| <b>FTEF</b>                  | 4.80   | 5.06   | 6.14   | 5.07   | 6.73   |
| <b>SFR</b>                   | 31.48  | 35.69  | 35.71  | 42.57  | 39.29  |
|                              |        |        |        |        |        |
| <b>Capacity Utilization</b>  |        |        |        |        |        |
| <b>TT</b>                    | 29.18  | 34.3   | 33.18  | 38.81  | 34.79  |
| <b>Lecturer</b>              | 42.95  | 40.78  | 39.63  | 46.74  | 43.52  |
| <b>Total SFR</b>             | 31.5   | 35.7   | 35.7   | 42.6   | 39.3   |
| <b>CLASS SFR</b>             | 24.7   | 24.2   | 24.8   | 26.3   | 26.1   |
| <b>CSUEB SFR</b>             | 22.1   | 22.2   | 13.8   | 16.9   | 18.6   |

Source: (<http://www20.csueastbay.edu/ir/files/pdf/academic-program-review/summary-2009-13/APR-Summary-Data-CLASS-Fall%202009-13.pdf>) p.-5

As illustrated in Table 5 above, most of the courses offered in our program are upper division. This is done to meet the needs of our many CRJA majors who have met most of (if not all) of the lower division requirements. Upper division courses consist of the upper division requirements, courses to satisfy options, and electives. Because the majority of CRJA students have selected Option A: Justice and Enforcement, those courses are offered each quarter, as are all of the upper division requirements.

Many of the CRJA courses are taught by adjuncts. As the number of students has continued to increase the department has had to rely more heavily on adjuncts. After three searches the department was able to hire two full-time TT faculty who started fall 2014 quarter. For the department to continue growing, it is imperative that we are able hire additional full-time faculty.

As a transfer institution, the department primarily offered upper division courses.

Department SFRs in upper division courses are consistently above the campus wide average for the last five years. The increases in SFR have resulted in increased workloads for faculty.

**TABLE 6: Number of Courses and Sections Taught/Average Section Size  
Fall Quarter**

|                             | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>COURSES</b>              |           |           |           |           |           |
| <b>Lower Division</b>       | 2         | 2         | 4         | 4         | 5         |
| <b>Upper Division</b>       | 10        | 11        | 11        | 10        | 13        |
| <b>Undergraduate</b>        | 12        | 13        | 15        | 14        | 18        |
| <b>SECTIONS</b>             |           |           |           |           |           |
| <b>Lower Division</b>       | 2         | 3         | 4         | 4         | 7         |
| <b>Upper Division</b>       | 18        | 18        | 20        | 17        | 16        |
| <b>Undergraduate</b>        | 20        | 21        | 24        | 21        | 23        |
| <b>AVERAGE SECTION SIZE</b> |           |           |           |           |           |
| <b>Lower Division</b>       | 36.5      | 41.3      | 48.3      | 43.3      | 41.6      |
| <b>Upper Division</b>       | 34.7      | 40.9      | 41.0      | 45.6      | 46.7      |
| <b>Undergraduate</b>        | 34.9      | 41.0      | 42.4      | 45.1      | 45.0      |
| <b>ENROLLEMENT</b>          |           |           |           |           |           |
| <b>Lower Division</b>       | 73        | 124       | 193       | 173       | 291       |
| <b>Upper Division</b>       | 528       | 578       | 700       | 693       | 701       |
| <b>Undergraduate</b>        | 601       | 702       | 893       | 866       | 992       |

Source: (<http://www20.csueastbay.edu/ir/files/pdf/fact-book/Course.History.10-1c.pdf>) -p. 9

Currently, 180 units are required for the major. Because many CRJA students transfer most if not all of their lower division requirements, the department has focuses its limited resources on offering upper division courses. As full-time faculty and adjunct faculty increase, the department is able to offer more sections of courses and lower division required courses in the major. While the average course offerings have fluctuated, the average section size has increased. The number of sections offered is contingent upon what is allocated by the administration. As this increases the department is able to offer more courses. The department has recently increased the number of

courses where more than one section is offered. For example, during the spring 2014 quarter three sections of CRJA 3300 were offered and filled.

The department receives students from Senate Bill 1440. Students under the START Act come to the major with their lower division requirements completed. They are seen by their major advisor or the department chair to outline the courses needed to complete the degree.

**Table 7: Course History Concord Campus**

| <b>Concord Classes</b>   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> | <b>Fall 2012</b> | <b>Fall 2013</b> |
|--------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Sections</b>          | 1                | 1                | 1                | 2                | 1                |
| <b>Total Enrollment</b>  | 41               | 28               | 42               | 54               | 49               |
| <b>Avg. Section Size</b> | 41               | 28               | 42               | 27               | 49               |

Source: (<http://www20.csueastbay.edu/ir/files/pdf/fact-book/Course.History.10-2c.pdf>) - p.6

Over the last five years the department has continued to place at least one faculty member at the Concord campus each quarter. Since spring 2014 quarter the department has offered two courses at Concord to support the program there. The department does offer a BS at the Concord campus with a Law Enforcement Option. Courses offered at Concord focus on upper division requirements and those required for the Law Enforcement Option. Students taking courses at the Concord campus are a mix of full-time Concord students, and Hayward students who need the courses and are willing to drive to Concord to get the courses they need to graduate.

In regard to online courses, currently the department offers fifteen courses either in online or hybrid format. The department understands that our students have outside responsibilities that sometimes prevent them from taking traditional courses. Because of this, great efforts have been made to offer online and hybrid courses to offer some flexibility to our students. The availability of

online/hybrid courses can also assist Concord students in getting courses that might be offered on that campus regularly.

In 2012 a Hybrid-Saturday Certificate in Criminal Justice was created to provide students with an overview of the criminal justice system, offering courses in policing, courts, corrections, and crime prevention, and victimology. The certificate was targeted at individuals who were coming back to school after taking time off to raise a family and might not be able to take courses in a traditional schedule format, veterans who might be interested in a criminal justice degree, and professionals interested in additional training and knowledge in the area of criminal justice. All work completed in the certificate program could be applied to the major if the student decided to continue with their education. It was offered to students the DCIE/Self Support but unfortunately did not generate enough students to continue.

### **Faculty**

Since the last review the department lost one FERP faculty member, who was also acting as Chair. The department has conducted several searches from 2011-2014 (See Appendix A). Failures in the searches can be attributed to lack of qualified candidates, and low salary offerings compared to the cost of living in the Bay Area. In one TT search, delays at the administrative level in processing materials resulted in the loss of one candidate. Administrative personnel have changed since that time. In the most current search the department included an announcement for “Open Specialization.” This resulted in the highest number of applicants in all of the searches, and resulted in two new hires. A brief profile of each can be found at the end of this section.

The department desires to bolster diversity among its faculty to better reflect the study body. As in prior searches, the department will work with both the DELO and University Diversity

Officer to ensure an applicant pool rich in diversity. The department plans to capitalize on its success with an “Open Specialization” search and will continue to use this option when appropriate.

***Faculty Activities:***

CRJA faculty are involved in a number of activities in the department and on campus. Beyond teaching they advise students, participate in recruitment, and engage in university governance. Currently, CRJA faculty members provide academic and career advice to approximately 700 students. They mentor students in both the CRJA Club and Forensic Club.

Guest speakers have been invited to educate students about issues in the criminal justice system. Bruce Lisker, wrongfully accused, spoke to students on campus about his journey from being convicted and then exonerated of a crime he did not commit. The Restorative Justice course conducted a “Week of Empathy,” where two guest speakers spoke to students about empathy. Azim Kamisa, an inspirational speaker whose son was murdered, applies forgiveness and compassion, and empathy to enhance the healing process. Mr. Khamisa spoke to students about how he was able to forgive his individual who killed his son. Karly Noel, from RedRovers, an organization that assists victims of domestic violence find shelter for their pets spoke to students about the development of empathy through humane education.

Faculty members engage students in create assignments that enhance learning. More recently, students in the CRJA 4330 Prejudice, Violence, and Hate Crimes course created a prejudice ball where difficult topics were written in bubbles on the ball. The student would catch the ball and the facilitator would make a directive, “Right hand, middle finger.” The student would then address the question/topic/issue inside the bubble of their right hand/middle finger. This provides a safe way to facilitate discussion around difficult topics. Student also created videos using

PowToon, an animated software program that creates short videos. Students created short videos defining concepts and discussing issues related to hate crimes and prejudice.

Faculty members engage in community service and have supervised students in the University Honors Program, McNairs Scholars, and as Dissertation Chair in Teacher Education & Leadership. Last year the department helped to support the first annual Restorative Justice Conference; “Restorative Justice in the East Bay.” It was such a huge success it will be held on an annual basis with additional support from the Provost Office. Students in the Restorative Justice course were able to participate and help plan events that took place during the conference.

As teacher-scholars, faculty members in CRJA make research and scholarship a priority. Examples of professional activities include peer reviewer for Routledge (criminal justice textbook publisher), peer reviewer for the academic journal *The Western Criminology Review*, CSU and Community-Based Research Conference Advisory Board. Since the last review the following grants and projects were awarded to CRJA faculty.

- 2013 NIJ Likelihood ratios for DNA Grant (2 years, \$650,00, in conjunction with UCLA)
- 2012-2013 PEIL Grant CSU East Bay \$65,000
- 2012-current Public Safety Enhancement Grant \$320,000 (connected to Hayward Promise Neighborhoods)
- 2010-2012 DNA Allelic Dropout Grant (renewed twice-total 3 years ~ \$15,000)
- 2009 Faculty Support Grant (\$2,000)

CRJA faculty members were highlighted in the spring 2011 Cal State East Bay Magazine “Beyond CSI” (<http://www20.csueastbay.edu/news/magazine/archive/spring-2011/magazine.pdf>). The department was delighted to see CRJA alumni and full-time adjunct, Michelle Rippy, on the cover as she mentored a CRJA intern at the San Mateo Coroner’s Office. Stories in this edition of

the magazine highlight CRJA faculty included, *“Corpses Crime and Solving for ‘Why’: CSUEB trains future law, justice, and forensic science pros,” “Save a Pet, Save a Life: Researchers examine role pets play in decision to escape domestic violence,”* and *“New CSUEB club puts forensic science under the microscope.”*

In addition to the above CRJA faculty have been consulted about crime rates, classroom activities, and animal cruelty cases. Faculty members have shared their expertise with the media in a number of areas. Examples include:

- San Jose Mercury News (January 1, 2014). San Jose: Homicides top 40 for their straight year. By Robert Solanga
- The Daily Courier (September, 19, 2014) DEMOCKER TRIAL: Defense calls its own forensic expert to explain murder scene. By Scott Orr
- San Jose Mercury News (July 18, 2013). San Jose: New stats show surprising drop in gang violence despite surging homicide count. By Robert Solanga and Mark Emmons
- San Jose Mercury News (June 5, 2013). Violent crime up in many Bay Area cities, FBI report shows. By David DeBolt.
- San Jose Mercury News (December 19, 2012) “Hayward day laborers get help from Cal State East Bay students. By Rebecca Parr
- The Salinas Californian (November 3, 2012). Experts urge therapy for Salinas boy in dog killing. By Sunita Vijayan
- CSUEB Blog (June 21, 2011). CSUEB researchers examine role pets play in decision to escape domestic violence

In October 2013, the department held a large CRJA event to honor the founding faculty, Dr. Patricia Zajac, Dr. Marc Neithercutt, and Dr. Ben Carmichael. The event was well attended by alumni who represent a number of East Bay Police Chiefs, including Hayward Police Department Chief, Diane Urban. Alumni represented other areas of the criminal justice profession such as law

and community corrections. The event raised funds to assist the department with scholarships and other student-centered activities.

### Current Full-Time TT Faculty

| Faculty  | Degree   | Area of Expertise   |
|--|--|---|
| <b>Dawna Komorosky<br/>FT-Tenured<br/>Associate Professor</b>                    | Ph.D. Criminology  | Link between animal cruelty and other types of violence, corrections, Family Violence, Women in Criminal Justice, Victimology         |
| <b>Silvina Ituarte<br/>FT-Tenured<br/>Professor</b>                              | Ph.D Criminal Justice                                      | Restorative Justice, Juvenile Justice, Corrections, Women in Criminal Justice, Victimology  |
| <b>Julie Beck<br/>FT- Tenured<br/>Associate Professor</b>                        | Ph.D.<br>Sociology/Women’s<br>Studies                      | Crime Theory, Research Methods, Women in the Criminal Justice System  |
| <b>Keith Inman<br/>FT-Tenured<br/>Associate Professor<br/>Faculty Hired 2014</b> | MCrim-Criminalistics<br>Criminalistics/Forensic<br>Science | DNA Analysis, Examination of Physical Evidence, Crime Scene Reconstruction  |
| <b>Sanjay Marwah,<br/>FT-NonTenured<br/>Assistant Professor</b>                  | Ph.D. Public Policy  | Democratic policing, cultural political economy, urban studies and social problems, Mertonian theory, and strain and anomie theories. |
| <b>Glenn Trager<br/>FT- Non Tenured<br/>Assistant Professor</b>                  | JD<br>Ph.D. Criminology,<br>Law and Society                | Immigration law, the criminal justice system, legal inequalities, and white collar crime.   |

**Dr. Julie Beck** came to CSU East Bay in 2006 after receiving her Ph.D. in sociology (with a Designated Emphasis in women's studies) that same year from the University of California, Santa Cruz. Her areas of interests include: U.S. drug and mental health policies and their effects on women and communities of color; incarcerated women and mothers; therapeutic jurisprudence and social control; the influence of cultural narratives on crime, drug, and welfare policy; qualitative research methods; and social justice/policy reform. Dr. Beck often teaches CRJA 4125 Women in Criminal Justice and CRJA 4127 Crime Theory. She created the course CRJA 4710 Drug, Law, and Society. Dr. Beck’s previous research projects consist of an analysis of interview transcripts from

her fieldwork at a drug treatment program, and a project examining the letters of “lifer” in California prisons. More recently Dr. Beck received a PEIL Grant at CSUEB. Activities through this grant include activities to assist faculty in innovative learning practices.

**Dr. Silvina Ituarte** came to CSUEB in 2003 after teaching at Kean University in New Jersey for eight years. While at Kean, Dr. Ituarte earned the honor of *Professor of the Year in 2001* and served as Director of the Criminal Justice major, Director of Service Learning, and Assistant Chair of the Public Administration Department. Before entering graduate school at Rutgers, Dr. Ituarte was 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 this 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. Dr. Ituarte's teaching and research interests mainly focus on issues related to bias crimes (hate crime), juvenile delinquency; correctional system; social justice; and research methodology. Currently she is the PI on a Community Safety Enhancement Grant associated with Hayward Promise Neighborhoods. Through this grants she created the University Role Models and spends much of her time at Hayward area schools managing events with URM. Dr. Ituarte created CRJA 4330 Prejudice, Violence and Hate Crimes, and CRJA 4730 Restorative Justice. She primarily teaches courses in Option B Community Alternatives and Corrections.

**Professor Keith Inman** came to CSUEB from Forensic Analytical Sciences and has over 30 years experience as a forensic scientist, including stints in laboratories with the Los Angeles County Sheriff, Los Angeles County Chief Medical-Examiner/Coroner, the California Department

of Justice, and Oakland Police Department. His areas of specialty include DNA analysis, crime scene investigation and evidence preservation, and crime scene reconstruction. Professor Inman received his B.S. in Criminalistics from the University of California at Berkeley in 1974, and his MCrim from the same institution in 1978. In addition to presenting numerous papers at professional conferences throughout the world, he has co-authored several forensic science texts including “An Introduction to Forensic DNA Analysis,” and “The Principles and Practice of Criminalistics.” At Cal State East Bay, Professor Inman teaches Basic and Advanced Criminal Investigation, Criminal Identification, Comparative Evidence, and Forensic Seminar. His research interests include finding physical evidence relevant to a criminal event, and the reconstruction of that event from the physical findings. He is currently the department representative leading the charge on assessment.

**Dr. Dawna Komorosky** came to CSUEB in 2004 after teaching at Western New England University in Springfield, Massachusetts. She received her Ph.D. in criminology in 2003 from Indiana University of Pennsylvania where she earned the Graduate Deans Award for Sponsored Programs. Dr. Komorosky's main teaching and research interests focus on family violence, the link between animal cruelty and other types of crime, women in the criminal justice system, corrections, and juvenile justice. She often teaches family violence, corrections, women in the criminal justice system, and recently created a course about animal cruelty. Her background includes a Masters in psychology from Chapman University with an 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. Furthermore, 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 has actively participated as member of the Academic Senate, where she

served on the University Elections Committee as a member and Chair. She has chaired Department Tenure Track Search Committees from 2007 through 2013. Dr. Komorosky was selected to participate in Programs for Distinction, and more recently, she joined the faculty learning committee on diversity and social justice, where a rubric for this ILO was created.

**Dr. Sanjay Marwah** joined CSUEB from Guilford College in Greensboro, North Carolina where he taught for eight years. His teaching and research interests include democratic policing, cultural political economy, urban studies and social problems, Mertonian theory, and strain and anomie theories. He has numerous publications and presentations in sociology and criminology, development studies, transportation and environment, and criminal justice. Dr. Marwah has taught CRJA 3610 Police Organization and Management and CRJA 3400 Advanced Investigations.

**Dr. Glenn Trager** came to CSU East Bay after receiving his J.D. from Stanford Law School and his Ph.D in Criminology, Law & Society from the University of California at Irvine. He has previously worked as an attorney in the areas of corporate litigation and immigration law; he has also taught classes at UC Irvine that focus on immigration law, the criminal justice system, legal inequalities, and white collar crime. Dr. Trager has taught CRJA 2100 Elementary Criminal Law and CRJA 4770 Criminal Law & Courts.

### **2009-Current Part-Time lecturers (Varies by Quarter)**

**Professor Lee Copenhagen:** School counselor and expert in restorative justice practices.

**Professor Dorian Dreyfuss:** Works with a-risk youth in the 6I program in Juvenile Hall.

**Professor Amanda Geipe:** Former CSUEB Criminal Justice Administration graduate and MSW graduate. Currently working for San Mateo County as Social Worker.

**Professor William Marek:** Former Prison Psychologist.

**Professor Charles “Casey” Nice:** CSUEB Criminal Justice Administration graduate. Currently, holds position of Assistant-Sheriff for Alameda County.

**Professor Michael O’Reilly:** Former Alameda County DA.

**Professor John Racette:** Sergeant for Hayward Police Department former Detective in Homicide Division

**Professor Sidney Rice:** (Resigned 2014): Retired Chief of Police

**Professor Michelle Rippy:** (Full-Time): Former Supervising Deputy Coroner for San Mateo County. Currently working for Shotspotter, a company focusing on “shots fired” technology on an international scale.

### **Resources**

All department faculty regularly use technology, computers, the library, and university resource services. The department offers both online and hybrid courses to provide flexibility in scheduling for students. All CRJA traditional lecture style classes are taught in smart classrooms, and faculty often use Black Board to communicate with students inside/outside the classroom, or to provide an electronic sources for classroom materials. Turnin.com is often used for written

assignments and students are able to read their grade and feedback directly in that software. In the classroom many faculty utilize PowerPoint to deliver lectures. Videos and clips are also used to help generate discussion. Some faculty use computer labs to proctor midterms and final exams.

To reach all CRJA students a list serve has been created that includes all students who have declared CRJA as their major. Important information for students can be communicate to students via these list serves on Black Board, where an announcement and emails can be sent out to students. Information posted here can include information about courses, deadlines, club meetings, internship opportunities, and employment opportunities. In addition, the department uses social media to communicate information about internships, employment opportunities, and department activities on our Cal State East Bay Criminal Justice Alumni Facebook page.

The library provides an extensive list of journals for faculty to access for their scholarship. The following link reveals four pages of criminal justice related journals that faculty members can access online through the library directly or through inter library loan (<https://www.asc41.com/links/journals.html>).

## **Part 2: The Plan**

## **PART 2: THE PLAN**

### ***A. Curriculum***

Over the next five years the department will experience significant changes to the way in which the curriculum is organized with the switch from quarters to semesters. At this time there are no plans for any significant adjustments in course offerings, but decisions regarding curricular changes will be addressed as the quarter-to-semester discussions commence in the department. As listed in the Self Study several courses have been created to help strengthen the CRJA curriculum since the last review. Students now have the option to take POSC 3410 or CRJA 4770, allowing them more flexibility in completing the degree in a timely manner. To provide students with an intensive criminal justice education, the electives have been adjusted to only include CRJA courses.

The department has made attempts to help support the program at Concord by offering two classes each quarter, but without the necessary faculty resources this is difficult to do on a regular basis. Many CRJA students work and have outside responsibilities. To help provide flexibility and provide quality education for our unique study body, the department offers online and hybrid courses to meet the requirements for lower division courses, upper division courses, options, and electives. The department will continue to offer online and hybrid courses to our students. Because CSUEB is a transfer institution, the department plans to continue to assist students from Senate Bill 1440.

In fall of 2011 the department did decide to make adjustments to the requirements for the major. All criminal justice majors who under the fall 2011 catalog must earn a “C” grade or better in their course work or they will have to complete the course. This will ensure that all majors are leaving CSUEB with a solid foundational knowledge of the criminal justice system (See Appendix B).

## ***B. Students***

The number of students majoring in CRJA has increased by approximately 75 students each year. It is estimated that the department will reach 1,000 students before the next five-year review. The department wishes to continue to grow its student body, but will need the resources to support that goal. To help introduce students to the topic, the new course CRJA 3350 Crime and Criminal Justice in the Media and Cinema was created. The department is also committed to more traditional forms of recruitment and will continue to participate in recruitment efforts supported administration.

There will be increased opportunities for our students over the next five years as the criminal justice system continues to show high demand in both public and private areas of service. There are a variety of areas in which criminal justice students can pursue their careers. Law enforcement and corrections are the two most visible career options, but many of our students go on to earn law degrees and advanced degrees in public administration or social work. Students can work as investigators for insurance companies, credit card companies, retailers, and in areas of the federal government where they might investigate medical malpractice. Students majoring in criminal justice can work with crime victims, as probation/parole officers, and as counselors for non-profit agencies with criminal justice involved individuals. While there are many avenues for our students to pursue, the job market is not immune to changes in the economy or in the law.

As stated above several new courses have been created to enhance the curriculum. It is anticipated that additional courses will be added based on faculty expertise. The current curriculum provides adequate courses to provide a foundation for students who have a desire to work in law enforcement, corrections, community corrections, and community support agencies. The course curriculum can only expand with additional resources.

The department makes great efforts to ensure students graduate in a timely manner. However, there are consistent waitlists for most courses, resulting in faculty resources being relegated to teaching what is required for students to graduate. Electives are rotated each quarter to ensure variability in exposure to various aspects of the criminal justice system that might not be covered in any specific option. Online/hybrid and night course are offered each quarter to help meet the needs of students who need some flexibility in their schedules.

Because many students do not declare their major until senior year it is difficult to keep track of retention. The department is currently working with the CLASS Student Service Center to assist in the management of advising criminal justice students by automating the completion of the graduation check sheet. This will help greatly with our ability to provide better advising with our students regarding their future career and educational goals. The department plans to continue developing assessment tools/rubrics to evaluate the course curriculum. This is process in which the entire department is involved, as together we will determine how to measure each of our student learning outcomes.

In order to assist students in meeting their academic goals the department will need resources for faculty and staff. CRJA faculty are in great need of space and will not be able to support additional faculty with the current office allocations. Hiring new faculty will permit the curriculum to grow and provide increased opportunities to offer multiple sections of courses, allowing students to graduate in a timely manner. Additional faculty representing a variety of backgrounds students will provide students with increased opportunities to connect with someone about their career and educational goals. An updated automated advising system should streamline the part of the process so that faculty can focus on student needs. As the student population reaches 1,000 and more, it will be

important to have enough staff to manage both the increased study body and the faculty hired to support them.

Last October, with the help of Chris Hepp the department held a fundraising event that honored the founding faculty members. Alumni from all over the Bay Area attended this event. One former student, Blake Nakamura, established the “Eiichi and Marion Nakamura Student Award.” Students compete for this annual award of \$500 to use for financial aid assistance, books, and other costs of attending school. A one-time award of \$500 was also awarded to one criminal justice student in 2012. The department continues with its fundraising efforts and is dedicated to securing funds to help pay for student activities or additional awards/scholarships.

### ***C. Faculty***

Recently, the department was successful in hiring two new full-time TT faculty who started fall 2014. There are six full-time TT faculty, including the Chair and new faculty. While the department is excited to have recently grown, this is still inadequate to teach and advise 700 students. Additional full-time TT faculty will be requested as our student body reaches 1,000 students. One of the challenges facing this process is the cost of living in the Bay Area. Applicants have been tempted to come in the past, but eventually select other schools in areas where the cost of living is lower; for example, Bakersfield.

Currently, the department is able to offer courses to satisfy both Upper Division and the Justice and Enforcement Option (most popular); however, the department would like to offer courses each quarter to meet the needs of students focusing on the Community Alternatives and Corrections Option as well. The department relies heavily on adjuncts. Several of them currently work in the criminal justice system; however, one full-time adjunct recently resigned. With the loss of a full-time adjunct and other faculty receiving

release-time for grants and other activities it is a strain on the schedule. The department would like to hire additional full-time TT faculty so they can also be available for student advising, department, and University governance.

Advising is a very important part of the educational process and the department believes faculty should be available to students regularly to meet this need. Based on the current number of students (fall 2014 = 700), each faculty member (including the two new faculty/excluding the Chair) is advising 140 students. This high number of student advisees places a strain on faculty and makes it difficult for students to receive the type of advising faculty should be providing.

The department is requesting new faculty to meet the following needs:

- Full-time TT faculty members are needed to maintain the department and the growing demands of the student body.
- Additional full-time TT faculty will allow the curriculum to grow, providing students with a comprehensive criminal justice education.
- Full-time TT faculty can assist students with advising, and represent CRJA in university governance.
- Full-time TT faculty members are needed to bolster the program at Concord and provide advising for students there.
- Additional Full-time TT faculty members are needed for community outreach and to foster relationships for scholarship and to establish possible internship opportunities for CRJA students.

#### ***D. Resources***

The department recently hired two new faculty; however, it is not enough to support the quickly growing student body. It is expected the number of CRJA majors will reach 1,000 before the next review. Even if the faculty grew to 10 full-time TT that would still translate to approximately 110 students per faculty for advising. That is an improvement from where we are today, but it also an indication of how greatly the department is lacking in resources. As the department grows its faculty, additional resources will be needed to support their research and scholarship. This will likely take the form of course release and travel funds to present their research.

The department cannot grow within the current space allocation. There has been some discussion about up-coming availability of office space, but there is no indication of how much space the department will acquire, if any. The faculty will need at least 3 additional offices and storage space for equipment used for the forensic science courses and community engagement activities. The lack of office space is preventing faculty from fully reaching their potential in a cramped working environment, and it creates an uninviting atmosphere to advise students.

The department recently added several courses to the curriculum, and will continue to bolster course offerings as the expertise of faculty expands. The University is in the process of switching to the semester system, and it is not clear how this will impact CRJA, but it is anticipated the changes to the curriculum will be minor.

Aligning with the department's Mission statement and goals, the faculty would like to focus on the following items for the next 5 years.

**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.

Providing that the department has adequate resources, goals for the next five years are as follows:

- *Hire at least 5 new full-time TT faculty to 1) meet the needs of the growing student body and 2) expand the department in a way that better reflects the diversity of the student body.*
- *Continue to participate in student recruitment efforts through outreach (Al Fresco/Orientation) and advising.*
- *Expand student activities such as clubs and internship opportunities.*

- *Center/Institute for Social Change. For faculty and students to share research, trends, community service in their diverse areas of interest.*
- *Continue to develop additional courses that match the expertise of the faculty. Courses about transnational crime, issues of race in the criminal justice system, and comparative justice system would expand course offerings for students.*
- *Speaker Series/Panels: On-going series sponsored by the department that could expose students and the community to individuals with expertise in areas of law enforcement, corrections, community corrections, restorative justice, and link theory (link between animal cruelty and other types of crime).*

The CRJA faculty are inspired by students and want to offer them a quality education. This can be challenging with limited resources. Several recent job candidates have commented about how much the department has accomplished with very little resources. This is a reflection of the faculty commitment to students, the department, college, and university. With additional faculty and resources the department will excel and hopes to accomplish all of its goals before the next review.

# *Appendix A*

## **Tenure-Track Requests**

1. OAA Position No. 11-12 CRJA-LAWENFORCEMENT-TT
2. OAA Position No. 13-14 CRJA-LAW&COURTS-TT
3. OAA Position No. 12-13 CRJA-LAWENFORCEMENT-TT
4. OAA Position No. 12-13 CRJA-LAWENFORCEMENT-TT
5. OAA Position No. 14-15 CRJA-OPENSPECIALTY-TT

## **Lecturer Announcement**

1. Lecture Appointment Position No. 14-15 CRJA-PTL-01

CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

**DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION**  
*FULL-TIME TENURE-TRACK: LAW ENFORCEMENT-INVESTIGATIONS*  
OAA Position No. 11-12 CRJA-LAWENFORCEMENT-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 Bachelor of Science degree. The Department also offers a minor in Criminal Justice. Established in 1976, the degree program has grown to over 500 majors and 30 minors. To learn more about the Criminal Justice Administration Department at CSUEB, visit [the website at http://class.csueastbay.edu/criminaljustice/Home\\_Page.php](http://class.csueastbay.edu/criminaljustice/Home_Page.php).

**DUTIES OF THE POSITION:** The successful candidate will teach undergraduate courses primarily focusing on the following areas: evidence, investigation, police and community relations, police organization / management, and crime prevention/control. Please note that teaching assignments at California State University, East Bay includes courses at the Hayward, Concord and Online 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 involvement with the student club, scholarly 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 2012.

**QUALIFICATIONS:** Candidate must have a doctorate (Ph.D. or equivalent) in Criminal Justice, Criminology, Sociology or related field. ABD will be considered but degree must be completed by the effective date of the appointment. Candidates with successful teaching experience at the university level are preferred. The ideal candidate has experience working with and/or conducting research on issues pertaining to women, populations of color and other disenfranchised groups as well as a record of teaching and advising such populations. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants must demonstrate a record of scholarly activity, such as presentations at professional conferences (including but not limited to the ASC, ACJS or ASA) and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see:

<http://www20.csueastbay.edu/af/departments/as/>

**APPLICATION DEADLINE:** Review of applicants will begin on October 17, 2011. The position will be considered open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Dawna Komorosky, Search Committee Chair  
Department of Criminal Justice Administration  
California State University, East Bay  
25800 Carlos Bee Blvd.  
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.

DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION

*FULL-TIME TENURE-TRACK: CRIMINAL JUSTICE*  
OAA Position No. 12-13CRJA-LAWENFORCEMENT-TT

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, diverse student body, 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 several programs (<http://www20.csueastbay.edu/concord/>). 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://www20.csueastbay.edu>.

**THE DEPARTMENT:** The Department of Criminal Justice Administration offers an undergraduate program leading to the Bachelor of Science degree. The Department also offers a minor in Criminal Justice. Established in 1976, the degree program has grown to over 500 majors and 30 minors. To learn more about the Criminal Justice Administration Department at CSUEB, visit the website at [http://class.csueastbay.edu/criminaljustice/Home\\_Page.php](http://class.csueastbay.edu/criminaljustice/Home_Page.php).

**DUTIES OF THE POSITION:** The successful candidate will teach undergraduate courses primarily focusing on the following law enforcement areas: evidence, investigation, police and community relations, police organization / management, and crime prevention/control. Please note that teaching assignments at California State University, East Bay includes courses at the Hayward, Concord and Online 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 involvement with the student club, scholarly 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 2013.

**QUALIFICATIONS:** Candidate must have a doctorate (Ph.D. or equivalent) in Criminal Justice, Criminology, Sociology or related field. ABD will be considered but degree must be completed by the effective date of the appointment. Candidates with successful teaching experience at the university level are preferred. The ideal candidate has experience working with and/or conducting research on issues pertaining to women, populations of color and other disenfranchised groups as well as a record of teaching and advising such populations. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants must demonstrate a record of scholarly activity, such as presentations at professional conferences (including but not limited to the ASC, ACJS or ASA) and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www20.csueastbay.edu/af/departments/as/>

**APPLICATION DEADLINE:** Review of applicants will begin on October 1, 2012. The position will be considered open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

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

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DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION  
*FULL-TIME TENURE-TRACK- CRIMINAL JUSTICE: LAW and COURTS*  
OAA Position No. 13-14 CRJA-LAW&COURTS-TT

**DUTIES OF THE POSITION:** The successful criminal law and courts candidate will teach undergraduate courses primarily focusing on the following areas: elementary criminal law, evidence, administration of justice, and ethics in criminal justice administration. Please note that teaching assignments at California State University, East Bay includes courses at the Hayward, Concord and Online 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 involvement with the student club, scholarly 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 2013.

**QUALIFICATIONS:** Candidate must have a doctorate (Ph.D. or equivalent) in Criminal Justice, Criminology, Sociology or related field. ABD will be considered but degree must be completed by the effective date of the appointment. Candidates with successful teaching experience at the university level are preferred. The ideal candidate has experience working with and/or conducting research on issues pertaining to women, populations of color and other disenfranchised groups as well as a record of teaching and advising such populations. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants must demonstrate a record of scholarly activity, such as presentations at professional conferences (including but not limited to the ASC, ACJS or ASA) and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www20.csueastbay.edu/af/departments/as/>

**APPLICATION DEADLINE:** Review of applicants will begin on October 1, 2012. The position will be considered open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Dawna Komorosky, Search Committee Chair Department of Criminal Justice  
Administration California State University, East Bay  
25800 Carlos Bee Blvd. Hayward, CA 94542  
Office Phone No.: 510-885-3590 Office Fax No.: 510-885-2529  
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**DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION**  
**FULL-TIME TENURE-TRACK: LAW ENFORCEMENT-INVESTIGATIONS**  
OAA Position No. 12-13 CRJA-LAWENFORCEMENT-TT

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, diverse student body, 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 several programs (<http://www20.csueastbay.edu/concord/>). 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://www20.csueastbay.edu>.

**THE DEPARTMENT:** The Department of Criminal Justice Administration offers a Baccalaureate of Science degree designed for the development of knowledge and understanding of practices, theory, ethics, and concepts of justice, as well as to prepare students for professional careers in justice administration, law enforcement, corrections, victim advocacy, law, community-based programs, and forensic sciences. The major emphasizes professionalism, a strong ethical character, and a commitment to community engagement. The degree includes two specialized options and a student selects an option depending on her/his career interest. Established in 1976, the degree program has grown to over 600 majors and 30 minors. To learn more about the Criminal Justice Department at CSUEB, visit the website at <http://www20.csueastbay.edu/class/departments/criminaljustice/>.

**DUTIES OF THE POSITION:** The successful candidate will teach undergraduate courses primarily focusing on the following areas: evidence, investigation, police and community relations, police organization / management, and crime prevention/control. Please note that teaching assignments at California State University, East Bay includes courses at the Hayward, Concord and Online 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 involvement with the student club, scholarly 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 2014.

**QUALIFICATIONS:** Candidate must have a doctorate (Ph.D. or equivalent) in Criminal Justice, Criminology, Sociology or related field. ABD will be considered but degree must be completed by the effective date of the appointment. The successful candidate's background or area of

specialization will be in policing and/or investigations and may include interests in crime prevention /, forensic investigations, use of force, cybercrime, crime scene analysis, and other related areas. Candidates with successful teaching experience at the university level are preferred. The ideal candidate has experience working with and/or conducting research on issues pertaining to women, populations of color and other disenfranchised groups as well as a record of teaching and advising such populations. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants should demonstrate a record of scholarly activity, such as presentations at professional conferences (including but not limited to the ASC, ACJS or ASA) and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www20.csueastbay.edu/af/departments/as/>

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[https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS\\_HRAM.HRS\\_CE.GBL](https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL).

**Additionally**, send the following by mail to: Faculty Search Chair, Department of Criminal Justice Administration, California State University East Bay, 25800 Carlos Bee Blvd., Hayward, CA 94542:

- 1) Graduate transcripts;
- 2) Three letters of recommendation.

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CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

**DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION**

*FULL-TIME TENURE-TRACK: LAW ENFORCEMENT-INVESTIGATIONS*

OAA Position No. 14-15 CRJA-LAWENFORCEMENT-TT

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, diverse student body, 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 several programs (<http://www20.csueastbay.edu/concord/>). 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://www20.csueastbay.edu>.

**THE DEPARTMENT:** The Department of Criminal Justice Administration offers a Baccalaureate of Science degree designed for the development of knowledge and understanding of practices, theory, ethics, and concepts of justice, as well as to prepare students for professional careers in justice administration, law enforcement, corrections, victim advocacy, law, community-based programs, and forensic sciences. The major emphasizes professionalism, a strong ethical character, and a commitment to community engagement. The degree includes two specialized options and a student selects an option depending on her/his career interest. Established in 1976, the degree program has grown to over 600 majors and 30 minors. To learn more about the Criminal Justice Department at CSUEB, visit the website at <http://www20.csueastbay.edu/class/departments/criminaljustice/>.

**DUTIES OF THE POSITION:** The successful candidate will teach undergraduate courses primarily focusing on the following areas: evidence, investigation, police and community relations, police organization / management, and crime prevention/control.

Please note that teaching assignments at California State University, East Bay includes courses at the Hayward, Concord and Online 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 involvement with the student club, scholarly 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 2014.

**QUALIFICATIONS:** Candidate must have a doctorate (Ph.D. or equivalent) in Criminal Justice, Criminology, Sociology or related field. ABD will be considered but degree must be completed by the effective date of the appointment. The successful candidate's background or area of specialization will be in policing and/or investigations and may include interests in crime prevention /, forensic investigations, use of force, cybercrime, crime scene analysis, and other related areas. Candidates with successful teaching experience at the university level are preferred. The ideal candidate has experience working with and/or conducting research on issues pertaining to women, populations of color and other disenfranchised groups as well as a record of teaching and advising such populations. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants should demonstrate a record of scholarly activity, such as presentations at professional conferences (including but not limited to the ASC, ACJS or ASA) and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www20.csueastbay.edu/af/departments/as/>

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**Additionally**, send the following by mail to: Faculty Search Chair, Department of Criminal Justice Administration, California State University East Bay, 25800 Carlos Bee Blvd., Hayward, CA 94542:

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CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

**DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION**

*FULL-TIME TENURE-TRACK: CRIMINAL JUSTICE*

OAA Position No. 14-15 CRJA-OPENSPECIALTY-TT

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, diverse student body, 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 several programs (<http://www20.csueastbay.edu/concord/>). 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://www20.csueastbay.edu>.

**THE DEPARTMENT:** The Department of Criminal Justice Administration offers a Baccalaureate of Science degree designed for the development of knowledge and understanding of practices, theory, ethics, and concepts of justice, as well as to prepare students for professional careers in justice administration, law enforcement, corrections, victim advocacy, law, community-based programs, and forensic sciences. The major emphasizes professionalism, a strong ethical character, and a commitment to community engagement. The degree includes two specialized options and a student selects an option depending on her/his career interest. Established in 1976, the degree program has grown to over 600 majors and 30 minors. To learn more about the Criminal Justice Department at CSUEB, visit the website at <http://www20.csueastbay.edu/class/departments/criminaljustice/>.

**DUTIES OF THE POSITION:** The successful candidate will enhance the expertise in the department through areas of specialization including but not limited to cybercrime, human trafficking, white collar offenses, homeland security, forensic psychology, legal issues, comparative justice systems, juvenile justice, inequality and CJ, or emerging areas

within criminal justice. The successful candidate will teach undergraduate courses in the following areas with the additional possibility of expanding the curriculum according to budgetary availability for new courses: criminal justice ethics, theories of crime, criminal law and the courts, and electives. Please note that teaching assignments at California State University, East Bay includes courses at the Hayward, Concord and Online 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 involvement with the student club, scholarly 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 2014.

**QUALIFICATIONS:** Candidate must have a doctorate (Ph.D. or equivalent) in Criminal Justice, Criminology, Sociology or related field. ABD will be considered but degree must be completed by the effective date of the appointment. Candidates with successful teaching experience at the university level are preferred. The ideal candidate has experience working with and/or conducting research on issues pertaining to women, populations of color and other disenfranchised groups as well as a record of teaching and advising such populations. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants should demonstrate a record of scholarly activity, such as presentations at professional conferences (including but not limited to the ASC, ACJS or ASA) and publications. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see:

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Revised May 15, 2015

**CALIFORNIA STATE UNIVERSITY, EAST BAY**  
**FACULTY EMPLOYMENT OPPORTUNITY**

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**Department of Criminal Justice Administration**

*Part-Time Lecturer Pool*

Position No. 14-15 CRJA-PTL-01

**POSITION AVAILABLE:** One or more temporary, part-time lecturers for a pool from which instructors may be selected for Fall Quarter 2014 and Winter and Spring Quarters 2015.

**THE DEPARTMENT:** The Department of Criminal Justice Administration consists of four tenured and 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 500 majors and 55 minors.

**DUTIES OF THE POSITION:** Teaching one or more courses in the areas of law enforcement, criminalistics, and corrections. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord and Online campuses.

**RANK AND SALARY:** Lecturer. Salary is dependent upon educational preparation and experience. Position appointment is subject to budgetary authorization.

**DATE OF APPOINTMENT:** Fall Quarter begins September 22, 2014; Winter Quarter begins January 5, 2015; Spring Quarter begins March 30, 2015.

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

**APPLICATION DEADLINE:** Positions open until filled. Applications are considered on a continuous basis. Those presently in the pool, whether teaching or not, must submit a new letter of application for the new academic year, and a current vita. New applicants must submit a letter of application, a complete and current vita, the academic application (<http://www20.csueastbay.edu/oaa/policy/index.html>), graduate transcripts, and three letters of recommendation to:

Chair

Department of Criminal Justice Administration

Fax: (510) 885-2529 25800 Carlos Bee Blvd., MI 4006

California State University, East Bay

Hayward, CA 94542-3044

Phone: (510) 885-3929

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 provisions of the immigration Reform and Control Act. If you are considered as a finalist for the position, you may be subject to a background check.

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## *Appendix B*

### **Department Literature**

- CRJA Handout
- CRJA Internship Contacts/Attendees
- CRJA Student Learning Outcome by Course
- FLC Diversity Rubric

# Bachelor of Science Degree in Criminal Justice Administration

## Major Requirements

The major consists of 78 units; B.S. degree requires a total of 180 units. Please consult the University Catalog for details. Credit/No Credit (CR/NC) grading is not permitted for classes used to meet the major requirements. A grade of C (2.0) or higher is required for all courses to be counted toward the major

### 1. Lower Division (34 units)

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 1001 or 1005) (5)  
 SOC 1000 Introduction to Sociology (or 1001, 1002, 2001 or 2002) (4)  
 STAT 1000 Elements of Probability and Statistics (5)

### 2. Upper Division Core (16 units)

CRJA 3200 Research Methods in Criminal Justice (4)  
 CRJA 3700 Ethics and Justice Administration (4)  
 CRJA 4127 Crime Theory (4)  
 POSC 3410 Law and Society (4)  
 OR CRJA 4770 Criminal Law & Courts (4)

### 3. Option – Choose ONE (16 Units)

#### Option A Justice and Enforcement

Students who elect to take this option must complete each of the following four courses: (16 units)

CRJA 3300 Crime Prevention and Control (4)  
 CRJA 3400 Advanced Criminal Investigation (4)  
 CRJA 3610 Police Organization and Management (4)  
 CRJA 3800 Survey of Forensic Science (4)

#### Option B Community Alternatives & Corrections Option

Students who elect to take this option must complete each of the following four courses: (16 units)

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

### 4. Upper Division Elective (12 units)

Both Option A and Option B students must choose 12 units of elective coursework from the list below, provided that the course or courses chosen have previously not been taken as part of an option. Upon faculty advisement and approval, additional courses may also apply.

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 and Management (4)  
 CRJA 3750 Family Violence and the CJ System (4)  
 CRJA 3800 Survey of Forensic Science (4)  
 CRJA 4730 Restorative Justice (4)  
 CRJA 4123 The Crime Victim (4)  
 CRJA 4124 Sex Crimes Investigation (4)  
 CRJA 4126 Special Topics (4)  
 CRJA 4125 Women in Criminal Justice (4)  
 CRJA 4128 Internship in Criminal Justice (4)  
 CRJA 4330 Prejudice, Violence, and Hate Crimes (4)  
 CRJA 4700 Community Based Corrections (4)  
 CRJA 4710 Drugs, Law & Society (4)  
 CRJA 4770 Criminal Law and Courts (4)

## Faculty Advisors

Faculty advisors are determined by your last name.

### EFFECTIVE WINTER QUARTER 2015

**Advisor: A – E**  
 Keith Inman PH: (510) 885-3206 Office: MI 4069  
 Email: [keith.inman@csueastbay.edu](mailto:keith.inman@csueastbay.edu)

**Advisor: F - J**  
 Julie Beck PH: (510) 885-2487 Office: MI 4070  
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**Advisor: K – O**  
 Sanjay Marwah PH: (510) 885-3874 Office: MI 4069  
 Email: [sanjay.marwah@csueastbay.edu](mailto:sanjay.marwah@csueastbay.edu)

**Advisor: P – T**  
 Glenn Trager PH: (510) 885-3269 Office: MI 4070  
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**Advisor: U – Z**  
 Silvina Ituarte PH: (510) 885-3203 Office: MI 4068  
 Email: [silvina.ituarte@csueastbay.edu](mailto:silvina.ituarte@csueastbay.edu)

**Department Chair**  
 Dawna Komorosky PH: (510) 885-3929 Office: MI 4067  
 Email: [dawna.komorosky@csueastbay.edu](mailto:dawna.komorosky@csueastbay.edu)

## Department Contact Information



Location: Meiklejohn Hall 4006  
 Phone: 510-885-3590  
<http://class.csueastbay.edu/criminaljustice>

The following agencies were contacted about participation in the CRJA Internship Fair.

Alameda County Probation came 70 internship applications and ran out with in the first hour.

**Blue:** Attended

**Green:** Wanted to attend but could not. Sent materials along,

**Red:** Did not attend

Other agencies were contacted but there was no response.

| <u>Date Response</u> | <u>Agency</u>                           |
|----------------------|---|
| 9/22/14              | Alameda Co. Family Justice Center       |
| 8/25/14              | Alameda County Behavioral Health Care   |
| 8/22/14              | Alameda County Courts                   |
|                      | Alameda County Courts - Family Asst     |
|                      | Alameda County DA's Office              |
| 8/21/14              | Alameda County Justice Corps            |
| 8/22/14              | Alameda County Probation                |
| 8/21/14              | Alameda County Public Defender          |
|                      | Alameda County Sheriff's Office         |
| 9/30/14              | Alameda County Victim Witness           |
| 8/21/14              | BATFE (ATF)                             |
|                      | Bay Area Legal Aid                      |
|                      | Bay NVC                                 |
| 8/14/14              | Benicia Police                          |
|                      | Berkeley Police Department              |
|                      | Center on Juvenile and Criminal Justice |
| 9/29/14              | Community Youth Court                   |
|                      | Community Works - West (OAK)            |
|                      | Contra Costa County Public Defender     |
| 8/26/14              | Contra Costa County Sheriff's Office    |
|                      | Criminal Justice Club                   |
| 10/8/14              | Crisis Support Services of AlCo         |
|                      | Critical Resistance - Oakland           |
| 8/14/14              | CSUEB Police Department                 |
|                      | Dept. of Homeland Security              |
| 8/21/14              | East Bay Community Foundation           |
|                      | East Bay Community Law Center           |
|                      | East Bay Regional Parks Police          |
|                      | FBI Internship                          |
| 8/21/14              | Federal Public Defender (Oakland)       |
| 8/14/14              | First Chance / San Carlos               |
|                      | Forensic Science Club                   |
|                      | Forensic Analytical (Hayward)           |
|                      | Fremont Police Department               |
| 8/14/14              | Hayward Promise Neighborhood            |
|                      | Homeless Advocacy Project               |
|                      | ICE Pathways Internship                 |

|         |  |
|---------|--|
|         | Justice Matters  |
| 8/29/14 | Justice Now  |
|         | La Raza Centro Legal<br>Lift3 Support Group  |
| 8/22/14 | Marin County Public Defender   |
|         | Newark Police Department<br>Nixle<br>Northern California Innocence Project<br>Oakland Police Department  |
| 8/14/14 | Office of the Inspector General / DOJ  |
|         | Prisoners with Children  |
| 8/27/14 | RAINN  |
|         | Redwood City Police Department   |
| 8/21/14 | Relay for Life - CSUEB   |
|         | Restorative Justice for Oakland Youth<br>Restorative Justice Training Institute<br>Rjoy Oakland<br>Ross Corporate Security<br>San Francisco DA's Office<br>San Francisco Police Department<br>San Francisco Public Defender - Juv. |
| 9/18/14 | San Francisco Public Defender's Office   |
| 9/8/14  | San Jose Police Department   |
| 8/25/14 | San Mateo County DA's Office   |
|         | Santa Clara County DA's Office<br>Santa Clara County Sheriff's Office  |
| 8/15/14 | Santa Clara Police Department  |
|         | Seeds Community Resolution Center<br>SF DA's Ofc. Intern<br>SMCo Beh Health - EPA Pathways<br>Social Security Administration   |
| 8/20/14 | Solano Family Justice Center<br>Union City Police Department   |
|         | University Role Models   |
|         | US Mint  |
| 8/14/14 | US Securities and Exchange Comm.   |
|         | US Treasury Dept. Pathways Program   |
| 8/15/14 | Vacaville Polic Department   |
|         | Youth Law Center   |
| 10/5/14 | US Probation   |
| 10/7/14 | Love Never Fails Us  |

## **CRJA Student Learning Outcomes by Course**

### **CRJA 2100 ELEMENTARY CRIMINAL LAW (4)**

The nature and functions of criminal law and the principles and rules underlying its administration. This course covers the structure and organization of the federal and state court system with special attention to the criminal courts. The basic functions of the courts will be examined. Classification of criminal statutes and crimes.

- Differentiate between civil and criminal law
- Identify the constitutional rights afforded to individuals who enter the criminal justice system
- Identify the elements of crimes and the various types of offenses
- Identify the various defenses available to people charged with crimes
- Describe the organizational structures of federal and state court systems
- List and describe the roles of the various members of the courtroom workgroup
- Discuss the differences between criminal and civil courts
- List and define the stages of processing a criminal case through the courts
- Describe the differences between trial courts and appellate courts

### **CRJA 2200 BASIC CRIMINAL INVESTIGATION (4)**

The principles and methods of investigation used to acquire and to disseminate information about crimes.

- Define and apply procedures for arrests, case preparations, and closing investigations
- Identify and evaluate the difference between interviewing and interrogation

### **CRJA 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.

- Explain and identify the difference between real, demonstrative, and circumstantial evidence
- Explain the concepts of impeachment, hearsay, privileges, and burdens of proof
- Analyze the Federal Rules of Evidence
- Analyze the Exclusionary Rule and its application to illegally seized evidence

#### CRJA 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.

- Identify and define the various components of the criminal justice system
- Explain and analyze the relationships between law enforcement, the judicial system and corrections
- Explain the processes associated with moving an accused through the criminal justice system from arrest to adjudication
  
- Analyze and determine crime rate, crime index, and recidivism rates
- Identify career options in the criminal justice field

#### CRJA 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.

- Describe the history of policing in American society
- Identify the various segments of police services
- Describe the organization structure and management style of police agencies
- Analyze issues of discretion, ethics, decision-making and morality
- Examine the history of police and their relationship with communities
- Identify specific law enforcement strategies to address substantive problems
- Define and explain target-specific law enforcement strategies
- Define and discuss traditional police policies in community relations

#### CRJA 3100 CORRECTIONS & 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.

- Trace the history of corrections in the U.S.
- Describe the different models of punishment and the various correctional alternatives
- Explain the organization and management of correctional institutions, both Federal and state
- Describe the legal rights of prisoners
- Describe probation, parole and the revocation process
- Discuss contemporary issues in corrections

#### CRJA 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.

- Provide theoretical foundation for conducting research in criminal justice and criminology
- Analyze the difference between qualitative and quantitative research
- Explain the research process beginning with statement of the problem, research design, data collection, analysis of data, interpretation and results
- Define and analyze the ethical responsibilities associated with criminal justice research methods
- Provide theoretical foundation for conducting research in criminal justice and criminology
- Analyze the difference between qualitative and quantitative research
- Explain the research process beginning with statement of the problem, research design, data collection, analysis of data, interpretation and results

#### CRJA 3300 CRIME PREVENTION AND INTERVENTION (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.

- Identify and evaluate crime prevention techniques
- Compare crime prevention methods focused on family, schools, community, policing, etc.
- Describe crime prevention policies and their effects on recidivism
- Apply basic crime prevention techniques to a crime problem
- Identify and evaluate different crime-problem interventions

#### CRJA 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.

- Identify and evaluate procedures involved in reviewing and processing a crime scene
- Describe proper procedures for handling witnesses and witness-related evidence
- Apply basic and major investigative techniques
- Identify and evaluate the difference between interviewing and interrogation
- Define and apply procedures for arrests, case preparations, and closing investigations

#### CRJA 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.

- Describe and analyze the organizational and administrative structure of criminal justice administration
- Describe the roles and functions of police personnel, including investigation
- Analyze issues related to police discretion
- Evaluate law enforcement decisions using appropriate ethical and legal guidelines
- Identify and analyze characteristics of police subcultures and their effect on law enforcement
- Evaluate the effect of technology and law enforcement
- Explain the organizational structure, administrative practices, and operating procedures of modern police agencies
- Identify, describe, evaluate and propose remedies to problems confronting police administrators
- Identify and evaluate the key management and organizational theories
- Identify and analyze contemporary ethical issues in law enforcement

#### CRJA 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.

- Identify and define the theoretical concepts associated with ethical and moral behaviors in criminal justice
- Discuss and analyze the ethical decision making processes in law enforcement, law and the courts, corrections and forensics
- Identify dilemmas and the consequences associated with immoral behaviors within the criminal justice system and in the broader context of society and the government
- Critique and evaluate current ethical policies and posture through the examination of case studies

#### CRJA 3750 FAMILY VIOLENCE AND THE CRIMINAL JUSTICE SYSTEM (4)

Family violence is prevalent in our society, impacting individuals from all socioeconomic levels. This course will introduce students to the types of family violence, potential causes, impact on both individuals and the community, and the criminal justice response.

- Explain definitions and types of family violence
- Describe the evolution and history of family abuse
- Describe the impact of public policy on victims of family violence
- Analyze specific victim populations
- Discuss current issues in family violence, prevention, and intervention

#### CRJA 3800 COMPARATIVE EVIDENCE AND ITS EVALUATION (4)

The forensic comparative process; studies of microscopic characteristics of various types of physical evidence. Topics include firearms and tool identification, impression evidence, technical photography and preparation of laboratory findings for court.

- To understand the roles and responsibilities of forensic scientists in the criminal justice and legal systems of the United States
- To understand the scope, scientific foundation, and techniques of a variety of the scientific disciplines practiced in crime laboratories
- Explain the importance of expert testimony and report writing
- Apply various analytical techniques used to examine physical evidence
- Identify and describe the responsibilities associated with preservation of the crime scene
- Describe the various steps associated with the identification, collection, and preservation of evidence
- Apply various techniques to develop and preserve fingerprints
- Identifying the class and individual characteristics of physical evidence
- Apply various techniques using the casting method for preservation of evidence
- Apply course content to process a simulated crime scene

#### CRJA 4123 THE CRIME VICTIM (4)

The criminal justice system from 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.

- Explain the history of victimology
- Describe the impact of public policy and the crime victims' movement on victim rights
- Analyze the methodology used to determine crime and victimization rates
- Analyze specific victim populations
- Discuss current issues in victimology

#### CRJA 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.

- Explain the distinction between crime, criminal behavior, and the law
- Describe the various schools of criminology
- Explain the various theories of crime causation
- Recognize crime typologies, trends, and patterns of criminal behaviors as associated with specific criminal acts

## CRJA 4128 INTERNSHIPS IN CRIMINAL JUSTICE

Practical experience in a department-approved criminal justice agency (public or private). Academic assignments and integrated with volunteer or paid activities. The student participates in a practical on-site internship in which theoretical principles are applied to work situations under professional supervision.

- Apply practical experience in a working environment of, or related to their chosen discipline
- Apply interpersonal skills essential in the transition from student to employee
- Analyze the link between academic learning and professional work experience
- Process the internship experience to articulate and market oneself to prospective employers

## CRJA 4330 PREJUDICE, VIOLENCE AND HATE CRIMES (4)

This course explores the characteristics, prevalence, causes, penalties, and constitutional issues regarding hate crimes and hate speech. Students will examine the history, social contexts, and political controversies surrounding hate crimes as well as other components of prejudice and violence. Explain the history of race, ethnicity and social class in the U.S. criminal justice system.

- Analyze the theoretical perspectives used to explain cultural diversity, oppression, and criminal justice
- Define various forms of “privilege” and examine its impact on oppressed groups
- Describe the differential and inequitable treatment encountered by marginalized groups in policing, courts and corrections
- Discuss the evolution of hate crime legislation and policy
- Describe why the media refers to “hate crimes” and scholars refer to “bias crimes”
- Explain crime statistics regarding who are the likely victims of hate crimes and the likely offenders of hate crimes
- Describe the challenges faced by police and prosecutors in addressing bias crimes
- Explore contemporary issues in cultural diversity, crime and violence

#### CRJA 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. This course examines the theories and practices involved in probation and parole processes and decision-making. Topics include pre-sentence and pre-parole investigations, probation and parole supervision, the administration of corrections services including treatment and release decision-making processes. Finally, this course examines juvenile corrections and the use of intermediate methods of treatment including electronic monitoring, community service, and the use of restitution. Topics include halfway houses of correction, community furlough and ex-offender employment.

- Analyze and apply various theories of community corrections
- Describe innovative perspectives and alternative sentences associated with community corrections
- Discuss the history of probation and parole in criminal justice
- Describe the roles of probation and parole officers in the criminal justice
- Create presentence and pre-parole investigation reports and apply various treatment
- Explain the historical context for treatment in a correctional setting
- Explain and analyze the rationale for treatment methods used
- Apply various assessment and diagnostic techniques for classification of offenders
- Identify counseling techniques for offenders with special needs

#### CRJA 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.

- Define and evaluate the scope of the relationship between drugs and crime
- Analyze the law enforcement strategies in applying drug laws
- Explain the various steps in processing an individual charged with violation of a particular drug law
- Describe the various types of drugs and drug use in society
- Analyze the relationship between criminal activity and the illegal drug industry
- Analyze common reasons why people use mood altering chemicals including recreational drugs
- Evaluate the research on the origins of addictions, alcoholism, and chemical dependency disorders
- Describe the impact of chemical dependency upon offender populations based on age, gender, race, ethnicity, sexual orientation, disability including mental health issues
- Identify and properly use the basic terminology used in substance abuse treatment
- Analyze the basic strategies and goals of group and individual counseling involving criminal justice clients

#### CRJA 4730 RESTORATIVE JUSTICE (4)

Critical look at how restorative justice responds to crime by holding offenders accountable for harm committed, repairing harm to victims and community, and promoting skills in offenders to prevent crime recurrence.

- Analyze, apply, and compare various theories of justice including retributive, therapeutic, restorative, and community justice.
- Describe innovative perspectives and alternative sentences associated with restorative justice
- Discuss and describe various restorative justice programs in the United States and the world
- Describe how restorative justice practices implemented in policing, the courts, and corrections
- Explain how restorative justice practices are beneficial for victims, offenders, and the community
- Explain and analyze the rationale for the use of restorative justice
- Apply restorative justice principles to crime related problems

## FLC Diversity Rubric

**Facilitators:** Dennis Chester and Silvina Ituarte

**FLC Members:** Margaret Harris, Dawna Komorosky, Sarah Taylor

| Description: Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health. |   |  |  |   |   |
|---|---|--|--|---|---|
|   | Criteria  | Inadequately - 1   | Minimally - 2  | Adequately - 3  | Fully - 4   |
| Attitude / Disposition  | Cultural self- awareness (possessing knowledge of self and others and recognizing one's position in, and among, groups)   | Inadequately demonstrates awareness of one's own assumptions, judgments, stereotypes, and/or biases about self and diverse individuals and groups.   | Minimally demonstrates awareness of one's own assumptions, judgments stereotypes, and/or biases about self and diverse individuals and groups.   | Adequately demonstrates awareness of the influence of one's own assumptions, judgments, stereotypes, and/or biases during interactions with diverse individuals and groups.   | Fully demonstrates awareness of one's own assumptions, judgments, stereotypes and/or biases about self and diverse individuals and groups. Demonstrates ability to assess the impact of assumptions, judgments, and/or biases.  |
| Knowledge   | Openness to personal growth and cultural humility. A lifelong process of self-reflection, self-critique, and commitment to understanding and respecting different points of view, and engaging with others. | Inadequately seeks opportunities to learn more about diverse individuals and groups.   | Minimally seeks opportunities to learn more about diverse individuals and groups.  | Adequately seeks opportunities to learn and broaden understanding of diverse individuals and groups. Begins to initiate, engage, develop, and value interactions with diverse individuals and groups.   | Fully seeks opportunities to learn and integrate experiences that broaden understanding of diverse individuals and groups. Initiates, engages, develops, and values interactions with individuals and diverse groups.   |
| Worldview   | Worldview (obtaining knowledge of self and others)  | Inadequately demonstrates understanding of social, relational, and other dynamics related to one's own worldview, or the worldviews of diverse individuals or groups.  | Minimally demonstrates some understanding of social, relational, and other dynamics important to one's own worldview, and the worldviews of diverse individuals or groups.   | Adequately articulates understanding of social, relational, and other dynamics important to one's own worldview, and the worldviews of diverse individuals or groups.   | Fully demonstrates and articulates understanding of social, relational, and other dynamics of one's own worldview and that of diverse individuals and groups. Demonstrates understanding of the impact of assumptions, judgments, stereotypes and/or biases related to one's own viewpoint and that of diverse individuals and groups. Can identify intercultural experience from one's own viewpoint and that of diverse individuals and groups. |
| Application   | Skills (using knowledge of self and others to improve relationships between diverse individuals and groups).  | Inadequately demonstrates an understanding of the differences in verbal and non-verbal communication when working with diverse individuals or groups. Struggles to negotiate an understanding of the perspective of others. Views the experience of others only through one's own cultural view. | Minimally demonstrates limited understanding of the differences in verbal and non-verbal communication when working with diverse individuals or groups. Is aware that misunderstandings can occur based on those differences, but is still unable to negotiate a shared understanding. Identifies components of other perspectives but responds in all situations with own world view. | Adequately demonstrates an understanding of the differences in verbal and non-verbal communication when working with diverse individuals or groups. Recognizes the multiple dimensions of the perspectives of others and begins to negotiate a shared understanding based on those differences in interactions. | Fully demonstrates an understanding of the differences in verbal and non-verbal communication when working with diverse individuals and groups. Skillfully negotiates a shared understanding of differences and assesses the influence of incorporating multiple and diverse perspectives.  |
| Advocacy & Engagement   | Advocacy & Engagement (integrating & translating knowledge & skills into action)  | Inadequately demonstrates behaviors or takes part in activities that support diverse individuals and groups. Is unaware of or ignores injustice and inequality.  | Minimally demonstrates behaviors or takes part in activities that support diverse individuals and groups. Can identify injustice and inequality.   | Adequately demonstrates behaviors and takes part in activities that support diverse individuals and groups and that encourage positive change. Can identify injustice, and develop strategies to challenge injustice and inequality.  | Fully demonstrates behaviors and initiates actions that support diverse individuals and groups, and that assess and seek to improve institutional structures. Can identify injustice, develop strategies, and take action that challenge and address injustice and inequality.  |

## **Part 3: Outside Reviewer's Report**

**Criminal Justice Administration**  
**California State University East Bay**

**Outside Reviewer's Report**

Reviewer: Dr. Diana R. Grant

Professor, Sonoma State University, Criminology and Criminal Justice Studies  
Department

Introduction

This report is based on my examination of the documents provided by the CRJA department, including their self-study, their prior five-year program review, and the interim one year reports, and my site visit on February 13, 2015. During my site visit and by telephone afterwards I spoke with CRJA Chair Dr. Komorosky, numerous faculty, a class of students, Dean Rountree and her Associate Dean. All were most informative with their comments in response to questions I posed, and many people offered their thoughts on a variety of issues relevant to the CRJA department's growth and direction.

The format of my report addresses the questions in the suggested guidelines for outside reviewers, and then examines each of the department's areas of concern identified by its self-study. In addition, I have added some observations and recommendations on a few other specific issues that I considered useful to note in this report. The department contacted me about possibly doing their outside review in Fall of 2014, but due to time constraints on my part we pushed the site visit to February 2015, and this report was submitted March 9, 2015.

## Observations

The department's Five-Year Program review from 1999 documented the state of the department and its anticipated growth, and made suggestions for changes such as strengthening the curriculum in some areas. The CRJA department implemented many of those suggestions to good effect, such as strengthening the law component of the curriculum, and successfully advocating for new faculty hires. In other areas, despite the CRJA department's documented requests for more resources, especially faculty office space and materials storage space, there has been little or no improvement. Nonetheless, CRJA is clearly moving in the appropriate direction, and is handling the rapid influx of new students to the major in remarkably creative ways. This is consistent with trends in the field which have seen Criminal Justice programs growing exponentially in terms of number of majors, due to both intrinsic interest in the field and public perception that criminal justice is an area of relative job security in times of economic uncertainty (not necessarily an accurate perception, but ubiquitous nonetheless).

The CRJA Self-Study for 2013-2014 was the most up to date written documentation of the department's progress towards its goals. A major goal was met with the hiring of two new faculty, and in fact the search was done with the anticipation of hiring three new faculty, but one withdrew at the last minute. CRJA also noted that the CLASS Student Service Center has been helping with the very high student advising workload, and it is anticipated that this will continue to be a department advising resource. The CRJA faculty renamed the two options available to students, now known as Justice and Enforcement, and Community Alternatives and Corrections. This reflects careful thought about the department's mission and goals, its planned direction, and the

needs of its students. The department is also working on expanding its Internship course placement opportunities for students, although these options are limited by the fact that the course is only offered Winter term. The department developed University Role Models, which is a unique opportunity for some students to participate in faculty research and community service. Students mentor Hayward area high school students and participate in grant-sponsored research with individual faculty, a partnership that benefits faculty, the students, and their community partners. Another faculty initiative resulted in support for training for CJRA students in analysis of mock crime scenes, which is a very valuable opportunity for students who intend to become crime scene investigators. Two key goals of CRJA are being fulfilled; two new faculty were hired during the most recent search, and two or three more faculty hires are anticipated by the administration during the next round of hiring. The space issue currently remains status quo, but the department has requested more space and the administration is working to help locate the needed space. Very soon CRJA will have a dedicated staff member of its own, rather than having to share staff with other departments through the staffing center. This is excellent progress towards these critical objectives, especially for such a fast-growing department.

As the Outside Reviewer's Rubric for CSU East Bay suggests, I made comparisons of the CRJA department's self-study and its current progress on its goals. The results indicate that in almost all areas it is doing very well, and in the area that needs most improvement (department statistics) the need for faculty resources has been partially addressed already and will continue to be remedied with more resources in the next faculty hiring cycle. The CRJA's chosen directions are clearly situated appropriately within the field of Criminal Justice, and its recent new faculty hires are very consistent

with the field and with its self-defined programmatic goals. With regard to assessment, CRJA has made remarkable strides in this area since its last five year program review, and its student learning outcomes are clearly related to its programmatic goals. The measurement of the outcomes could be described more precisely, as described further in the assessment section. The statistics on CRJA students and SFR are troubling in that there is clear evidence of the need for more resources, principally tenure-line faculty. However, criminal justice programs seem to see an uptick in enrollments during tough economic times, and so the increase in majors is not surprising, and the administration is responding with resources for new tenure line hires and staff support. The department's requirements are well aligned within departments in the fields of criminal justice and related areas, such as criminology, justice studies, and law and society. Even within the subgrouping of departments, which are focused solely on criminal justice, there is considerable variation in the way departments structure their curricula, and CRJA is an excellent example of a mix of traditional, core courses, and unique, innovative elective offerings.

However, to continue its successful work as a well-established, very much sought-after major at CSU East Bay, CRJA will need both additional resources, and more focus on what direction the curriculum should take. This is especially the case given that the campus is transitioning from a quarter to a semester system as of 2017, and the initial campus meetings to facilitate this transition are just starting. The ideal approach for CRJA would be to begin considering its own programmatic goals as soon as feasible, such as whether it would plan to offer three or four unit semester courses. These decisions involve higher administrative decisions, the adoption of campus scheduling

templates, and a variety of other factors, but it is not too early to begin faculty discussions of what the 'realigned' semester system CRJA curriculum will be like.

### ***CRJA Resources***

#### Faculty

The department has successfully hired two new faculty members as of Fall 2014, and in fact was approved to hire three. Unfortunately, the third potential hire declined at the last moment, leaving the department with two new hires but still lacking a sufficient number of faculty to keep up with the rising tide of majors. The need for additional faculty is clear, both to be able to offer sufficient courses for the approximately 700 (and growing) majors in the department, and to have faculty expertise in specific areas of the field that would enhance the curriculum. The recent increase to six full time faculty as of Fall 2014, given the successful hires of two new faculty, is a much welcomed development for both CRJA faculty and students who need more course sections. Nonetheless, the volume of students who become majors, combined with non-majors who are interested in taking CRJA courses, is clearly overtaking the number of faculty hires. The ratio of faculty to students is very high, and average course sizes are at 49 or above. These are high numbers even in comparison with other high-volume criminal justice departments on sister CSU campuses, and thus CRJA merits additional resources.

In conversation with Dean Rountree and the Associate Dean, it was clear that they recognized and planned to respond to the need for additional CRJA faculty, with two or three more hires (perhaps in one or two separate searches) anticipated within the next hiring cycle. In response to my query about how additional tenure-line hires might affect

adjunct allotments, the Dean noted that she would ensure that it does not affect CRJA's adjunct WTUs, because she recognizes the great need the department has for faculty, including adjuncts. This bodes well for CRJA, because the department is currently at about 700 students, with few signs of a slowdown in the popularity of the major. The SFR has increased significantly in just the past few years, and now exceeds the systemwide CSU average for upper level courses. More tenure-line faculty are the only way to alleviate the problem of growing class sizes and advising caseloads. However, as discussed above, it is clear that CRJA needs to preserve and expand its existing adjunct pool, both to address the need for course sections overall, and to continue to be able to benefit from the specialized expertise that many of the adjuncts possess. Tenure line faculty hires must not come at the expense of adjunct sections, and it is refreshing to see that the administration recognizes this.

#### Space and Location

The need for greater physical space was obvious as we toured the CRJA area – and particularly, the need for space for faculty offices. In addition, there is a great need for space for storage materials, such as those used in the University Role Models initiative and materials used in classes such as Forensics. Perhaps the greatest need in addition to individual offices for faculty members is to have the space configured so that (1) faculty can be close to advising files, instead of having to travel halfway around the building to access those files; and (2) having the department staff person or people located physically close to the faculty offices.

Dean Rountree described some upcoming changes that should be very helpful in improving this situation. The CRJA department will gain more space in the building it

currently occupies when one of the three departments in the building moves to another area on campus next year. Another part of the reorganization of departments and space will allow CRJA to have its own dedicated staff person, rather than sharing one staff person with two other departments, as is currently the case. The Dean also noted that CRJA will continue to have assistance with graduation applications from the CLASS advisors, which will help ease the workload. In tandem with the planned attempt to move advising files online, this should help eliminate the time consuming need for CRJA faculty to travel around the building locating student advising files when a student drops in for advising.

I was surprised to learn that although the CRJA Chair, Dr. Dawna Komorosky, and Dean Rountree have requested additional office space, the final decision is made by Facilities. It appears that only time will tell how much new space will be available to the department, and what configurations this may take. However, the university might want to consider the obvious potential privacy issues raised when faculty are advising students in shared spaces. FERPA requires faculty to avoid disclosing private educational information to anyone but the student to whom the information pertains, and this is certainly compromised in shared space.

#### Concord satellite

It was perplexing to read department documents describing the Concord site, because in my experience with another campus with a similar site, such arrangements are a resource drain on the main campus. When I spoke with faculty and students on campus, I learned that it is not possible for students to complete their CRJA degree without taking most of their classes on the main campus, and that the department has a fair number of

online or hybrid courses that students can take. Given the fact that the department is dealing with a growing influx of students on the main campus, it makes little sense to continue trying to offer classes at Concord. The students who take classes there reported to me that it is difficult to commute there if they are also taking classes the same day at the main campus, and it seems to serve comparatively few students' needs. It would be a better use of department resources to have faculty offer more class sections on the main campus, including traditional face to face and hybrid courses.

### Research

When queried, most faculty were satisfied with the adequacy of research resources provided, such as travel monies. There is a need for greater release time for curricular initiatives and as compensation for things such as developing internships and conducting departmental assessments. The main need in this area, however, seems to be the need for more space for research and teaching materials, for example University Role Models materials and Forensic course materials. As noted above, the administration appears very aware of the need for additional space and has requested additional space on behalf of CRJA.

### ***CRJA Curriculum***

The curriculum has many strengths, providing most of the expected classic courses for the criminal justice field, and offering some specialized courses (primarily as electives). The prior program review noted that the law dimension of the curriculum needed strengthening, and CRJA responded by adding to the legal aspects of the curriculum. The course offerings could be augmented in a number of ways, depending on

what the faculty as a whole determines should be the direction of the department. There is a common core of courses in CSU departments of Criminal Justice and related departments (e.g., Criminology, Justice Studies, etc). However, there is also significant variability in the focus of each department, depending upon faculty determination of how resources should be allocated to address the growing topics in this interdisciplinary field. For example, some departments elect to offer an additional focus on victimology, or forensics, or cybercrime, or yet another aspect that can be included in criminal justice curricula. CRJA has introduced a new course, Crime and Criminal Justice in the Media and Cinema, to help students understand how media portrayals of crime and criminal justice influence public perceptions, and ultimately, help shape public policies on crime.

Department curriculum choices are akin to resource allocation decisions throughout the criminal justice system – for instance, there is no such thing as full enforcement of the law because it is neither possible nor desirable; prosecutors and police must prioritize what is most important to focus on in terms of enforcement, depending on local needs and local legal norms. Similarly, departments must carefully weigh where to allocate their resources in terms of the areas of expertise and interest sought in new faculty hires, the types and number of course sections taught, and the research focus supported by the department.

An interesting example of departmental uniqueness for CRJA are its opportunities for students to participate in some of the aspects of crime scene investigation that are not often available in a CJ department, notably the Coroner's office internship opportunities, and the DNA Allelic grant work by another faculty member. These are special opportunities that have been self-supported (by the Coroner's office in the former case)

and funded through NIJ (in the latter instance). It is wonderful for students to have these opportunities, and it raises questions for department faculty to consider in terms of area of focus. For example, a faculty search might well include a position description that asked for expertise in forensics, but the department cannot currently expect support for the expansion of forensics to include the 'bench science' aspect (e.g., lab space, and so on. Currently, the forensics instructor borrows space from another department). These issues are noted simply to urge faculty to consider where the pieces of the departmental curriculum puzzle fit as the realignment of the curriculum to semesters occurs.

In CRJA's case, there appears to be both a strong need and incentives for the faculty to hold a program retreat to discuss the curriculum. The need stems from the fact that this conversation will have to occur to shape the advertisements for new hires, and the incentive stems not only from that, but the fact that the CRJA will need to rethink its curriculum in light of the university's switch from a quarter to a semester system in 2017. To accommodate this switch from 10 week to approximately 15/16 week courses will necessitate detailed and iterative department discussions of how to define and align departmental learning objectives with course goals and course content. This will require, for instance, that current course content be integrated into new, expanded semester long offerings; some courses collapsed; and perhaps new courses created. For example, the description of CJRA 4170, Drugs, Law & Society: Race, Gender and U.S. Drug Policy encompasses several threads that could be separated into related yet distinct courses in Law and Society, Drug Enforcement Policies, and Race, Gender (and possibly Social Class). CRJA hopes to create a possible "Speaker's Series" could be implemented as either a required or elective course, possibly 1-2 units, potentially repeatable twice so that

students could be exposed to different speakers from various areas of the field. The chance to hear different speakers offers special learning opportunities to students, and also the chance for the department to forge new alliances with members of the greater community. In addition to speakers from different areas of the criminal justice system, speakers from relevant nonprofit and governmental entities (Friends Outside, Child Protective Services, NAMI, etc.) can provide important opportunities for students to see the greater context within which the criminal justice network functions.

A core question at a CRJA department retreat (or two mini-retreats, to give time to consider conversations from the first retreat) would be this: How do CRJA faculty want to distribute their key departmental student learning objectives throughout the curriculum? It appears from conversations with faculty that (a) this is an ongoing area of interest and concern to CRJA faculty; (b) this is going to be an integral part of CRJA course realignment to the new semester system. For instance, faculty members recognize that it is critical to discuss the intersection of criminal justice and race, gender, and class. The question is how best to accomplish these goals; have specific courses on race, gender and CJ? Infuse all or most courses with an awareness of diversity and CJ? Or some combination of both approaches? There will undoubtedly be faculty who feel strongly about each of these potential pathways, but the most important goal is to have faculty agreement on the best approaches, even if compromise is not easily accomplished. CSU Easy Bay, and CRJA in particular, have an ethnically diverse student population that aims for careers in the criminal justice system, careers that will require them to be aware of and sensitive to issues of difference, whether that is sexual orientation, gender, ethnicity, or mental illness. The CRJA curriculum shows careful thought and attention to

this issue, and the challenge of the faculty now will be to keep the focus on diversity/difference issues in the forefront as the university switches to semesters.

A retreat also gives the department an opportunity to discuss whether sequencing of courses would be useful, and how to define and shape the Justice and Policing and Corrections and Community options. The students I spoke with thought highly of both options, and apparently often take courses within each 'track.' This is a great opportunity for students, and faculty will no doubt work to preserve the ability of students to take classes from both options. However, there may be room for yet another track, and/or additional course offerings in the existing options. Although CRJA responded to its prior reviewer's call for augmenting the curriculum with respect to adjudication processes, there appears to still be a gap between the extent of offerings for students interested in law enforcement and corrections, and those interested in law. My query of the students I met about the aspirations of those who were interested in law school was interesting, in that I was told (albeit by an unrepresentative sample of students from only one class, I realize) that such students majored in PolySci but took CRJA classes they felt were relevant to their interests and career goals. One of CRJA's new faculty members offers pre-law advising to interested students; the CRJA department might consider a short online survey of students to determine their knowledge of and interest in the legal aspects of criminal justice as a way to help inform future curriculum and hiring decisions.

Across the CSU, there is wide variability between departments with respect to how the curriculum is configured; some departments have 6-7 different 'tracks' students can choose to focus on; other departments have none; most probably have some number in between. Most departments have both lower and upper division courses; but a few

departments are almost exclusively upper division. The configuration depends upon faculty consideration of what works best for that department, given faculty areas of interest and expertise, and the needs and interests of the students.

### Mode of Course Delivery

The CRJA department has a good mix of modes of course delivery, which was very interesting to see. Most courses are offered in traditional face to face format, some are hybrid courses that are a mix of traditional and online delivery, and a small proportion of courses are completely online. This mix has both advantages and disadvantages, but with appropriate oversight the pros likely outweigh the pitfalls. The mix of classes allows greater flexibility in course scheduling, and is much appreciated by students. However, online-only courses have particular problems well recognized within academia, such as the problem of maintaining face to face contact between instructor and students, the possibility of student cheating, which was mentioned in my discussions with both CRJA faculty and students, and the increased writing workload in online-only courses for faculty and students. The best option to augment traditional classes thus seems to be hybrid courses, because they combine advantages of in-person class interactions and the flexibility of online aspects of the course. The department does not anticipate increasing online-only courses, instead preferring traditional and hybrid courses as a way to augment the curriculum to accommodate the growing number of majors.

### Growth in Majors

The numbers clearly show the steep and steady increase in the number of students attracted to CJRA as a major. Clearly, the increase in students has not been accompanied by an adequate expansion of dedicated resources, although recent hires of new faculty are

an encouraging start and solid evidence of the commitment of the Dean to supporting CRJA in its growth trajectory.

Evidently the department has considered and rejected the idea of declaring the major impacted, because of concerns about how this would affect how the student body is constituted and how well regulated the flow of majors to the department would be. These are very valid concerns, and may indicate that impaction is indeed not an option for CRJA. On the other hand, there are intermediate steps that can be taken to modulate the flow of students to the major. For example, CRJA courses could be closed to all but majors and minors; or some core courses could be closed to all but CRJA students, with electives open to all. This is a way that department resources could be focused on declared students, and it would come at some cost to disciplinary diversity in the major, but perhaps not much. For instance, the registration system should be able to set up criteria for CRJA courses that allow only majors, minors, only juniors, etc – whatever criteria department faculty decide to create – to sign up for that course. This should open up seats for majors, even if done only for a few ‘bottleneck’ courses.

Faculty also confirmed that the department is currently focused on the existing program and its resource issues, and that thus the consideration of a possible master’s program remains on the back burner.

#### URM, Internship

The service learning and mentoring aspects of the University Role Models program are an innovative approach to helping increase student engagement and community service. This should be scaled up appropriately to offer opportunities to more students, with the realization that some may not wish to participate or may not be eligible

to work with youth. The Restorative Justice conference planned for next year will build on the success of the first conference and could be an avenue to strengthen ties with existing community partners and build new ones. For example, some victims' groups and mediation groups that are part of the wave of interest in restorative justice might be tapped to be part of either the URM or the Internship program – or both.

The Internship class is a new part of the curriculum that I strongly encourage the department to scale up. Students were enthusiastic and wanted to know more about the possibility of internships, which when properly set up, can provide students with an inside look at the workings of the criminal justice system and related social services agencies, and the potential career paths available after the major. Internships would also be an excellent source of assessment data for evaluating the student learning goal of applying theory to practice. Increasing internship opportunities should be quite feasible, given CRJA's excellent network of community partners, including alums who are part of the local criminal justice system.

The Coroner's office internships are an excellent example of the kind of focused, in-the-field applied work opportunities that students benefit greatly from. Similar types of internships can be expanded within each area of the criminal justice system, and opportunities are expanded for students who are interested in the law, this would provide more reason for those students to major in CRJA rather than PolySci, which the students told me is the usual route for students who anticipate going to law school.

Expanding the Internship opportunities would put CRJA in line with most CSU CJ and similar departments, which have a robust internship program (sometimes a required course, sometimes an elective). The current CRJA program, however, is unique

in its Coroner's internship placements, and this should continue to be supported by faculty release time or stipend to provide this opportunity to students.

### Assessment

In response to the 2009 five year review, the CRJA department faculty began implementing assessment of some of their main student learning objectives, specifically critical thinking and knowledge acquisition. The department has also done important work in aligning the institutional student learning objectives with departmental learning objectives. This is major progress from the prior state where no assessment was being done, and the results appear to indicate a positive trend in student learning. Based on conversations with faculty and examination of department documents, CRJA is aware that assessment of student learning outcomes across the major curriculum is an ongoing process, rather than a static outcome to be achieved and then shelved until the next due date for program review. The stated CRJA plan currently is to try and assess student learning outcomes on selected variables in all CRJA classes, which is an ambitious goal. This is especially the case with classes taught by adjunct instructors, who cannot be expected to invest extra time in the assessment process. However, as I discussed with CRJA faculty, embedded assessment, where assessment measures are part of the regularly scheduled exams and assignments already in place for a course, is one way to approach this. In fact, embedded assessment is a good way to avoid creating unnecessary extra work for any faculty member, because while assessment is required, it should not be onerous.

The vision for expanding assessment efforts, such as including all courses and trying to evaluate the progress of students on departmental learning objectives as the students progress through the major, is commendable. The department notes the difficulties in attempting to measure student progress, given the fact that courses are not sequenced and that many students are transfers. There is also apparently no current mechanism in place that could be used to track the progress of particular student cohorts vis-à-vis specific learning objectives.

Considering the growing number of majors, and the department's need to work on realigning quarter courses to semester courses, I would suggest streamlining the assessment goals. First, I would consider that the 'realignment process' (as I will refer to the quarter to semester conversion) will of necessity involve faculty making important decisions about the direction of the curriculum. This will be an opportunity to carefully reconsider the existing student learning objectives to see whether some can be prioritized or subsumed into another SLO. While all of the existing SLO's are certainly valid and worthy, the faculty should discuss whether all are equally important to the department's mission; that is, which core SLO's are key throughout the curriculum. Using the department matrix that notes which courses emphasize which SLO's, the faculty can consider where to focus resources on achieving these goals, and as part of that, which goals should be assessed, and how.

For instance, the CRJA Curriculum Map lists the goal of "Knowledge" for all courses, so this could lead to a discussion of what \*specific\* kinds of knowledge are important for a given course. "Collaboration" is an objective associated with several courses, Written Communication is a goal that maps to far fewer courses. The department

notes in its documents that course descriptions are being examined, and this is a good beginning. It should be noted that a matrix mapping specific learning goals to specific courses should not be taken as an indication that (a) all courses must be assessed for this SLO; or (b) that the course is not geared towards that SLO if it is not mapped as such on the matrix. It is often helpful to create a matrix or map which correlates learning goals with courses and then, in addition, specifies which courses can provide data to assess the degree to which the learning outcomes have been achieved across the CRJA curriculum as a whole.

Other questions that the map/matrix raises are whether internship should also be listed under community engagement, why some courses are not listed as having critical thinking as one of their student learning objectives, and why diversity is listed for some courses but not others where it would seem to be a likely SLO (CJRA 2500, Administration of Justice; CRJA 3700, Ethics and Justice Administration; CRJA 3750 Family Violence; or CRJA 3999 Issues in Criminal Justice). There is no uniform template for which courses map to which learning objectives, so the point of commenting on the map is to encourage CRJA faculty to carefully consider what each learning objective means, its relative priority among the other learning objectives, and how it is or could be part of the (measurable) outcomes for specific courses.

In departmental assessment plans, it is considered optimal that faculty find consensus on about seven critical student learning outcomes that the curriculum is designed to foster. CRJA has a few SLO's that could perhaps be subsumed under higher priority goals, and this makes the assessment process more streamlined. The department is working towards 'closing the loop' in the assessment process, which is a necessary part

of making the best use of assessment data. Without having good information on what is working to help students achieve a desired learning outcome, and what is not working, it is difficult to make useful changes. Like everything else in the field, the shift to assessment is part of evidence-based practices, and should be viewed as a useful exercise in relevant data-gathering, rather than a chore to be put off. Faculty assess the learning outcomes of individual students in specific courses, and faculty also have a sense of what worked and what needs improving in a given approach to a particular course in a particular term. Assessment at the department level simply takes this individualized approach up a notch to encompass the curriculum more broadly.

It is also useful to focus on assessing not only certain specific goals from a streamlined list, but to select certain courses that are regularly assessed to determine the trends in student learning throughout the curriculum. It is not necessary to assess all courses, and instead different courses can be assessed for a few designated student learning outcomes. The faculty as a whole should decide which SLOs are critical, and then the faculty can work with the assessment point person(s) to decide how to implement assessment of these outcomes. For instance, the department could assess critical thinking in a sample of CRJA courses (some chosen from each track; some F2F; some hybrid?) one year; then the next year choose a different sample of courses to assess the same outcome. For knowledge SLO's, one plan might be to assess some outcomes in one year; then switch to assessing another subject of knowledge goals the next year; and keep the pattern going for five years.

This would be a reasonable way to accomplish assessment without measuring everything at once, and is an acceptable way to deal with assessment from the point of

view of the Western Association of Schools and Colleges, the accrediting body for the CSU that is the driving force behind department assessment requirements. One of the major concerns of WASC regarding assessment of student learning outcomes is the *quality* of assessments; WASC considers measurement of ‘aspirational goals’ (e.g., “students will learn about criminal justice investigative procedures”) to be inferior to direct measurement of student learning (e.g.,” students demonstrated their knowledge of criminal justice investigative procedures through (exam questions, assignments, paper, whatever the assessment tool used)). Thus CRJA’s move to embedded assessment is a very good approach and should be continued, but with a focus on quality of assessment rather than quantity of data.

After gathering assessment data, putting it together as part of a department wide discussion provides a good picture of where the department’s curriculum needs changes, without investing extensive resources into assessing the entire curriculum. For example, if the CRJA Internship class is expanded, which this reviewer would recommend, this course could become a regular focus of assessment efforts. Internships help students translate theory into practice, one of CRJA’s student learning goals, and improve students’ critical thinking and communication skills. Another course or two could be selected as the focus of assessment efforts, depending upon the realignment discussions the CRJA faculty will need to have. As part of this, the faculty should consider whether and how purely online courses are to be included in assessment efforts.

### **Recommendations**

- Convene regular monthly department meetings so all faculty can be part of department decision-making on curriculum, new hires, and the direction the department should take. This is something that many faculty I spoke with felt positively about, despite the common academic belief that no sane person would want more meetings. Nonetheless, there is a desire for more regularly scheduled, inclusive meetings, where important issues such as changes to the curriculum (e.g. new course proposals) are considered and discussed by all faculty members.
- Have a retreat devoted to considering assessment priorities and strategies. This is a suggestion intended to have future benefits for the department, in that assessment can be made a regular part of faculty activities which is embedded with existing grading. This avoids a sudden rush to figure out what assessment activities have been done – or not done – what the results are, and how to use the results.
- Consider potential gaps in the curriculum and the expertise represented by the faculty. The results of this discussion can inform the creation of job ads for the two or three new hires anticipated by the Dean and the Department. As noted earlier, it appears that there is still room to augment the adjudication offerings in the curriculum, to match the variety of offerings in law enforcement and corrections. For instance, a course on constitutional law and the rights of the accused would be a good addition to the curriculum, although these topics are no doubt covered in some form in extant courses. These issues could be covered in more depth in an “Intermediate Criminal Law” course. Internship should be expanded to cover both Fall and Spring semesters

(in anticipation of the switch to the semester system). The faculty, along with (ideally) the Internship Coordinator, would decide how to increase internships, match placements to students, and address student queries about doing an internship over summer or 'back home' away from CSUEB. Consulting with sister CSU campuses with more established internship programs will be most helpful in this respect.

- Have majors declare earlier. It was surprising to find that CRJA majors do not typically declare until their senior year. This makes curriculum planning, scheduling, and tracking for retention and assessment purposes quite difficult. I do not have data available on this point, but in my experience it is very unusual for most students to wait until their senior year to declare their major. At many CSU campuses, admissions and registration have policies which require students to declare their major during their junior year, although they can of course change later on. At several CSU campuses that I am aware of, junior transfers usually declare their major when they transfer, or certainly by the end of their incoming junior year. It would be very helpful to CRJA to include discussion of how to get majors to declare earlier in any faculty discussions of the department's realignment in light of the coming switch to semesters.
- Discuss setting up course enrollment criteria that would save some courses only for majors, rather than allowing any student who needs units to take that course. These criteria can be built into PeopleSoft, and can be changed at any time (for example, restrict the course to majors first, then minors if seats are available, then open to all if

there are seats left). In tandem with this, CRJA should continue working with the Student Service Center towards the goal of automating the graduation checklist.

- Continue to request and work toward acquiring WTU's for an Internship Coordinator position, which could be filled by a single designated faculty member or rotated yearly among different faculty members. The Coordinator would work with students to apply for and progress in internships that the department set up (or in some cases that the student proposed and discussed as a suitable internship opportunity with the Internship Coordinator). The Coordinator would help set expectations and procedures for both internship site supervisors and student interns, and be available to iron out any problems that arose.

The Coordinator could also conduct assessment of student learning outcomes independently, or team with the point person for Assessment to do this. There are many ways of arranging internships, and every department has to decide what its goal regarding internships are – should all students or only some students have internship opportunities? Should internship remain an elective course, or should it be a required core course? There are many good arguments for the latter, although there is an in-between option some departments use if the faculty does not think it is possible to make suitable student/internship matches for every student. Even in departments that require all students to complete an internship, there can be course substitutions available for those who are already working in the system (they can take an elective course to replace the units) or who are unable to pass background checks (students

with drug convictions, for example, may intern in a drug diversion program as counselors.)

- Continue to build on the model set up for the University Role Models program. This is an excellent example of a university-community partnership that allows CRJA students who are chosen as URM participants to see research up close and to work hands-on with community initiatives. As my discussion with Dr. Ituarte demonstrated, University Role Models is designed to foster a sense of empowerment and self-efficacy among its participants, and should be expanded as scale permits. The grant funding underlying URM no doubt requires an evaluation of the impact of the program, and these results could be used by CRJA faculty to consider the feasibility of scaling up. The faculty are already thinking of this, and plan to reprise the very successful conference on Restorative Justice that was held at CSUEB. This would also tap into increasing interest in and research on restorative justice.
- Reconsider offering CRJA courses in Concord. Although the faculty are trying to accommodate students who may benefit from having a few CRJA courses at Concord, for reasons noted earlier this seems like a poor use of resources. The department's plan for more resources notes that additional faculty would help both the main campus, and also allow CRJA to offer more courses and advising at the Concord site. Given that Concord classes serve only a very small proportion of the overall CRJA student body, it makes more sense to focus all faculty teaching and advising resources on campus at Hayward. Students who need off-campus classes

have hybrid and online classes to accommodate them, rendering the Concord site redundant.

- The faculty should consider compiling a list of department initiatives and successes on a regular basis, describing faculty research, student participation in service learning or mentoring, and any items that highlight the status of the CRJA department. It is clear that the CRJA department is an important community resource on crime and criminal justice issues in many ways, including through producing qualified graduates who work at local agencies (sometimes at the highest levels, as the list of department alumni illustrates quite well), through serving as a go-to resource for local media seeking information or interviews about important crime and criminal justice issues, and in other ways. Exploring whether existing campus media such as the CSUEB magazine could help more in this regard would be worthwhile. As Dean Rountree said, ‘CRJA should toot its horn more.’

### Conclusions

In conclusion, my observations of CRJA through my campus visit and a careful review of the documents provided by the department reveal a department that is building on its existing strengths and working on meeting the challenges of a fast growing student population. The faculty, including both tenure line and adjunct faculty, comprise a group of interdisciplinary scholars and teachers who have a very strong commitment to providing the best possible educational opportunities for CRJA students. The department has an excellent relationship with the College administration, and is very likely to receive many, and hopefully most, of the resources it needs, especially new tenure line faculty,

space, and a dedicated front office staff member. The students are enthusiastic about the major and the faculty, and the department has strong relationships with various groups and organizations in the community. These characteristics strongly indicate that CRJA is well positioned to think about how it wants to grow, especially in the context of navigating the switch from a quarter to a semester system. I have no doubt the department will successfully meet this challenge, and continue to evolve as it adds new faculty, new students, and new alumni supporters. It was a pleasure to visit Hayward and speak with Chair Dr. Komorosky, CRJA faculty and students, and Dean Rountree. I trust that this report will be useful to the department in considering the challenges it has met and the continuing work that must be done to define the future direction of CRJA in a time of growth and change.

**Part 4: Response to Outside  
Reviewer's Report**

**Response to  
External Review Report  
Department of Criminal Justice Administration**

Reviewer: Dr. Diana Grant  
Professor, Sonoma State University, Criminology and Criminal Justice Studies  
Department

On February 13, 2015 Dr. Grant provided an external review of the Department of Criminal Justice Administration. The department is very grateful for the time and attention Dr. Grant gave to the faculty, students, and administration while on campus. This portion of the report addresses a summary of key points raised by Dr. Grant in her review of the department and a summary of recommendations.

**CRJA RESOURCES**

***Faculty***

“The need for additional faculty is clear, both to be able to offer sufficient courses for the approximately 700 (and growing) majors in the department, and to have faculty expertise in specific areas of the field that would enhance the curriculum. ....Tenure line faculty hires must not come at the expense of adjunct sections..”

*The two new additional tenure track faculty greatly enhance the department by sharing their specific areas of expertise with students, increasing the department’s ability to add course offerings, and through mentoring of students ; however, there is still a need to recruit and hire more TT faculty to meet the growing student demand. The department has recently been given the two tenure track hires for the upcoming 2015-2016 academic*

*year. One of the hires will focus on forensic sciences and the other is an open search. The department is confident that the two searches will be successful.*

### ***Space and Location***

“The need for greater physical space was obvious as we toured the CRJA area – and particularly, the need for space for faculty offices. In addition, there is a great need for space for storage materials, such as those used in the University Role Models initiative and materials used in classes such as Forensics. Perhaps the greatest need in addition to individual offices for faculty members is to have the space configured so that (1) faculty can be close to advising files, instead of having to travel halfway around the building to access those files; and (2) having the department staff person or people located physically close to the faculty offices.”

*The department agrees and has plans to move into the new building. Lack of space has led to challenges with both storage and having the necessary privacy to properly advise students. To address increasing student advising loads, the department has been working closely with the Associate Dean of Student Affairs and Curriculum and the CLASS Student Services Center to streamline the technical part of the process by populating the student graduation checks with information from student transcripts. This allows faculty to focus more on student academic and career goals.*

*During the 2015-2016 academic year the department will move to the new building. In the new building each faculty will have their own office and the advisee files will be more strategically located for easy access. Space will be made available for student learning labs that will include the materials for community engagement activities*

*and forensic science projects. The details of the move are still developing; however, all faculty plan to move at the end of 2015 or early 2016.*

### ***Concord Satellite***

“Given the fact that the department is dealing with a growing influx of students on the main campus, it makes little sense to continue trying to offer classes at Concord.”

*The department’s support of the Concord campus was also of concern for the previous five year reviewer (2009), and it continues to be a challenge for the department. As the student body grows at a rapid pace, it is increasingly difficult to support the Concord campus. Recently the department has been offering two courses per quarter at the Concord campus, but this is not enough for students to complete their degree in a timely manner, resulting in students taking courses at the Hayward campus. Students cannot take all of the GE courses necessary to complete the degree on the Concord campus, so they eventually must come to the Hayward campus.*

### ***Research***

“There is a need for greater release time for curricular initiatives and as compensation for things such as developing internships and conducting departmental assessments.”

*The department has been able to increase its internship program and University Role Models continues to grow, however, to prevent burnout and continue to maintain the high standards for education held by department faculty. The department agrees that there is a need for more release time for activities that greatly enhance student learning, and/or compensation for developing and maintaining an internship program.*

## **CRJA CURRICULUM**

“In CRJA’s case, there appears to be both a strong need and incentives for the faculty to hold a program retreat to discuss the curriculum. The need stems from the fact that this conversation will have to occur to shape the advertisements for new hires, and the incentive stems not only from that, but the fact that the CRJA will need to rethink its curriculum in light of the university’s switch from a quarter to a semester system in 2017. To accommodate this switch from 10 week to approximately 15/16 week courses will necessitate detailed and iterative department discussions of how to define and align departmental learning objectives with course goals and course content.”

*Like many departments on campus, CRJA plans to have several long meetings over the summer to discuss plans for conversion. This will include an examination of our student learning outcomes and how they manifest in the major, curriculum, and assessment.*

### ***Mode of Course Delivery***

“The CRJA department has a good mix of modes of course delivery, which was very interesting to see. Most courses are offered in traditional face to face format, some are hybrid courses that are a mix of traditional and online delivery, and a small proportion of courses are completely online.”

*The department attempts to offer a variety of formats to meet the needs of our students while providing some flexibility for those students with outside commitments, such as full-time employment.*

“However, online-only courses have particular problems well recognized within academia, such as the problem of maintaining face to face contact between instructor and students, the possibility of student cheating, which was mentioned in my discussions with both CRJA faculty and students, and the increased writing workload in online-only courses for faculty and students.”

*The department experienced some challenges with online courses and has since cut back on our online offerings. Our required upper-division core courses are often the most challenging for students and address the key topics students should master in any criminal justice program, therefore, are now only offered face-to-face. To maintain some flexibility for students, other courses in the lower division required and options are a mix of online, hybrid, and face-to-face.*

### ***Growth in Majors***

“Evidently the department has considered and rejected the idea of declaring the major impacted, because of concerns about how this would affect how the student body is constituted and how well regulated the flow of majors to the department would be. These are very valid concerns, and may indicate that impaction is indeed not an option for CRJA. On the other hand, there are intermediate steps that can be taken to modulate the flow of students to the major. For example, CRJA courses could be closed to all but majors and minors; or some core courses could be closed to all but CRJA students, with electives open to all.”

*Currently, the department has no plans for impaction. As the student body increases over 1,000 students, that is something that the department might want to revisit.*

*Other options such as closing courses to only allow majors and minors with electives open to all will be considered in that discussion.*

### ***URM/Internship***

#### **Service Learning**

“The service learning and mentoring aspects of the University Role Models program are an innovative approach to helping increase student engagement and community service.....The Restorative Justice conference planned for next year will build on the success of the first conference and could be an avenue to strengthen ties with existing community partners and build new ones.”

*The University Role Models program is going strong and supports the development of empathy, community empowerment, and compassion among Hayward area students and families. Students have showed increased interest in this program and there are opportunities for students to work as mentors in Hayward area high schools, or to participate in community events. The University Role Models play a pivotal role in the planning and implementation of the Restorative Justice Conference. The second annual Restorative Justice Conference was held this year on May 8<sup>th</sup> and was again successful in bringing community agencies together who are interested in restorative justice practices.*

#### **Internships**

“Internships would also be an excellent source of assessment data for evaluating the student learning goal of applying theory to practice. Increasing internship opportunities

should be quite feasible, given CRJA's excellent network of community partners, including alums who are part of the local criminal justice system."

*The department agrees. Last fall the department offered an Internship Fair that was very successful (organized by our full-time lecturer and former student, Michelle Rippey). In addition, the department posted a link to the CRJA Web page that provides a list to criminal justice related internship opportunities. This information (and job opportunities) can also be found on our Cal State East Bay Criminal Justice Alumni Facebook page (<https://www.facebook.com/CSUEBCriminalJustice?ref=hl>) and announced on Black Board to all criminal justice majors. The department is committed to increasing internship opportunities for our students, and hopefully, increase the course offering to each semester.*

### **Assessment**

"First, I would consider that the 'realignment process' (as I will refer to the quarter to semester conversion) will of necessity involve faculty making important decisions about the direction of the curriculum.....There is no uniform template for which courses map to which learning objectives, so the point of commenting on the map is to encourage CRJA faculty to carefully consider what each learning objective means, its relative priority among the other learning objectives, and how it is or could be part of the (measurable) outcomes for specific courses. ....It is also useful to focus on assessing not only certain specific goals from a streamlined list, but to select certain courses that are regularly assessed to determine the trends in student learning throughout the curriculum."

*The department agrees that the conversion from quarter to semester will provide a unique opportunity to reevaluate our student learning outcomes, how they align with our courses, and how to assess them moving forward. Part of this process will be to more clearly outline which courses are linked with a specific student learning outcome.*

### **SUMMARY OF RECCOMENDATIONS**

The following is a summary of the recommendations made to the department by Dr. Grant followed by a brief response to each.

- Convene regular monthly department meetings so all faculty can be part of department decision-making on curriculum, new hires, and the direction the department should take.

*The department agrees and will continue to hold regular meetings so that faculty can discuss and make decisions about the department.*

- Have a retreat devoted to considering assessment priorities and strategies.

*The department agrees and will convene meetings focused on assessment when this topic is not fully addressed in regularly scheduled meetings.*

- Consider potential gaps in the curriculum and the expertise represented by the faculty.

*The department concurs and was able to hire one new faculty with a J.D. and Ph.D. who has been able to bolster our adjudication offerings, however, we still need additional faculty to meet the needs of students in our existing options. The department has two new TT searches for the AY 2015-2016. Because the majority of students take course in our Justice and Enforcement Option the department must continue to meet the demands for students in that area, particularly in forensics.*

*It is a goal of the department to provide more in the way of internships and course offerings for credit. More recently the chair had supported the internship program and in 2015 Michelle Rippy has stepped in to assist. Release time is necessary to provide a quality internship program. The CRJA internship program has continued to grow slowly over the years, but students demand has been increasing and having an internship coordinator would allow for better placement, supervision, and assessment.*

- Have majors declare earlier.

*The department agrees and does encourage students to declare their majors early, however, this poses challenges in a transfer institution. The department will examine how we can encourage students to declare their majors upon entering CSUEB.*

- Discuss setting up course enrollment criteria that would save some courses only for majors, rather than allowing any student who needs units to take that course.

*The department agrees this is a discussion that will be important as the student body increases; however, this will not take place until the quarter to semester conversion is complete. The department does plan to continue to work with the Student Service Center to assist with the automation of the graduation checklist.*

- Continue to request and work toward acquiring WTU's for an Internship Coordinator position, which could be filled by a single designated faculty member or rotated yearly among different faculty members.

*Some institutions offer course release to support internship programs. It is time consuming not only to foster the community relationships, but also to mentor/monitor students at placement sites. The department would whole-heartedly be in support release time for this position. Many CRJA students intern in law enforcement and community corrections agencies, but some of them do have internships in organizations that provide*

*community support services to at-risk youth and adults. Students are encouraged to find internships in areas they have interest even beyond those listed on the CRJA webpage.*

- Continue to build on the model set up for the University Role Models program. This is an excellent example of a university-community partnership that allows CRJA students who are chosen as URM participants to see research up close and to work hands-on with community initiatives.

*The department concurs; however, administrative support to assist with this program will allow it to grow and better serve our students.*

- Reconsider offering CRJA courses in Concord.

*Course offerings in Concord do strain the department's ability to serve Hayward students, however, until our program is terminated in Concord the department will continue to offer courses.*

- The faculty should consider compiling a list of department initiatives and successes on a regular basis, describing faculty research, student participation in service learning or mentoring, and any items that highlight the status of the CRJA department

*The department concurs.*

- Conclusions

In conclusion, my observations of CRJA through my campus visit and a careful review of the documents provided by the department reveal a department that is building on its existing strengths and working on meeting the challenges of a fast growing student population. The faculty, including both tenure line and adjunct faculty, comprise a group of interdisciplinary scholars and teachers who have a very strong commitment to providing the best possible educational opportunities for CRJA students. The department

has an excellent relationship with the College administration, and is very likely to receive many, and hopefully most, of the resources it needs, especially new tenure line faculty, space, and a dedicated front office staff member. The students are enthusiastic about the major and the faculty, and the department has strong relationships with various groups and organizations in the community. These characteristics strongly indicate that CRJA is well positioned to think about how it wants to grow, especially in the context of navigating the switch from a quarter to a semester system. I have no doubt the department will successfully meet this challenge, and continue to evolve as it adds new faculty, new students, and new alumni supporters. It was a pleasure to visit Hayward and speak with Chair Dr. Komorosky, CRJA faculty and students, and Dean Rountree. I trust that this report will be useful to the department in considering the challenges it has met and the continuing work that must be done to define the future direction of CRJA in a time of growth and change.