



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Criminal Justice
Program Unit	
Reporting for Academic Year	2015-2016
Department Chair	Dawna Komorosky
Date Submitted	6/13/2016

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The last five-year review was conducted during the 2014-2015 academic year. CRJA enrollment continues to increase and currently has 794 students, compared to 631 at the time of the last report. Over the last academic year the Department completed the conversion process with updates to the delivery of curriculum. As part of conversion the Department eliminated Option A: Justice and Enforcement and Option B: Community Alternatives and Corrections to provide students with a broader criminal justice education that highlights the main components of the criminal justice system and their working relationships with community service agencies (See Appendix A). As part of the conversion process the Department changed its name to “Department of Criminal Justice” removing the term “Administration,” which better fits with the overall make-up of faculty and program goals. The Department recently moved into the new Student Faculty Service (SF) building.

The Department continues to makes efforts to collaborate with the community through internships and club events. The University Role Models continue to take an active role in mentoring Tennyson High School students. The first Internship Fair was held Fall 2015 with 15 community partners in attendance. Alameda County Probation alone distributed 70 internship applications to CRJA students. Faculty participated in media interviews providing expertise about crime trends and legal proceedings. CRJA faculty were involved in grants to help support scholarship and community projects.

The Criminal Justice and Forensic Science clubs actively sponsored speakers and events throughout the year. For example Bruce Lisker, falsely accused and convicted, and Brandon Mayfield, falsely accused via Patriot Act of being a terrorist, spoke with students about their experiences. The Clubs engaged in activities such as crime scene analysis and also brought speakers from local agencies to learn about the requirements of the job and how to apply.

Many of our CRJA students have outside employment and family commitments, and so the Department has continued to offer the required courses in either hybrid or online formats so as to increase the accessibility of the courses to all students (day / evening / Concord). To help provide students reach their graduation timelines, the Department continues to offer online courses. Online and hybrid courses are particularly popular with students who work full-time while attending school. Hybrid courses also offer flexibility where students can gain knowledge through experiential learning. Because of the student demand at the Concord campus, the Department continues to offer two courses per quarter.

Each full-time faculty is responsible for advising approximately 158 students (the Chair typically does not advise unless there is an issue). To help manage the level of student advising, the Department has been working with Associate Dean Chester and CLASS Student Service Center, in addition to placing the major on the Degree Audit Report. Assistance from CLASS Student Services Center and major DAR would not remove the role of advising and mentoring from CRJA faculty, but would help bring the volume of student inquiries about needed courses to a more manageable level.

B. Five-year Review Planning Goals Progress

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

Since the last report, the Department was able to hire one new faculty with a J.D. and Ph.D. who has been able to bolster our course offerings that address the adjudication process, and another with a focus on law enforcement; however, we still need additional faculty to meet the needs of growing student body. In AY 2016-2017 an additional two new faculty that will join CRJA faculty and can assist in covering courses in forensics, law enforcement, corrections, and our overall core courses. CRJA was awarded a search for AY 2017-2018 to bring in additional faculty to help bolster the program and support students through mentoring and advising.

It is a goal of the Department to provide more in the way of internships and course offerings for credit. Historically, the Department Chair has supported the internship program and in 2015 Michelle Rippey began to assist in teaching the internship course, supervising interns, and she coordinated the Internship Fair. 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.

2) 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, and have majors declare earlier.

Currently, all CSUEB students can take courses in the CRJA major. With increased student demand, this will need to be addressed in up-coming year. The Department has considered impaction, but has not yet made a decision. The Department does plan to continue to work with the Student Service Center to assist with the automation of the graduation checklist and CRJA Degree Audit Report. The Department 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.

3) 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 supports the effort made by Dr. Ituarte and her assistants in delivering such an important program to both Hayward area high school students and our CSUEB students. CSUEB students have communicated that their experiences with URM have not only provided a powerful learning experience, but have assisted them in getting job interviews. In the high school, programs like URM help to lessen the risk of youth entering the school to prison pipeline by mentoring students and providing them with skills to apply for jobs, and also to pursue goals in higher education. Programs like URM are time-intensive and require clerical assistance. Additional administrative support to assist with this program will allow it to grow and better serve our students.

C. Program Changes and Needs

Curriculum:

Criminal justice courses continue to be taught in a variety of modalities to meet the needs of our growing student body, which include on-ground, hybrid, and online formats. Four elective courses were added to the curriculum during 2014-2015 academic year. CRJA 4200: White Collar Crime provides students with an overview of the types of white collar crime and criminal justice response. CRJA 4100: Advanced Policing Innovations is an analysis of major policing innovations and their implementation in the last few decades. CRJA 4500: Animal Cruelty and the Criminal Justice System provides an overview of the types of animal cruelty, its relationship to future offending, and criminal justice response. CRJA 4130: Transnational Crime examines the nature and control of transnational crimes such as environmental crime, terrorism, trafficking in drugs, weapons, and persons. Offering these courses will provide students increased opportunities to fulfill upper division requirements for the major and graduate in a timely manner. They also update the curriculum by examining current issues in the criminal justice system.

Space and Administrative Support:

CRJA has 794 students and a growing number of faculty who require the support of staff to meet their teaching and scholarship needs. The Staffing Office now supports CRJA, POSC, and INTS. The demands in the Staffing Center have become more manageable, however, the large student body and growing faculty require administrative staff to continue to have demands placed on them to process paperwork for their courses and projects. In Fall 2015 the Department moved to the new Student Faculty Services (SF) building. This has provided faculty with more office space for both full-time and lecturers. There is also room for new faculty, however, there is a space limit in how large the Department can grow, which will have to factor into the discussion of impactation.

Faculty:

Since the last review two new faculty have joined the Department and we are expecting that two more will be added in AY 2017-2018. One new faculty was a full-time CRJA lecture that will bring insights regarding the students and program in addition to expertise in forensic science and

investigation. The other new faculty brings criminal justice expertise in the area of corrections and victimization. She also has a strong administrative background. The addition of new faculty will help tremendously with teaching, advising and mentoring our 794 majors. At the same time, the Department will be losing one faculty member to Sociology and a full-time lecturer has since retired. While the University has been generous in supporting the increase in faculty, this continues to be an on-going struggle.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

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

B. Program Student Learning Outcome(s) Assessed

The assessment work was performed during the Spring quarter of 2016. The CRJA faculty has previously established 6 PLO's for our students. The faculty met several times during the summer of 2015 and established SLO's for every class offered. During those meetings, faculty agreed to assess the following PLO's in the corresponding classes:

PLO 2A: Oral Communication

CJRA 3400 Advanced Criminal Investigation

CRJA 3300 Crime Prevention and Control

CRJA 3610 Police Organization and Management

CRJA 4500 Animal Cruelty

Planned assessment for Summer 2016:

CRJA 3200 Research Methods in Criminal Justice

PLO 6 : Knowledge

C. Summary of Assessment Process

During the summer of 2015, an Oral Communication rubric was formulated. Each of the four classes assessing this PLO used this rubric, or some non-material modification suitable to the specific class. The assessment instrument for each of these classes was an oral presentation by each student, for some classes on individual topics, while for other classes as part of a group project. Students presentations were evaluated by the faculty according to the rubric. For the one class assessed for knowledge, CRJA 4770, a pre- and post-test approach was used as the assessment instrument.

D. Summary of Assessment Results

Results from the four classes assessed for Oral Communication in Spring 2016 were normalized to facilitate comparison. All of these classes are upper division, and students are expected to perform at a competent or advanced level, equivalent to 75% or better in the categories of oral communication. The major categories assessed included Presentation, Discussion, and Professionalism, with each major category having several sub-categories. Not all categories were assessed in all classes.

While a detailed analysis was not available for this report, overall results demonstrate scores above 80% in the Presentation and Discussion categories, scored were demonstrably lower on the Professionalism category, typically in the 55% - 65% range. This category includes traits such as confidence, enthusiasm, and eye contact. As a first point of discussion among faculty, improving presentation skills of students should receive high priority.

For the one class assessed for Knowledge, results and evaluation by the instructor revealed that insufficient time had been allotted to the students for demonstrating progress from “beginner” to “proficient.” Thus the value of this first exercise in knowledge assessment is to 1) allow more time for the assessment itself, and 2) integrate the knowledge assessment process more deeply into the curriculum so that the assessment process is more automatic and less stressful for both student and instructor. This was a good start for this class.

This coming year will see a discussion of the oral communication assessment process, as well as improvements to curriculum that will improve student’s poise when presenting, and making them more comfortable in presentation situations.

In addition, we do not have a rubric for written communication (the only rubric missing), nor do we have plans to assess this form of communication. The faculty should make this a priority in the coming year 2016/2017, in addition to establishing knowledge rubrics for each class in advance of semester conversion.

3. STATISTICAL DATA (about 1 page)

The Department of Criminal Justice continues to expand its study body and currently supports 794 students, an increase of 163 student since the time of the last report. A five year average indicates over 30 students declared as CRJA minors. The numbers of degrees awarded increased from 153 in 2013-2014 to 200 in 2014-2015 academic years. During Fall 2014-2015 CRJA enrollments for Concord were 59 and 56 respectively. The Department continues to offer two courses at the Concord campus each quarter.

Students in the Department of Criminal Justice come from diverse backgrounds across age, gender, race, and ethnicity. Although the criminal justice field is traditionally thought of as male dominated, CRJA majors are predominately female (56%). The study body consisted primarily of Hispanic (42%) students followed by African American, Asian, and White students.

Current data indicate that the Department of Criminal Justice offered 22 sections in Winter 2014, 29 sections Fall 2014, 22 sections Spring 2014, 30 sections Winter 2015 and 26 sections Spring 2015. Average enrollment for all quarters was above 40 students. With the exception of Spring 2011 and Summer 2012 the average course section size has been 40 students or more 2011-2015. The Department SFR went from a high of 42.57 in 2012 and has since decreased to 34.37 in 2015, but the total CLAS and University-wide SFR remains steady in the mid-twenties between 2011-2015. The two new faculty hired in 2014-2015 have helped to reduce department SFR, however, the department continues to teach more students with limited faculty, staff, and space.

Appendix A: Updated CRJ Major and Minor

Updated CRJA Major Program (49 Units)

Lower Division Core Required Courses (20 units)

CRJ 101 (3) Introduction to Criminal Justice
CRJ 210 (3) Elementary Criminal Law
CRJ 220 (3) Basic Investigation
CRJ 230 (3) Police Community Relations
Soc 100 (3) Introduction to Sociology
STAT 100 (4) Elements of Probability Statistics

Upper Division Required Courses (12 units)

CRJ 320 (3) Research Methods
CRJ 370 (3) Ethics and Justice Administration
CRJ 460 (3) Crime Theory
CRJ 480 (3) Criminal Law and Courts

Select one course from EACH of the categories below:

Select 1 from the following: **Crime Prevention, Policing, & Forensics (3)**

CRJ 330- Crime Prevention or CRJ 410- Advanced Policing Innovations or CRJ 340 Advanced Investigations or CRJ 380- Survey of Forensic Sciences or CRJA 350- Criminal Identification

Select 1 from the following: **Corrections, Community Based Programs, and Youth (3)**

CRJ 310- Corrections or CRJ 470- Community Corrections or CRJ 475- Restorative Justice or CRJ 330- Crime Prevention or CRJ 455- Youth Crime

Select 1 from the following: **Impact of Crime & Victimization (3)**

CRJ 375-Family Violence or CRJ 430- Victimology & Crime Victims or CRJ 345- Animal Cruelty and the Criminal Justice System

Select 1 from the following: **Justice, Equity, Diversity (3)**

CRJ 450- Women in Criminal Justice or CRJ 435-Prejudice, Violence, and Hate Crimes or CRJ 465- Drugs, Law, and Society

Updated CRJ Minor (25) Units

Lower Division (9 units)

- CRJ 101 Introduction to Criminal Justice
- CRJ 210 Elementary Criminal Law
- CRJ 220 Basic Criminal Investigation

Lower Division Stats Requirement (4 units)

- Stat 100 Elements of Probability Statistics

Upper Division Requirements (12 units)

- CRJ 310 Corrections and Criminal Justice OR CRJ 470 Community Based Corrections
- CRJ 330 Crime Prevention and Control OR CRJ 430 Victimology & Crime Victims
- CRJ 360 Police Organization and Management or CRJA 410 Policing Innovations
- CRJ 370 Ethics and Justice Administration