



College	CLASS
Department	Criminal Justice
Program	
Reporting for Academic Year	2017-2018
Last 5-Year Review	2014-2015
Next 5-Year Review	2020-2021
Department Chair	Silvina Ituarte
Date Submitted	October 15, 2018

ANNUAL PROGRAM REPORT

I. **SELF-STUDY** (suggested length of 1-3 pages)

A. Five-Year Review Planning Goals

The most recent five-year review of the Criminal Justice (CRJ) Department was conducted during the 2014-2015 academic year. Since the last five-year review, our student enrollments steadily increased until fall 2017 when our enrollments experienced a slight dip along with most of the programs at the CSUEB. CRJA enrollments peaked in 2018 with 840 CRJ students and then decreased in fall 2017 to 747 CRJ majors.

Fall Enrollments, 2012 - 2017								
Academic Plan	2012	2013	2014	2015	2016	2017	Change	Percent Change
Criminal Justice, BS	575	631	692	794	840	747	172	29.91%

In AY 2017-2018, the number of enrolled majors in criminal justice decreased slightly possibly due to two factors: 1) many criminal justice majors had been enrolling in a larger number of courses with the hopes of completing their degree before the conversion to semester and 2) the trend in enrollments at CSUEB had slightly decreased overall during this same time period.

At the University level, the Department successfully converted its name to the “Department of Criminal Justice,” and all the new course numbers to be offered in the semester system will carry the new Department abbreviation “CRJ.”

Our Department continued to collaborate with community agencies and programs through internships, club events, guest speakers, and experiential learning opportunities. In particular, the Criminal Justice Department, under the guidance of Professor Rippy, sponsored two Internship and Career Fairs with over 40 agencies participating. Additionally, we have expanded our list of internships sites (including federal, state, local, and community agencies) which can easily be explored on our website. We have remained connected with our students by communicating about our events, guests, opportunities and through the use of Bay Sync and Blackboard email blasts.

On campus, our faculty continued to be engaged in learning communities, participating Senate, presenting at Back to the Bay, attending club events, and participating at professional development trainings. Professor Marwah, Rippy and Ituarte each presented individual workshops at Back to the Bay including topics related to “transparent teaching,” “working with first generation students,” and “visiting the ombuds.”

Since the last review, Dr. Komorosky was awarded full professor status, our Department continued to mentor our junior faculty, one professor retired, and we successfully hired a new tenure track professor who will start in Fall 2018.

While our CRJ team remains relatively small (8 tenure track faculty) compared to the many criminal justice majors (747 students), we have continued to meet the needs of our students by offering a variety of courses that accommodate students with daytime and evening class needs as well as those who prefer face-to-face, hybrid, or online course formats. Our students continue to balance external commitments with their academic endeavors and CRJ attempts to accommodate their needs and offer support. We have continued to offer courses at the Concord campus to address the needs of our Contra Costa students as well as provided additional advising services for all our students through the use of an Academic Advising Fellow.

B. Progress Toward Five-Year Review Planning Goals

Since the last report, the department hired new faculty to teach core courses as well as enhance our curriculum with courses related to gender, crime scenes/death investigations, and terrorism. Our newest faculty will submit their new courses in the upcoming year since they were unable to submit new courses in AY 2017-2018 due to the semester conversion process. Unfortunately, in AY 2017-2018 our legal expert returned to Southern California but CRJ will be joined in AY 2018-19 with our most recent TT faculty who is a courts scholar. Together, our team will continue to support, mentor, and advise our students.

Experiential learning has been a major priority for our Department and we hope to continue increasing our internships and experiential learning opportunities. Our internship program has been coordinated by Professor Rippy, who has successfully organized multiple successful Internship and Career Fairs. Additionally, Professor Rippy has coordinated an alumni panel and multiple other smaller events intended to connect our students with alumni and professionals in

the field (i.e. a women in criminal justice phone conference for students seeking to speak with women in the profession). Organizing these events and coordinating all the personnel from the various agencies requires a tremendous amount of time and dedication. Fortunately, Professor Rippy received the “Exceptional Level of Service Grant” in recognition of her tremendous efforts. In order to be successful in such ambitious endeavors, release time is necessary to provide a quality internship and career exchange program. It is the hope of the department that 1) the internship class will be taught in both Fall and Spring semesters at some point, and 2) release time will be available for our Internship Coordinator to assist with placement, supervision, and assessment.

Continuing with the theme of experiential learning, Dr. Ituarte applied for and received a \$45,000 EIRA grant to reinstate the University Role Models program in AY 2018-2019. The University Role Models program offers students whose schedule does not allow for flexibility to participate in an internship with an opportunity to participate in a hybrid course with a field-based experiential learning component embedded within the course. Students attend classes on Tuesday to learn academic content and then practice their newly acquired skills and knowledge in the field on Thursdays. For example, our students who aspire to become probation officers or work with youth have an opportunity to enroll in *CRJ 455 Youth Crime & Empowerment* and mentor high school students in our local community. This provides students an opportunity to learn beyond the texts in a structured manner that is integrated into their existing course schedule for the duration of an entire semester. The program provides a university-community partnership that allows CRJ students to integrate their course-work learning with hands-on opportunities while also playing a part in community revitalization initiatives. This is an innovative teaching approach that best fits with the learning styles of the millennial generation who prefer to be fully engaged in the process of their learning.

The University Role Models (URM) Program was initially created with funds from the National Institute of Justice (NIJ) as an effort to address community safety concerns related to youth, violence, and restorative justice. Unfortunately, due to the challenges of consistently pursuing funding, the program did not run in AY 2017-18 but will return in AY 2018-2019. The program can accommodate up to 250+ students per year and provides a crucial opportunity for the large number of students who are unable to commit to a full internship yet who seek experience that prepares them for their professions. Graduates of the URM program have stated that the course and community service combination provided them with the experience needed to excel in job interviews and access opportunities which were previously unavailable to them. It is the hope of the Department that 1) the URM program could become institutionalized in the CRJ curriculum and designated as a “CRJ experiential learning laboratory” and 2) that the costs of the lifescans, part-time URM staff, uniform shirts, and materials (approx. \$65,000/year total) will be included in the budget for the Department.

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. While in the previous years CRJ has added several elective courses, during this time of conversion from quarters to semester, no new courses were created. In AY 2018-2019, new courses in terrorism as well as death investigations are expected to come forth to the curriculum committee. The entire CRJ curriculum for semester conversion has been submitted and reviewed by the CLASS Curriculum Committee and APGS with minor edits.

Our faculty continue to be highly committed to community engagement practices which are critical to the success of the students in our field. Since the last annual review, two faculty were awarded grants for High Impact Practices from which they included options for community engagement. Additionally, as listed above, Dr. Ituarte received \$45,000 from EIRA to reinstate the University Role Models program in AY 2018-2019.

Space and Administrative Support:

CRJ has 747 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 CRJ, POSC, and INTS. The demands in the Staffing Center have become more manageable and the move to the SF building has been a positive one. However, we hope to hire additional TT faculty since we continue to rely much too heavily on our lecturers for many of our courses. As we adjust to the semester system, the schedules may become larger in each academic session and we could out-grow our new space.

As stated previously, experiential opportunities provide students in the criminal justice fields crucial opportunities to succeed. CRJ has a long history of producing high ranking justice professions in the Bay Area and beyond, and we would like to incorporate innovative practices that facilitate an advantage among our students as they leave CSUEB and enter the professional realm. Including a part-time three-day staff person to assist with the administrative duties of the University Role Models program could establish CSUEB's CRJ Department as a cutting-edge leader in teaching and preparing justice and social service professionals.

Faculty: Since the last review, our department has been fortunate to be consistently awarded TT searches, yet we continue to struggle to catch up to meet the needs of a student body that outnumbers a desirable student-faculty ratio (currently 8 TT faculty: 747 CRJ students). The number of advisees per faculty continue to be high considering that our newest faculty do not advise in their first semester and that in AY 2018-2019 one of our faculty will be away on sabbatical. Our faculty have been averaging over 135+ major advisees per full-time faculty member. Fortunately, CRJ was awarded a Faculty Advising Fellow who received three units of release to conduct additional advising and outreach to students needing the greatest amount of

support. For us in CRJ, having the Advising Fellow has been extremely useful. Through the use of the Advising Fellow, CRJ has been able to conduct much broader outreach to students who have been in the program for over five years, those who have been in the program since the 1990s and had not returned for the last few classes, as well as those who believed they had graduated and were unaware that they still needed to complete just a few more units.

II. **SUMMARY OF ASSESSMENT** (*suggested length of 1-2 pages*)

A. **Program Learning Outcomes (PLO)**

1. Critical thinking - 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. Diversity & multiculturalism - Apply knowledge of diversity and multicultural competencies to criminal justice strategies that will promote equity and social justice in every community
4. Collaboration - Work collaboratively and respectfully as members and leaders of diverse teams and communities
5. Sustainability - Demonstrate an understanding of how the ethical and responsible application of criminal justice regulates human conduct and sustains stability in society
6. Knowledge - 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 Learning Outcome(S) Assessed

The CRJ faculty have successfully established 7 PLO's for our students with the two new PLOs for *Written Communication* and *Sustainability* assessed this academic year. With the challenges of the semester conversion looming, a tenure track search, and only eight fulltime faculty to meet the needs of all our CRJ majors, the faculty decided to keep assessment focused and limited until semester conversion was complete. Consequently, assessment was limited to a few classes with only three departmental faculty involved (we also had a faculty member critical to assessing the Diversity PLO retire during this assessment period). Two faculty assessed the Written Communication PLO and the Sustainability PLO.

Our team will revisit assessment in Fall 2018 to review all the PLOs, revise any existing PLOs, and establish a long-term assessment plan. We have not finalized the specific PLOs to be assessed in AY 2018-2019 since our focus has been on ensuring a smooth transition from quarters to semesters. However, in Fall 2018 the University has selected *CRJ 460 Crime Theory* to be assessed on the University's Written Communication and Information Literacy ILOs and our tenure track faculty teaching the course will be participating in this assessment.

Courses Assessed in AY 2017-2018:

Written Communication PLO (Fall 2017)

CRJA 3610 *Police Organization and Management*

CRJA 4127 *Crime Theory*

Sustainability PLO (Spring 2018)

CRJA 3300 *Crime Prevention and Control*

C. Summary of Assessment Process

The department was intentionally focused on aligning the major PLOs with University ILOs. As such, assessing the Written Communication and Sustainability PLOs in AY 2017-2018 served as a pilot to inform assessment of revised PLOs, identify challenges, and propose solutions to address any challenges. The key distinction to be made is that assessment is not the same as evaluation. The former is focused on continuous improvement, which is the same philosophy underpinning our assessment efforts. Each of the three classes assessing this ILO used the rubric for the specific class. The assessment instruments varied considerably but reflected critical high-impact practice and vital skills required in modern economies and societies. Elements of subjectivity in rating do exist but were not analyzed. Due to the unique nature of the assignment (instruments) and the nature of the content matter in these three classes, variations make

comparisons difficult but not impossible. The department was interested in trends and patterns rather than focused on standardization of assignments for reasons to avoid overly emphasizing evaluation of performance rather than focus on assessment for efforts to improve the curriculum.

D. Summary of Assessment Results

The four main criteria areas for the Written Communication PLO consist of:

1. audience and purpose,
2. organization and expression,
3. analysis, interpretation, & citation, and
4. format, mechanics, and style.

The variation in the mean (average) assessment values between the two classes was noticeable and relate to different ratings, different assignments, and course content differences. For example, divergence in the areas of audience/purpose and analysis, interpretation, and citation are expected and were found to be of larger differences than the other two criteria area. Our students struggle with organization and expression and planning assessment to more deeply analyze the reasons for these are necessary in the future. This relates to a major challenge identified in previous year is the difficulties in creating assignments to directly assess some of the components of the PLO. Assessing analysis, interpretation, and citation (especially interpretation) is partly an exercise in the totality of the work preparing for the paper rather than the final written product only. Part of this is related to instructor teaching style, which may not emphasize the elements of the rubric (e.g., respect for alternative views). The Department will be active in discussing assessment results, revising PLOs as needed, and using assessment to guide the major as we move forward.

Another area of assessment requiring attention is the ethics of Sustainability. The mean for this component compared to the “pillars of sustainability” and “application of sustainability” was notably lower. A specific problem is the lack of disaggregated scoring data for this PLO course assessment. Again, looking at the entire course and multiple assignments would be much more useful to determine the reasons for our students’ struggles in this specific area. Modifying and revising this rubric or others would be a healthy rather than damaging lesson from assessment.

E. Assessment Plans for Next Year

The CRJ team has successfully established 7 PLO’s for our courses, yet with the challenges of the semester conversion and limited resources, the faculty decided to explore which PLOs to assess in AY 2018-2019 once our full team was in place in Fall 2018 (one faculty retired in Spring 2018 and a new faculty will begin in Fall 2018). However, in Fall 2018 the University has selected *CRJ 460 Crime Theory* to be assessed on the University’s Written Communication and Information Literacy ILOs and the section being taught by a tenure track faculty member will be participating in this assessment.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

The department serves a large undergraduate study body of 747+ CRJ students, most of which have transferred from local community colleges. This number has steadily increased over the last 5 years with the exception of Fall 2017. However, after the semester conversion process settles, CRJ anticipates continued student growth notwithstanding external national trends (i.e. drop in international students, hesitations among DACA students, etc.).

A1. CRJ Student Headcount

Fall Enrollments, 2012 - 2017								
Academic Plan	2012	2013	2014	2015	2016	2017	Change	Percent Change
Criminal Justice, BS	575	631	692	794	840	747	172	29.91%

Students in the Department of Criminal Justice come from diverse backgrounds. Although the criminal justice field is traditionally thought of as male dominated, criminal justice majors are predominately female (55%). At CSUEB, the CRJ student body consisted primarily of Hispanic (51%) students, followed by Asian and White students (both 13%), African American students (11%), and otherwise not specified (12%).

A2. Race/Ethnicity (%)

	2012	2013	2014	2015	2016
American Indian or Alaska Native	0.30%	0.20%	0.00%	0.10%	0.00%
Asian	17.00%	14.90%	12.70%	12.50%	12.00%
Black/African American	17.60%	14.60%	14.90%	11.70%	12.50%
Hawaiian/Pacific Islander	0.90%	0.80%	1.20%	0.60%	0.90%
Hispanic	37.90%	42.80%	48.60%	52.80%	51.60%
White	17.60%	14.10%	12.10%	11.60%	11.50%
Two or More Races	4.30%	5.90%	4.30%	4.50%	5.20%
Unknown	4.00%	5.10%	4.30%	3.90%	3.60%
Non-Resident Alien	0.30%	1.70%	1.90%	2.30%	2.70%

*No new data available at times of writing the report

In the past five years, CRJ has contributed significantly to the FTES of CLASS as evidenced from an almost 39% growth in CRJ FTES from 2013 through 2017. Again, there was a slight dip in 2017, yet CRJ continues to be in the top three departments in CLASS to add FTES. We

believe that CRJ will continue to increase its FTES under the semester system notwithstanding any unexpected glitches as CSUEB experiences semesters for the first time.

FTES

5-year of FTES
2013-2018

Department	2013	2014	2015	2016	2017	Change	Percent Change
Criminal Justice, BS	265	335	335	382	368	103	38.87%

Current data indicate that the Department of Criminal Justice has offered a steady increase of courses at the Hayward campus comprised of 29 sections in Fall 2014, 30 sections Fall 2015, and 35 sections in Fall 2016. While the increased number of sections has allowed us to service more students, our courses still experience waitlists that can reach over 30 students.

Number of Sections Offered & Waitlists

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Sections total	21	23	29	30	35

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Waitlist	78	67	68	116	87
% of Enrollment	9.00%	6.80%	5.40%	9.20%	6.10%

*No new data available at times of writing the report

The total overall SFR for the department has remained stable over time, or decreased slightly. The new faculty hired in 2016-2017 and a successful search in 2018-2019 will help to reduce department SFR, but smaller class sizes will allow faculty to enhance their curriculum and improve the quality of education for our students.

Overall SFR (All FTES / All appointed FTEF)

Instructor Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	46.8	43.5	43.1	36.8	35.5
Tenure Track	25.9	28.4	25.4	25.1	30.4
Total	33.7	35.4	32.7	30.4	32.5

*No new data available at times of writing the report

Request for Resources (suggested length of 1 page)

Request for Tenure-Track Hires:

As noted above, the Department of Criminal Justice continues to increase its study body, with the exception of 2017. While we have increased the number of full-time TT faculty by one, the ability to advise and mentor students requires that we continue to grow our TT faculty. In 2017, the Department had eight full-time TT faculty and ten lecturers. The large number of lecturers has allowed us to increase the number of sections offered, but they do not participate in advising. One of the current goals of the University is increased graduation rates and academic advising is an essential component of this effort. Additionally, the majority of our lecturers have full time employment and are often not available consistently. This is a disadvantage to our students who need to become familiar with faculty who will know them and be willing to write letters of recommendations.

FTEF

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
1	1	1	1	1
2	2	3	3	2
1	1	2	2	4
--	--	1	1	--
2.4	3.5	3.2	4	4.8
6.4	7.5	10.2	11	11.8

*No new data available at times of writing the report

Currently, faculty advise approximately 135+ students. Additional full-time faculty provide both consistency and constancy to mentor and advise students throughout their academic careers at CSUEB. Our goal in CRJ is that students will have the ability to take courses from TT faculty who are more likely to be available for students throughout their years at CSUEB and not worry about that they may have built connections to staff who may chose not to teach at CSUEB on a regular basis. While we value our esteemed lecturer colleagues and depend on their support, we also recognize that their personal journeys may not include CSUEB for more than a few years. Most of our CRJ lecturers have full time employment commitments that often limit their ability to teach on a consistent basis. Moreover, new TT faculty can bring in expertise and research opportunities for students that many of our lecturers cannot. To this end, our **Department is requesting an additional TT track hire for 2019-2020.**

Under the semester system, it is quite likely that CRJ will need to offer more courses per session in order to facilitate a timely graduation. Under the quarter system, each of three quarters had course offerings which were consistently capped at 50 students per course (with just a few exceptions). Now, with only two times per year to offer our courses, CRJ will likely need to offer more sections of core courses such as *Research Methods, Theories, Law, and Ethics*. These courses require consistency and offerings throughout the day when many of our lecturers are not

available. While we have a skilled team of lecturers, the consistency of our department relies on CRJ receiving continued support for additional tenure track lines. This will allow our curriculum to grow, our advising load to become more manageable, and an opportunity for faculty to provide innovative practices that foster student success and facilitate the goals of the recent graduation initiatives.

Request for Other Resources

Another vital resource the Department would like to continue is the Faculty Advising Fellow. The Faculty Advising Fellow is funded outside the Department as began in the summer of 2016. It quickly became clear how important this position is to our student body. Due to the size of our student body, having one person dedicated to advising and reaching out to our most vulnerable students has proved to be a very successful addition to the Department. **It is our hope that the Faculty Advising Fellow will continue to be granted** to the Department as a source of support for our students long-term.

Most of our CRJ students are employed and have other outside responsibilities, yet they attend classes on a full-time basis. For these students, gaining experience in the field is crucial yet not practical with their busy schedules and frequently long commutes. For these students experiential learning opportunities embedded within a course offer opportunities for success as well as motivation to complete their degrees quickly to embark on their new professional journeys. Our Department faculty are committed to providing innovative learning opportunities to students through practices such as the creation of the University Role Models already described above.

The University Role Models program offers students whose schedule do not allow an opportunity to participate in an internship with an opportunity to participate in a hybrid course and field-based experiential learning opportunity in which students attend classes on Tuesday to learn academic content and then practice the materials they have learned in the field on Thursdays. This provides our students with learning beyond the texts, in an organized manner that is integrated with their course material through an entire academic session within their already existing course schedule. This is an innovative teaching approach that best fits with the learning styles of our new millennial generation who prefer to be fully engaged in the process of their learning.

It is the hope of the Department that the URM Program could become institutionalized as part of the CRJ curriculum and that the costs of lifescans, part-time URM staff, and materials (approximately total \$65,000/year) will be included in the budget for the Department as an “experiential learning laboratory.” This program aligns perfectly with President Morishita’s vision of having all students participate in experiential learning (internship or otherwise).

As part of our goal to distinguish our Department among the CSUs as well as among CRJ departments throughout the nation, *we would like to request the institutionalization of a “CRJ experiential learning laboratory” in our Department.* This will not only provide a model of teaching for the millennium, but also offer students the experience needed to excel in job interviews previously unavailable to them.

As the Department increases the number of course offerings, it has been increasingly difficult to find rooms that are large enough to hold 50 students at time when students are more likely to be on campus. Additional *teaching spaces which can accommodate between 50-55 students during times when students are most likely to be on campus* would help tremendously since we are often forced to lower our course caps in order to meet room maximum capacity.

In thinking about CRJ in the long term, we recognize that we may need office space in the upcoming years. At this point, we need to hire additional tenure track faculty before this becomes an immediate concern.

Summary of Request for Resources for CRJ to Achieve its Goals:

1. Additional tenure track hire for 2019-2020,
2. Continued funding for a CRJ Faculty Advising Fellow,
3. Institutionalization of a “CRJ experiential learning laboratory” (i.e. University Role Models Program), and
4. Available teaching spaces to accommodate between 50-55 students.