

Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW

ANNUAL PROGRAM REPORT

College	CLASS
Department	Criminal Justice
Program	N/A
Reporting for Academic Year	2018-2019
Last 5-Year Review	2014-2015
Next 5-Year Review	20212022
Department Chair	Dawna Komoroksy
Author of Review	Dawna Komorosky
Date Submitted	October 1, 2019

SELF-STUDY

Five-Year Review Planning Goals

The last five-year review 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. CRJ enrollments peaked in 2016 with 840 CRJ students and then decreased in fall 2017 and again with a less significant drop in 2018 to 699 CRJ majors.

Fall Headcount, 2013 – 2018								
Academic Plan	2013	2014	2015	2016	2017	2018	Change	Percent Change
Criminal Justice, BS	631	692	794	840	747	699	48	6.4%

The slight drop in enrollments between 2017 and 2018 can be a response of the changes from quarters to semesters, and is reflective of the overall drop in student enrollment numbers campus-wide.

The main focus of the department during AY 2019-2019 was supporting students through conversion. Faculty in the department worked extended hours advising students and shepherding them through university administrative protocols.

The department continues to make efforts to collaborate with the community through internships, club events, guest speakers, Meet & Greet with local agencies, and experiential learning. Through the guidance of Professor Rippy, the department continues to offer an annual internship-job fair with 40 agencies attending and over 300 students participating. Dr. Ituarte participated as a keynote speaker at Crime Victim Week organized by Professor Rippy and James Carroll.

Throughout the year, faculty participated in workshops around campus and presented a Back to the Bay. As University Ombudsman, Dr. Ituarte conducted campus-wide workshops and trainings. During this last academic year the department experiences major changes to faculty in the following ways 1) Dr. Komorosky served as Interim Associate Dean for CLASS, 2) one

faculty left the department, and 3) Professor Inman was on sabbatical during the fall term. Even with the reduction in student numbers the department remain small considering the size of our courses and number of advisees per faculty (approximately 100 students). The department chair does not typically advise, as they see students with special circumstances. However, due to high student stress levels and the need to make adjustments during the first year of conversion, Dr. Ituarte also carried an advising load in addition to her chair duties. This year, the department is expect to hire two (2) full-time tenure track faculty who can advise students if the department is successful the advising will be adjusted to 87 students per faculty.

Our students continue to balance outside commitments with their academic goals. To help meet student demands extra sections have been added to the schedule, and courses are delivered in-class, hybrid, and online. The department continues to offer two courses at the Concord campus per quarter, although the department continues to struggle with fill all seats in those courses.

B. Progress Toward Five-Year Planning Goals

1) Consider potential gaps in the curriculum and the expertise represented by the faculty
The department hired one new faculty person who started fall 2018. Dr. Lepage has expertise in the area of law and courts and will replace our previous law exporter who returned to Southern California AY 2017-2018. Dr. Jackson is a new faculty with expertise in the area of terrorism and has a new course terrorism course under review with the university. The department has worked together to help mentor and support new our new faculty. Currently, the department is in the process of hiring two new tenure-track faculty to start AY 2020-2021.

The department continues to offer a robust internship program and students are mentored by Professor Michelle Rippy. Additionally, Professor Rippy continues to organize events Meet & Greet events, alumni panels and the annual Internship and Career Fairs that are well attended by students and outside criminal justice and justice-associated agencies. Organizing these events takes a tremendous amount of time. It is the hope of the department that 1) the internship class will at some point be taught over two semesters, and 2) release time will be given to an Internship Coordinator to assist with placement, supervision, and assessment.

During AY 2018-2019 Dr. Ituarte applied for and received a \$45,000 EIRA grant to reinstate the University Role Models for one year. The University Role Models program offers students a chance to participate in a hybrid course with a field- based experiential learning component embedded within the CRJ 455 Experiential Learning course. Students participating in a URM course have the opportunity to mentor youth in the community, and is ideal for students who are not able to participate in an internship. Experiential learning provides students an opportunity to learn beyond the texts in a structured manner that is integrated into their existing course schedule. 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.

Funds for the University Role Models originated with the National Institute of Justice (NIJ). Due to the challenges of consistently pursuing funding, the program did not run in AY 2017-18, will return in AY 2018-2019; however, there are no current plans to continue without necessary funding beyond AY 2018-2019. The program can accommodate up to 250+ students per year

and provides a crucial opportunity for the large number of students, preparing them for their criminal justice associated professions. Students report that their experiences in URM provided them with the skills needed to excel in job interviews and access opportunities which were previously unavailable to them.

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 CRJ major. The department has considered impactation, but has decided delay any discussion about impactation until after the University has impacted. The department continues to rely on the Degree Audit Reports and Bay Advisor to streamline advising. The ability to communicate with students and other advisors allows all department advisors be informed about student progress to degree. The department does encourage students to declare their majors early; however, this is poses challenges in a transfer institution. With the transition from quarters to semesters, the department experienced issues with the DAR where student course information did not populate. The university is working with the department to remedy this issue.

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 CRJ students who are chosen as URM participants to see research up close and to work hands-on with community initiatives.

The University Role Models program is a vital part of the department. Curriculum. It is a unique opportunity that provides experiential learning and is sought after by our students. The program is the vision of Dr. Ituarte who has not received release time to prepare, organize, secure funding and successfully execute this program. 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 on-ground, hybrid, and online formats. During conversion from quarters to semester, no new courses were created; however, in fall 2018 Dr. Jackson submitted a proposal for a terrorism course that passed the CLASS Curriculum Committee and is pending university approval. As new faculty are hired it is expected that additional courses will be offered in their areas of expertise. As the faculty composition changes so too will the course offerings by the department. Moving forward, a review of courses will be conducted to ensure that course offerings and current, relevant and best reflect the department. Community engagement practices continue to be an important part of the CRJ commitment to students. Faculty continue to seek funding for High Impact Practices and support for experiential learning.

Space and Administrative Support:

CRJ has 699 students and a growing number of faculty who require the support of staff to meet their teaching and scholarship needs. In May of 2019 the Mary Kendall took a position with the

CLASS Dean's Office as Assistant to the Dean. In July 2019 time Georgianna Lear was hired. During the hire of Ms. Lear, the job position description was changed to where she will only support CRJ at the ASC 1 level. The department is confident that Ms. Lear will be a strong and vital resource for both students and faculty. Ms. Lear has adjusted well, but increase in schedule size and the administrative work associated with additional sources faculty release time has increased the volume of work for department ASCs in general.

CRJ has a long history of producing high ranking justice professions in the Bay Area who have served as local chiefs of police, district attorneys, community probation/parole officers and welfare workers. The department would like to incorporate innovative practices that facilitate an advantage among our students as they leave CSUEB and enter the professional realm. To this end the department envisions the ability to hire a part-time three-day staff person to assist with the administrative duties of the University Role Models program. Experiential learning proms like URA are a high impact practices that enhance student learning and are supported by the Chancellor's Office. Nationally, universities have recognized the benefits of experiential learning and several organizations provide conferences from which faculty can share their scholarship and best practices. To be competitive the URM program must run regularly and not intermittently. A part-time administrative support for URM could establish CSUEB's CRJ Department as a leader in teaching and preparing justice and social service professionals.

Currently, we have more lecturers than TT faculty who teach our courses. As we hire additional TT faculty the schedules may become larger in each academic session and we could out- grow our new space.

Faculty:

Since the last review, our department begun the search for two new TT searches, yet we continue to struggle to catch up to meet the needs of a student body that outnumber a desirable student-faculty ratio (currently 7 TT faculty: 699 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 chairs typically take on cases that need more time and attention. Faculty advise approximately 100+ students, which is challenging considering the increased time need to help students navigate the semester system as we continue the conversion process.

SUMMARY OF ASSESSMENT

Program Student Learning Outcomes:

- 1) *Critical thinking* - Analyze and discuss issues of crime and justice from different perspectives that reflect critical and independent thinking
- 2) *Communication* Convey, present, and discuss ideas and issues in one-on-one or group settings (*Oral Communication*). 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 Student Learning Outcome(s) Assessed:

The CRJ faculty has successfully established seven (7) PLO's (6 PLOS with Communication broken down into Oral and Written). Due to the past academic year being the first year under the Semester catalog, the department intentionally decided to assess all classes using the University ILOs for the Spring 2019 and Summer 2019 semesters. Six of the seven PLOs (aligned with the ILOs) were assessed with ten total classes. The number of students included in these assessments was relatively high with 239 students and 41 groups (for 4 classes). Despite the assessment using only the University ILOs, the department's approach is comprehensive and involves the vast majority of the Faculty (this is our goal for assessment to involve all Faculty). We plan to continue the comprehensive approach to build a database to track assessment. Further, we aim to understand how the University PLOs and PLOs align empirically and substantively. We plan to revisit assessment in the Fall 2019 semester to review all PLOs and our strategy in the second year under the Semester catalog. We had two senior faculty missing for the academic year on sabbatical and other College appointment that will be involved in assessment this year.

The following is the breakdown of the assessment (assessment by students unless noted explicitly):

- i). Critical Thinking - CRJ 320 Research Methods (Summer 2019) – *group assessment*;
- ii). Written Communication – CRJ 320 (Spring 2019);
- iii). Oral Communication – a). CRJ 340 Advanced Criminal Investigation (Spring 2019), b). CRJ 415 Internship in Criminal Justice (Spring 2019); and c). CRJ 460 Crime Theory (Spring 2019);
- iv). Diversity – CRJ 435 Prejudice, Violence, and Hate Crimes (Summer 2019);
- v). Collaboration and Teamwork - a). CRJ 210 Criminal Law (Spring 2019) – *group assessment*); b). CRJ 230 Police Community Relations (Spring 2019) – *group assessment*; c). CRJ 340 (Spring 2019); and d). CRJ 425 Transnational Crime (Spring 2019) – *group assessment*;
- vi). Sustainability – CRJ 330 Crime Prevention (Summer 2019).

C. Summary of Assessment Process:

The use of the ILO rubrics meant that our assessments this year establish baseline data to be used in future years. We are particularly interested as a department on how our majors achieve each ILO and its main criteria areas. The averages and distribution of the scores were analyzed to determine achievement profiles and areas for improvement. 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. The assessment instruments varied considerably but reflected critical high-impact practice and vital skills required in modern economies and societies. Elements of subjectivity in ratings exist but were not analyzed. Due to the unique nature of the assignment (instruments) and the nature of the content matter in these ten 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 department was intentionally focused on continuing alignment of major PLOs with University ILOs. This is one of the main issues in revising the PLOs over the last five years. Given our focus on using the ILOs for assessment, we found significant process with alignment but there is a need to address on creating PLOs rubrics for some of the remaining sub-categories of ILOs/PLOs. Overall, the achievement and distribution scores for all PLOs and classes show our department is meeting Sustainability, Oral Communication, Critical Thinking, and Diversity learning objective areas relatively well and above expectations, while only adequately for Written Communication and Collaboration and Teamwork. The later are still high with the range of outcomes more widely distributed in terms of achievement that contributed to bringing the average achievement scores below expectations. These results are very positive with improvement areas identified that include enhancing group responsibilities, audience awareness, students being explicit with overall purpose of their assignments, and ensuring students organize their thoughts more effectively. This applies directly to some students who are struggling with these particular areas. In particular, group work depends on effective communication under time pressures that possibly explain lower achievement than desired.

The aggregate nature of the data and student privacy concerns prevent identifying which students struggle with particular criteria areas. However, our Faculty has already recognized this assessment cycle (even in past cycles) to look at the specific dimensions and elements posing problems to fully assist our students. Another approach has been to revise assignments to allow for assessments of these more specific criteria areas. Our department will be discussing these results in planning our assessments for this academic year. The group and team work nature of careers in criminal justice and related fields as well as the importance of written communication may be key areas to target. With these points in mind, we continue our assessment for this upcoming academic year. A mixed assessment approach, which would involve assessing using both the ILOs and PLOs rubrics, to pinpoint specific areas of improvement and sustaining success is reasonable for the department.

The department was intentionally focused on continuing alignment of major PLOs with University ILOs. This is one of the main issues in revising the PLOs over the last five years. Our efforts show the existing department PLOs are aligned well with the University ILOs with the caveat that we will continue efforts to create new PLOs to be more fully aligned with the ILOs. Assessing knowledge and its numerous subcategories is also a priority for assessment in future years.

Assessment Plans for Next Year

The department will continue to align PLOs with the University ILOs. This last year faculty participated in the assessment of the University's Written Communication and Information Literacy ILOs. This year, CRJ 370 Ethics and Justice Administration will be used to help assess the University ILO Quantitative Reasoning and Critical Thinking. As per the previous five-year review assessment plan, the department will assess PLO 2: Oral and Written Communication will be assessed in CRJ 370 Ethics and Justice Administration and CRJ 320 Research Methods.

DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. CRJ Student Headcount Fall Enrollments AY 2014-2019

Year	2014	2015	2016	2017	2018
Criminal Justice	692	794	814	749	699

The department of criminal justice services a large number of majors who are primarily transfer students from local community colleges. There has been a slight downward trend in headcount that mirrors trends in the college and university. While student body head count has declined in the last couple of years, the department anticipates that numbers will increase as the university settles into the semester system.

B. CRJ 5-Year Trend Graduation Rates

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
CRJ Graduates	147	201	181	214	289

Graduation rates have steadily increased, with the exception of 2015-2017. Considering the slight decrease in majors this academic year, it is anticipated that this number may decrease. Despite large advising loads of approximately 100 students criminal justice faculty meet regularly with student to discuss progress to degree. The department Faculty Advising Fellow program has also contributed greatly to our graduation rates by proving targeted outreach and regularly group advising session.

Request for Resources

Request for Tenure-Track Hires: provide evidence from trends provided

A. CRJ Faculty

Year	2016	2017	2018
FTEF	7	8	7

The department serves a large student body of majors. Full-time TT faculty advise over 100 students. The department is currently running a search; however, having lost two faculty in the last year, newly hired faculty can only fill vacancies. Additional full-time faculty will provide the department with the ability to take course from TT faculty who are more likely to more available to students on a regular basis to provide mentoring and advising. The department is fortunate to have esteemed lecturers who have worked many years in the criminal justice system; however, many have outside employment or are not interested in remaining on campus full-time. Under the semester system, the departments allocation continues to steadily increase. To meet our SCU targets, the department has relied heavily upon the use of lecturers. Additional faculty will allow us to more easily reach our SCU targets and support the enrollment goals of the college.

The department is recommending an additional TT hire for 2020-2021.

Request for Other Resources

The Faculty Advising Fellow is a vital part of the departments. The FAF program began in 2016 and is funded through Academic Programs and Services. This program has continued to allow the department to reach out to vulnerable and at-risk students through outreach and group advising sessions. **It is our hope that the Faculty Advising Fellow continue in the department.**

As noted above in this report, the department has a strong interest in maintaining University Role Models program. The URM program provides students with an opportunity to participate in a hybrid course and field-based experiential learning opportunity. 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.

The department has a strong desire to see the URM Program 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 University vision of having all students participate in experiential learning and high impact practices. (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.

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

1. Additional tenure track hire for 2020-2021,
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

