ANNUAL PROGRAM REPORT

College	CLASS
Department	Criminal Justice
Program	
Reporting for Academic Year	2015-2016
Last 5-Year Review	2014-2015
Next 5-Year Review	2020-2021
Department Chair	Dawna Komorosky
Date Submitted	October 20, 2017

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

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 over 814 students, compared to 794 at the time of the last report. At the University level, the department has successfully changed its name to "Department of Criminal Justice," and the paperwork to complete this process system-wide now needs approval from the Chancellor's office. Dropping the term, "Administration" is a better fit with the overall make-up of faculty and program goals.

The Department continues to make efforts to collaborate with the community through internships and club events. This last year, the department has worked collaboratively with the Center for Community Engagement to assist students in finding internships. The most recent addition to our list of internship sites in the United States Department of Agriculture-Office of Inspector General. The Department has made efforts to stay connected with students and currently, the CRJA Club, Forensic Science Club, and department use BaySync to communicate about events and opportunities on campus. Throughout the year, faculty participated in workshops around campus such as UndocuAlly, Sophomore Transition Enrichment Program, and Summer Bridge, Program. As University Ombudsman, Dr. Ituarte conducted campus-wide workshops and trainings. Dr. Marwah presented his work addressing the assessment of student writing at Back to the Bay, and is currently FIR: Writing Across the Curriculum. Ms. Rippy is a member of the Student Success FLC.

Since the last review, the Department has been actively mentoring two new TT hires. This last year, the department concluded a successful search for one additional TT faculty to start in Fall 2017, with a background in terrorism and law enforcement. The department was also awarded a TT faculty search for the 2018-2019 academic year.

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. We have consistently offered two courses at the Concord campus per quarter, although those courses do not typically fill.

Progress Toward Five-Year Review Planning Goals

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

Since the last report, the department hired two new faculty. One new faculty is a generalist who can also teach required core courses, and those related to gender, and corrections. The other new faculty has a specialization in death investigations and can teach courses related to law enforcement and forensic science. In AY 2017-2018 an additional faculty member with expertise in terrorism, has joined the department. CRJA was awarded a search for AY 2018-2019 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. The internship program is run primarily by new faculty member, Michelle Rippy, with the assistance of the Department Chair. Over the summer, both worked closely with the Center for Community Engagement to provide a centralized source for students locate internships. In 2015, without support from the University, Ms. Rippy organized a very successful Internship Fair. Recently, through the Exceptional Level of Service grant, Ms. Rippy received support to organize a second Internship Fair in the upcoming fall quarter, 2017. Release time is necessary to provide a quality internship program. 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.

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 decided delay any discussion about impaction until after the University has impacted. The department continues to work with the CLASS 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 is poses challenges in a transfer institution. While technology has resulted in more efficient procedures on some levels, it was a request to declare a major via traditional mail that yielded the most response from students.

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 URM was a program supported by additional funding, and needs the support of additional staff to be effectively delivered. Unfortunately, due to the lack of funding the URM was suspended this year. It is the hope of the department that this program will eventually continue, as it is popular among students and has provided them with the experience from which they can excel in interviews for employment.

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. The new elective courses added were added to the academic calendar, and taught for the first time last year (CRJA 4200: White Collar Crime CRJA 4100: Advanced Policing, CRJA 4500: Animal Cruelty and the Criminal Justice System, and CRJA 4130: Transnational Crime). Other faculty have expressed an interest in creating courses related to terrorism and death investigations, which will provide students with insights and knowledge into current criminal justice issues. It is the hope of the department that upon the change to semesters that faculty pursue these new areas. All curriculum for semester conversion has been submitted and reviewed by the CLASS Curriculum Committee and APGS with minor edits. Since the last annual review, two faculty were awarded grants for High Impact Practices from which they included options for community engagement.

Space and Administrative Support:

CRJA has 814 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. The move to the SF building has been a positive one, but as the department continues to hire more TT faculty, and schedules grow larger, there are concerns that we will out-grow our new space.

Faculty: Since the last review the department has mentored two faculty hired last academic year, and will bring in another new TT faculty in fall 2017. The department is was also awarded a new TT search for 2018-2019. While the department has been fortunate to consistently be awarded TT searches, we still struggle to catch up with a growing student body. The number of advisees per faculty has been reduced from the previous year, however, 135 major advisees per full-time faculty still places great demand on faculty advisors.

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

A. Program Learning Outcomes (PLO)

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 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
CRJA 4770 Criminal Law and Courts

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. Student 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.

The four main criteria areas for the Diversity ILO (cultural self-awareness, knowledge of diverse views, respect for diverse perspectives, and reflections on diverse peoples and perspectives) were assessed. For close to 200 students combined in the five classes, a range of fifty-six percent to sixty-eight percent were able to score 3 to 4 on all four areas. The strongest categories were knowledge of diverse views and respect of diverse perspectives with reflection being the weakest category. There was significant variation (again expected) across the classes with CRJA 3700 have the strongest performance and one section of CRJA 4330. Assessing individuals on diversity when the PLO involves collaboration and team work require further deliberation. The main challenge was the difficulties in assignment creation to be able to directly assess some of the components of the PLO. 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 convert to semesters. The results of the assessment were positive with students falling under the limited and adequate categories. There is room for improvement and with the creation of assignments closely reflecting the Diversity ILO will assist toward further improvements.

E. Assessment Plans for Next Year

The faculty have approved Written Communication and Sustainability rubrics. The two rubrics were approved and are to be assessed (along with the Diversity rubric again for one class) as follows (all in the Fall 2017 quarter): Sustainability CRJA 3300 and CRJA 3700 & Written Communication – CRJA 3610 and CRJA 4127 (possibly either CRJA 3400 or CRJA 3800) & Diversity – CRJA 3700

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

The department serves a large undergraduate study body of 814 students, most of which are transferred from local community colleges. This number has steadily increased over the last 5 years, and it is anticipated that our student enrollment numbers will continue to grow.
While many of our students report employment and other outside responsibilities, they primarily attend on a full-time basis.

		2012	2013	2014	2015	2016
A1. Student Headcount						
	Undergraduate	575	631	692	794	814
	Total	575	631	692	794	814

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%). The 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 (%)

American Indian or Alaska Native	0.3%	0.2%	0.0%	0.1%	0.0%
Asian	17.0 %	14.9 %	12.7 %	12.5 %	12.0 %
Black/African American	17.6 %	14.6 %	14.9 %	11.7 %	12.5 %
Hawaiian/Pacific Islander	0.9%	0.8%	1.2%	0.6%	0.9%
Hispanic	37.9 %	42.8 %	48.6 %	52.8 %	51.6 %
White	17.6 %	14.1 %	12.1 %	11.6 %	11.5 %
Two or More Races	4.3%	5.9%	4.3%	4.5%	5.2%
Unknown	4.0%	5.1%	4.3%	3.9%	3.6%
Non-Resident Alien	0.3%	1.7%	1.9%	2.3%	2.7%

Current data indicate that the Department of Criminal Justice offered 29 sections in Fall 2014, 30 sections Fall 2015, and 35 sections in Fall 2105. There has been a steady increase of course offerings at the Hayward campus. While the increased number of sections has allowed us to

service more students, our courses still experience waitlists that can reach over 30 students.

Sections

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total	21	23	29	30	35

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Waitlist	78	67	68	116	87
% of Enrollment	9.0%	6.8%	5.4%	9.2%	6.1%

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

Request for Resources *(suggested length of 1 page)*

<u>Request for Tenure-Track Hires:</u>

As noted above, the Department of Criminal Justice continues to increase its study body. While we have increased the number of full-time, TT faculty the ability to advise and mentor students requires that we continue to grow our TT faculty. In 2016, the Department had 7 full-time TT faculty, and ten lecturers. The large numbers of lecturers has allowed us to increase the number of sections we can offer, but they do not participate in advising. One of the current goals of the University is increased graduation rates. Academic advising is an essential part of this effort.

FTEF

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
1.0	1.0	1.0	1.0	1.0
2.0	2.0	3.0	3.0	2.0
1.0	1.0	2.0	2.0	4.0
--	--	1.0	1.0	--
2.4	3.5	3.2	4.0	4.8
6.4	7.5	10.2	11.0	11.8

Currently, faculty advise approximately 100 students. Additional full-time faculty provide both consistency and constancy to mentor and advise students throughout their academic careers at CSUEB. Moreover, new TT faculty can bring in expertise and research opportunities for students that many of our lecturers cannot. To this end, the Department is requesting an additional TT track hire for 2019-2020.

Request for Other Resources

To support the growth in TT faculty, the Department will need office space. Moreover, 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.

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 the summer of 2016. In a very short period of time it is quite 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 this quarter. It is our hope that the Faculty Advising Fellow can be a source of support for our students long-term.