

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
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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,

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

- 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

- 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.

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.

Request for Other Resources

The Faculty Advising Fellow is a vital part of the departments. The FAF program began in 2016

