



ACADEMIC SENATE
Committee on Academic Planning and Review

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
all the new course numbers to be offered in the semester system will carry

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

the field (i.e. a women in criminal j

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.

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.

III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

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

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

This program aligns perfectly with President Morishita
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 ðCRJ* *g.z.r.g.t.k.p.w.c.n.h.g.c.t.p.h.i.'t.c.d.q.t.c.w.t.f.ö'k'q.w.t.'F.g.r.c.t.w.g.p.v!* 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 r