

**DIVISION OF CRIMINAL JUSTICE**

**External Consultant Report**

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**Spring 2006**

## **SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS**

### **Commendations to the Division**

1. The Division is commended for providing a program that is large, that is growing in enrollment, and that is well-regarded by professionals in the field.
2. The Division is commended for a program with students and faculty that are diverse on a number of dimensions.
3. The Division is commended for increasingly providing a curriculum and faculty that are well-balanced in terms of theory and practice.
4. The Division is commended for faculty members who are strongly committed to student welfare and who are perceived by students as easily accessible.
5. The Division is commended for recent changes in the structure and content of its curriculum, including creating a capstone course and requiring all students to take a research methods course.
6. The Division is commended for the creation and implementation of the cohort advising program and the student advising center.
7. The Division is commended for implementation of a pre-major requirement.
8. The Division is commended for making junior members of the faculty feel valued and supported, and for allowing the voices of junior faculty to be heard as part of the decision-making process.
9. The Division is commended for endeavoring to make its graduate program more structured and more rigorous.
10. The Division is commended for a strong and meaningful internship program.
11. The Division is commended for a Chair who provides strong leadership while also being responsive to the input of members of the department.

### **Recommendations to the Division**

1. The Division consider enhancing course offerings or course content in the areas of international and comparative criminal justice, criminal justice and technology, and criminal justice ethics. The Division should also continue to improve student skills in writing, critical thinking, and researching.
2. The Division consider creating tracks or concentrations for undergraduate students.
3. The Division continue to improve the graduate curriculum.
4. The Division improve support for the graduate program and graduate students.

5. The Division require that students pass an undergraduate research methods course before admission to the graduate program.
6. The Division ensure more uniformity between multiple sections of the same courses.
7. The Division ensure that all new students obtain advising.
8. The Division encourage faculty to participate in the cohort advising program, and also ensure that those faculty represent a good mix of interests and backgrounds.
9. The Division contend with FTES growth that far outstrips growth in resources.
10. The Division engage actively in ongoing assessment of several aspects of the program, including cohort advising, the pre-major, the internship program, and achievement of learning goals.
11. The Division continue to improve relations among the Division's faculty members, and foster a greater sense of community among the faculty.
12. The Division provide junior faculty with clearer expectations regarding the Retention, Tenure, Promotion process, especially with respect to scholarship.
13. The Division reduce the teaching workload, especially for untenured members of the faculty. Suggested ways to do this include changing selected courses from 3 to 4 units; lowering enrollment caps for some classes, especially those with significant writing components; and obtaining course releases for some members of the faculty.
14. The Division make more efforts to keep part-time faculty "within the loop."
15. The Division conduct an internal assessment of whether existing library resources are adequate, especially with respect to availability of online journal articles.

### **Recommendations to the Dean of Health and Human Services**

1. The Dean provide additional staffing support to the Criminal Justice Student Service Center.
2. The Dean provide the Division with improved classroom space.
3. The Dean provide Division faculty with private offices.
4. The Dean provide resources for more full-time faculty positions in order to manage continued growth in FTES.
5. The Dean support the Division in decreasing enrollment caps, especially for courses with significant writing components.
6. The Dean provide some course releases, especially for untenured members of the faculty.

## **Recommendation to the Academic Senate**

The Criminal Justice program should be approved for six years or until the next program review.

**ACADEMIC PROGRAM REVIEW REPORT**

**CRIMINAL JUSTICE PROGRAM**

**College of Health and Human Services**

**Spring 2006**

**Phyllis B. Gerstenfeld, External Reviewer**

## **PROGRAM REVIEW REPORT DIVISION OF CRIMINAL JUSTICE**

**Phyllis B. Gerstenfeld, External Reviewer**

### **Documents Consulted:**

Division of Criminal Justice Self-Report, Spring 2006  
CSUS Catalog  
Division Web Site

### **Persons Interviewed:**

Marilyn Hopkins, Dean of the College of Health & Human Services  
Chevelle Newsome, Associate Dean of Graduate Studies  
William Vizzard, Chair of Criminal Justice  
Faculty in Criminal Justice  
Debbie Mullin, coordinator of Criminal Justice Student Service Center  
Undergraduate Students in Criminal Justice  
Graduate Students in Criminal Justice  
Program Review Team

### **Overview**

The Division of Criminal Justice provides baccalaureate and masters degrees in criminal justice, minors in criminal justice and forensic investigation, and a special major in fire service management. It is a very large program overall, with approximately 1500 undergraduate majors, and approximately three dozen full-time faculty members, as well as many adjunct instructors.

The Division faces a number of significant challenges. Its size and continued growth have resulted in large classes; the Division's Student Faculty Ratio is exceptionally high. The field of criminal justice is diverse, and there are real differences between the members of the faculty in terms of areas of scholarly interest and preparation, as well as degree of theoretical versus practical orientation. The Division must also contend with students who are often poorly prepared when they enter the university and physical facilities that are often outdated and too small.

The Division has risen to these challenges by instituting a number of important changes since the last program review. These changes include adding new required courses, creating pre-major requirements, and developing a student services center and cohort advising program. The Division has also made several important changes in its graduate program, which previously lacked structure and focus. As a result of these changes, the undergraduate and graduate programs are stronger, and the Division's graduates are better prepared for the needs of their professions.

There remain, however, several ways in which the criminal justice program needs additional improvement. The curriculum could use some additional small changes, as could the advising program. The graduate program requires changes as well if it is to remain vital. Faculty workloads are a significant concern, as is the general lack of cohesion between the members of the faculty. The Division also should make additional assessment efforts in several matters. Finally, the Division is in need of additional faculty and facility resources to meet student demand and to alleviate faculty workloads.

### **Commendations to the Division**

**1. The Division is commended for providing a program that is large, that is growing in enrollment, and that is well-regarded by professionals in the field.**

The Criminal Justice Division is the largest major on campus and one of the largest criminal justice programs in the country. In recent years, the Division has experienced enrollment growth. However, the Division has not grown at the expense of quality; the program is well-respected by professionals in the criminal justice field, and has produced many of the Sacramento area's criminal justice leaders.

**2. The Division is commended for a program with students and faculty that are diverse on a number of dimensions.**

At one time, most of the students within the Criminal Justice program were white males. This is by no means the case now. A slight majority of current criminal justice majors are female, and the students now also display considerable ethnic diversity.

The faculty members are also diverse in terms of ethnicity and gender. Furthermore, in recent years the Division has attained a good mixture of the various areas of expertise within criminal justice, as well as a good mixture of faculty members with practitioner backgrounds and those with more academic and theoretical orientations.

It is to be noted that all this diversity tends to produce challenges for a program, yet both students and members of the faculty said that they appreciate this diversity, and that it enriches the educational experience.

**3. The Division is commended for increasingly providing a curriculum and faculty that are well-balanced in terms of theory and practice.**

In its early history, the Criminal Justice program was heavily oriented toward criminal justice practitioners. In fact, the Division had somewhat of a reputation for being a "cop shop." That is no longer the case. In recent years, the Division has clearly taken care to add faculty members with a more theoretical orientation. Likewise, the curriculum has incorporated more theory as well. At the same time, the Division has by no means abandoned the practical aspects of criminal justice. The result is a faculty and a curriculum that offer an excellent balance of the two approaches.

**4. The Division is commended for faculty members who are strongly committed to student welfare and who are perceived by students as easily accessible.**

The instructors with whom I met almost universally expressed genuine concern for the welfare of their students. They recognized the pressures that most students face to balance school, family, and jobs, and they understand the challenges that these pressures create for students. The faculty members' concern is expressed not only in words, but also in deeds, such as over-enrolling their courses so that students can find a schedule that meets their needs and allows them to graduate on time.

The students are well aware of their instructors' regard for their interests. Both undergraduate and graduate students praised members of the faculty for being accessible and for frequently going out of their way or making extra efforts to accommodate student needs and concerns.

**5. The Division is commended for recent changes in the structure and content of its curriculum, including creating a capstone course and requiring all students to take a research methods course.**

After the last program review, the Division made several changes in its curriculum. All undergraduates are now required to take a courts course, a research methods course, and a capstone course. The addition of these courses provides needed structure to the undergraduate program, as well as exposing students to vital content areas. These changes have considerably strengthened the quality of the program.

**6. The Division is commended for the creation and implementation of the cohort advising program and the student advising center.**

After the last program review, and with the support of the Dean of the College of Health and Social Services, the Division instituted a new advising program. A student services center was created and is staffed by Ms. Debbie Mullin. In addition, four faculty members each year serve as cohort advisors. Ms. Mullin is able to answer many of students' day-to-day questions about program and university requirements, and she also makes appointments for students to see cohort advisors for more in-depth advising about their education and career goals.

Prior to the new advising program, most students saw an advisor only when they neared graduation. The result was students taking the wrong classes in the wrong order.

Students, faculty, and staff were universal in their praise for the new advising program. Students felt it gives them more direction and allows them to build a meaningful relationship with a particular faculty advisor. Faculty felt that the program results in students who are better prepared and who take fewer unnecessary courses.

**7. The Division is commended for implementation of a pre-major requirement.**

Another recent change in the Criminal Justice program is the creation of a pre-major requirement. Before they can officially declare the major and begin taking upper division

courses, students now must complete three lower division courses (or their community college equivalents) and take a pre-test. This accomplishes several things: It ensures that students have an adequate background before they take upper division courses (previously, many students waited until the end of their academic career to complete the lower division courses); it provides an early mechanism to weed out students for whom the major is not an appropriate choice; it allows the Division to better enforce orientation and advising requirements; and, with the pre-test (and the post-test, which is taken in the senior capstone course) it provides a method for assessing learning goals.

**8. The Division is commended for making junior members of the faculty feel valued and supported, and for allowing the voices of junior faculty to be heard as part of the decision-making process.**

There exists a definite division within the Division between junior and senior faculty members, both in terms of years of service at the university and also in terms of whether their backgrounds are primarily in academia or the field. Nonetheless, all of the junior faculty members said they feel like valued members of the Division and they feel supported by the Chair and their colleague within the Division. They also feel as if they are able to give meaningful input into the Division's decision-making processes.

**9. The Division is commended for endeavoring to make its graduate program more structured and more rigorous.**

The Division has made a number of positive changes to the graduate program since the last review. These include requiring the GRE for admission to the program; requiring students to complete core courses before they take electives; and admitting cohorts of students. All of these will likely make the graduate program more academically rigorous and more meaningful to students. Graduate students were particularly enthusiastic about the cohort plan, as they felt it created added support for their work.

**10. The Division is commended for a strong and meaningful internship program.**

Currently, 60 to 80 students a semester enroll in the Criminal Justice internship course. The internship coordinator, Dr. Lynette Lee, has established internship opportunities within numerous and varied agencies, and she oversees the students' work quite carefully. Not only must students perform the requisite number of hours of work at their agencies, but they also must write several papers reflecting on their experiences. These papers undoubtedly make the internship experience especially meaningful to the students.

**11. The Division is commended for a Chair who provides strong leadership while also being responsive to the input of members of the department.**

Dr. William Vizzard is now in his second term as Division Chair. Under his leadership, the Division has made substantial changes in its undergraduate and graduate programs, and in the advising process for undergraduates. The Division has also made many new

hires, and has achieved a better balance of background areas among its faculty. Members of the faculty praised Dr. Vizzard for spearheading these changes, for advocating for resources the Division badly needs, and for being responsive to the input of individual faculty members.

### **Recommendations to the Division**

- 1. The Division consider enhancing course offerings or course content in the areas of international and comparative criminal justice, criminal justice and technology, and criminal justice ethics. The Division should also continue to improve student skills in writing, critical thinking, and researching.**

The Division currently offers a wide range of core courses and electives. Nonetheless, there are several important substantive areas in which course content is absent or lacking. One of these is international and comparative criminal justice. While this topic is of growing importance in today's world, the Division offers only a single graduate course on the topic, and no undergraduate courses. The Division should consider adding an undergraduate elective course in this area.

The second area in which the program is lacking is criminal justice technology. In this case, the problem is the unavailability of instructors to teach in this area. The Division should go ahead with its plans to attempt to recruit a new tenure-track faculty member with this area of expertise. Absent the availability of such a person, the Division should consider hiring part-time faculty who can teach in this area.

Third, there is currently no course on criminal justice ethics. Students may choose to take PHIL 101 Ethics and Social Issues as one of their supporting courses for the major; however, this course likely does not cover ethical issues specific to the criminal justice field. It is also unclear how many criminal justice students do, in fact, enroll in this course, as it is only one of many options. It is also likely that some of the criminal justice courses do touch on ethical issues. Again, however, it is unclear which classes these might be, what proportion of students actually take these classes, and what proportion of class time is actually spent on ethical considerations. The Division should consider adding a course in criminal justice ethics, or else ensuring that all criminal justice students are exposed to this topic, perhaps within the senior capstone course.

Finally, the Division has made attempts in recent years to improve student skills in writing, critical thinking, and research skills. Nonetheless, many of the faculty observed that many students continue to lack proficiency in these areas. Because these skills are so vital to the profession, and because such a large number of students enter the university with substantial deficiencies in these areas, the Division should continue to explore ways to encourage student improvement in these areas.

## **2. The Division consider creating tracks or concentrations for undergraduate students.**

Criminal justice is a complex and diverse field, and graduates of criminal justice programs gain employment in a wide variety of settings. Accordingly, many criminal justice programs have multiple tracks or concentrations. The Division, however, has only a single undergraduate curriculum. All students take the same 27 units of upper division core courses, and then choose 21 units of electives from within several “areas of interest” and “supporting courses.”

The danger here is that students will choose courses based on factors such as scheduling convenience or instructor popularity, rather than whether the courses provide a coherent program of study and prepare the students for eventual career. Furthermore, students who are unfamiliar with the field may not even know which courses are most appropriate for them to take. The Division does require students to take their electives in at least three different areas, which may help alleviate this problem. Advising, which is now required, will also probably help. It also must be acknowledged that even as they enter their junior or senior years, not all students know exactly in which areas of criminal justice they will seek employment. Nevertheless, tracks or concentrations may help add cohesion and consistency to the students’ educational experiences, and may better help achieve the learning goals they eventually to meet. The Division should consider creating tracks.

## **3. The Division continue to improve the graduate curriculum.**

As described above, the Division has recently made several changes to the graduate program. The Division should continue its improvements, with special attention to these matters:

- The graduate program now requires 9 units of core classes and 18 units of electives. This still does not provide adequate structure. Most graduate programs have a core of about 15 to 18 units. Without this added structure, students are now mostly taking whatever classes happen to be offered and happen to fit their schedule. They feel, and probably rightly, that they are not adequately being prepared for their careers. Some suggested required courses are: CRJ 205 or 207, CRJ 250, CRJ 256, a statistics/research analysis course, or a teaching/staff training course.
- Students must currently take all 9 core units before they can take the remainder of their graduate coursework, and they must take all 9 of those units in fall of their first year. This creates a substantial hardship for students who work, especially as the core courses tend to be quite challenging. Working students must either attempt to overload themselves, or else take one or more of the classes the following fall, thus breaking their cohort and delaying the completion of the program. Requiring all 9 units at once also creates inconsistencies in the workload, as all the graduate students reported that their second semester was considerably easier than their first. It is strongly recommended that at least one of the core courses be moved to the spring.

- The Division should consider adding tracks to the graduate program, as the students have a variety of employment goals. At the least, perhaps the Division should create a track for those who intend primarily to be practitioners, and another for those whose goal is a doctorate and/or academic employment.
- Graduate students complained of the poor availability of elective courses. This is understandable, given the Division's enrollment pressures, but it has led to dissatisfaction by the students. The Division should consider how to alleviate this problem. Requiring more courses (and consequently, fewer electives) would help. The Division might also want to consider permitting graduate students to take one or two upper division undergraduate courses for graduate credit (with the graduate students being required to do extra work in those classes).
- Some of the graduate courses are offered via WebCT. While an online component might certainly be a valuable part of a graduate course, students reported that several of their classes rarely met in person, and most of the class was conducted online. The students expressed serious reservations about the quality of these classes, as opposed to traditional classes. In particular, the nature and quality of interpersonal communications suffer. The Division should assess carefully whether these courses are adequately meeting their learning goals.

#### **4. The Division improve support for the graduate program and graduate students.**

Currently, the graduate program receives only limited faculty support due to the large size of the undergraduate program. Graduate students were lavish in their praise for Dr. Bruce Bickle, the graduate director, but there is only so much burden a single person can bear. There is real danger than Dr. Bickle will soon burn out under his workload. Of course, some other members of the faculty do contribute to the graduate program, but there is currently little incentive for others to do so as well. If the graduate program is to thrive, the Division must find ways to encourage more faculty support.

Likewise, the graduate students are in need of more support in several areas. In conjunction with the Drs. Hopkins and Newsome, the Division should explore ways of providing more extensive monetary aid to graduate students. In addition, more efforts should be made to track graduate students' progress through the program. Finally, the graduate students expressed the need for a graduate student lounge, so that they could have a place to meet and study. Space is clearly at a premium right now within the Criminal Justice Division's building, but efforts should be made to obtain such a space in the future.

**5. The Division require that students pass an undergraduate research methods course before admission to the graduate program.**

Currently, applicants need not have taken an undergraduate research methods class in order to be admitted to the graduate program. Some applicants undoubtedly did have such a class, especially as the Division now requires all criminal justice undergraduates to take research methods. However, applicants who graduated from Sacramento State prior to this requirement, or who graduated from other institutions, or who graduated with a major other than criminal justice, may not have taken research methods. This puts them at a disadvantage when they must take the graduate research methods class, a course that students tend to find challenging under the best of circumstances. The Division should require all graduate admittees to have passed an undergraduate research methods class; the Division might also require that admittees have received a grade of B- or better in that class.

**6. The Division ensure more uniformity between multiple sections of the same courses.**

Due to the very large size of the criminal justice program, many classes are offered in multiple sections each semester. For example, in Spring 2006 there were 13 sections of CRJ 001 and seven sections of CRJ 100. Both students and faculty reported that multiple sections of the same course are often inconsistent in terms of content coverage and course expectations and requirements. It is impossible to control how individual faculty members teach their classes, and some variation from instructor to instructor is inevitable. However, large inconsistencies lead to students who have widely varying degrees of preparation in a particular topic. Another result is over-enrollment of some sections and under-enrollment of others, as students tend to choose sections that they think will be easier or will cover the topics the students want to cover (and, perhaps, will avoid the topics the students want to avoid).

The Division is divided into four subject areas. Faculty members within each subject area are supposed to meet and coordinate their classes so that multiple sections are consistent. In practice, however, this occurs more in some subject areas than others. The Division as a whole should make more effort to achieve better uniformity.

**7. The Division ensure that all new students obtain advising.**

All criminal justice majors are supposed to obtain advising during their first year. Most do so, and the Division has made a lot of effort to let students know about this requirement. However, some students still fall through the cracks: they make advising appointments but fail to show up, they learn about the advising requirement only belatedly, or they choose to rely on the (often dubious) advice of other students instead. The Division should explore methods of making advising truly mandatory, such as placing registration holds on students until they have actually met with an advisor.

**8. The Division encourage faculty to participate in the cohort advising program, and also ensure that those faculty represent a good mix of interests and backgrounds.**

Thus far, the Division has been able to successfully recruit four members of the faculty each year to serve as cohort advisors. These instructors receive assigned time for their efforts. There is some risk, however, that in the future it may be more difficult to recruit faculty members, or to recruit people with a good balance of interests and backgrounds. For example, perhaps mostly junior faculty members will be interested, thus depriving students of the experience (both within the university and within the field) of senior faculty members.

**9. The Division contend with FTES growth that far outstrips growth in resources.**

The Division recently attempted to lower enrollment caps on most of its courses. Nonetheless, most courses are over-enrolled due to excessive demand. Instructors have added students in excess of the caps in order to allow students to graduate on time. The Division's faculty resources are stretched to their limits, but it is likely that enrollment will continue to grow. Recent changes that allow students to take upper division general education courses within their own majors will likely increase FTES even if the overall number of majors stays steady. Unless the Division is able to add new positions to keep up with this demand, the quality of instruction is likely to suffer. The Division should now consider carefully how to manage growth. Declaring itself an impacted program would be a serious decision for the Division to make, but such a declaration may be one of the few realistic options, absent additional resources.

**10. The Division engage actively in ongoing assessment of several aspects of the program, including cohort advising, the pre-major, the internship program, and achievement of learning goals.**

- Students, faculty, and staff were all enthusiastic about the cohort advising program. Now that the program has been in place for a few years, the Division should assess whether it is meeting its goals, whether there are any needed changes or improvements, and whether the program has sufficient resources.
- The institution of the pre-major seems to be a logical way to add more structure to the major, to ensure that students are better prepared for upper division coursework, to ensure that students obtain advising, and to ensure that students choose an appropriate major. The Division should create an assessment plan to determine whether the pre-major requirement is meeting these goals.
- The Division's internship program appears to be popular and well-run. However, there is some concern that the internship coordinator may be overburdened with the heavy workload the internship program demands of her. The Division should assess whether current resources are sufficient.

- In its self-report, the Division described learning goals that are appropriate for the program; the Division also identified which classes are meant to achieve each goal. At this point, the Division needs to assess whether the goals are, in fact, being met. The test that the Division now gives students before they declare the major, and again in the capstone course, will provide an excellent opportunity to conduct this assessment.

### **11. The Division continue to improve relations among the Division's faculty members, and foster a greater sense of community among the faculty.**

Members of the Division faculty stated that the interactions between the faculty members are generally collegial. Several people did believe that ethnic and gender bias continue to be expressed by some of their colleagues, but most of these people felt that bias was not widespread and that it has decreased in recent years. However, a true sense of community seems to be lacking among the Division's faculty. Some of the causes of this are unavoidable, such as busy schedules and long commutes. In addition to creating a more pleasant work atmosphere, more community feeling might help with retention of junior faculty and might encourage more collaborative scholarship.

The Division should explore ways to improve the faculty's sense of community. A few ideas the Division might consider:

- A room is currently being converted into a more comfortable lounge-like environment. Instructors should be encouraged to use this lounge. It might help to provide coffee, as well as build some sort of resource library for criminal justice instructors.
- The Division could have periodic brown-bag lunches during which members of the faculty discuss their current research or describe new or interesting pedagogical tools they are using.
- The Division could have periodic social events for the faculty, such as a beginning of the year barbeque or monthly birthday cakes.

### **12. The Division provide junior faculty with clearer expectations regarding the Retention, Tenure, Promotion process, especially with respect to scholarship.**

All of the junior members of the faculty and some of the senior members were very concerned about RTP expectations, particularly with regard to scholarship. They felt that the expectations (particularly about the quantity of publications required) were unclear and that faculty members are now expected to produce more publications than were previously required.

Some degree of anxiety about the RTP process is unavoidable. Furthermore, too much specificity with respect to the quantity of scholarship required is likely to hurt probationary faculty members more than it helps them. However, the current situation seems unduly stressful; it may even be a contributing factor to retention issues.

The Division should find ways to provide clearer expectations to junior faculty. The Dean's mentoring program for new faculty members is certainly very helpful, but the Division should try very carefully to seek appropriate mentors. For example, senior faculty who completed the RTP process a long time ago might not fully realize how scholarship expectations have increased, and so might be unable to give accurate guidance in this matter.

**13. The Division reduce the teaching workload, especially for untenured members of the faculty. Suggested ways to do this include changing selected courses from 3 to 4 units; lowering enrollment caps for some classes, especially those with significant writing components; and obtaining course releases for some members of the faculty.**

Members of the Division's faculty are struggling under extremely high workloads. Not only are most instructors teaching eight classes a year, but these classes are very large. Moreover, junior faculty members must content with the RTP process, including significant community service commitments and the "moving target" of scholarship requirements. The Division should find ways to reduce the teaching workload. Some ways to do this include:

- Increasing a few courses from 3 to 4 units. This might be especially appropriate for the research methods and capstone courses, for example. If the Division chooses this route, the number of elective units in the major may need to be decreased in order to avoid requiring too many total units in the major. In any case, FTES will not be adversely affected, and instructors who teach three 4 unit courses a year will be able to reduce their total teaching load to seven courses a year. Students may also be pleased to slightly reduce the number of classes they have to take. The extra unit could be justified through significant research and writing projects.
- The enrollment caps should be reduced on courses with major writing requirements. Realistically speaking, it is difficult for an instructor to give meaningful and timely feedback on writing assignments if there are more than about 30 or 35 students in the class. As discussed above, students certainly do need feedback to improve their writing.
- In conjunction with the Dean of the College of Health and Human Services, the Division should explore the possibility of giving a course release to a few members of the faculty each year, so that those faculty members may devote more time to their scholarly activities. Priority for these course releases should go to those instructors who are a few years away from requesting tenure.

**14. The Division make more efforts to keep part-time faculty "within the loop."**

The Division currently gives part-time faculty members a lengthy handbook, and it also provides them with syllabi and other materials to help in the preparation of their materials. However, part-time instructors tend to feel somewhat disconnected from the Division as a whole. More interactions between full-time and adjunct faculty could be

beneficial to all. The Division should explore ways to be more inclusive toward adjunct faculty. Perhaps inviting them to an occasional social event might help.

**15. The Division conduct an internal assessment of whether existing library resources are adequate, especially with respect to availability of online journal articles.**

Some members of the faculty and most of the graduate students stated that they often find that the library does not subscribe to the online journals that they need. The Division should conduct an assessment to determine whether, in fact, current library holdings and subscriptions are sufficient for the Division's needs, particularly as the Division's focus has become more theoretical in recent years. The state of affairs of criminal justice journals has changed considerably in recent years, with new journals now being published and with increasing numbers of journals now available online. It is also possible that some of the library's current subscriptions are no longer really being used, and so ought to be discontinued.

**Recommendations to the Dean of Health and Human Services**

**1. The Dean provide additional staffing support to the Criminal Justice Student Service Center.**

The Criminal Justice Student Service Center is in danger of becoming a victim of its own success. It is unclear whether Ms. Mullin and the cohort advisors can adequately meet the increasing demands for student advising. The Dean should provide additional staffing support for the Center in order to assist Ms. Mullin. The Dean should also consider supplying release time for additional faculty advisors.

**2. The Dean provide the Division with improved classroom space.**

Many of the members of the faculty, as well as students, stated that current classroom space does not meet their needs. The rooms in Alpine Hall are old and poorly furnished (e.g., the student desks are too small; the instructors dislike the whiteboards and markers for the whiteboards are often missing), and the technology is out of date. Moreover, there are not sufficient numbers of classrooms available in the building, so instructors are often forced to teach all over campus. It is also frequently difficult for the Division to find classrooms that are big enough for its large classes. It appears that despite the Division's size and contributions to the university, its space needs have been largely overlooked. The Dean should find ways to better accommodate those needs.

**3. The Dean provide Division faculty with private offices.**

Almost all members of the criminal justice faculty must share an office. Shared offices make it difficult to write and to assist students. The Chair has attempted to assign course

schedules and offices in such a way that instructors will have private time in their shared offices, but these efforts are a further burden to the Chair, and are not always successful. The Dean should make it a priority to provide at least the full-time faculty members with private offices.

**4. The Dean provide resources for more full-time faculty positions in order to manage continued growth in FTES.**

It is to be hoped that the CSU will continue to rebound from recent budget cuts. As budgets gradually expand, the Dean should provide the Division with additional full-time faculty positions in order to meet current need and future growth in FTES.

**5. The Dean support the Division in decreasing enrollment caps, especially for courses with significant writing components.**

The Dean recently allowed the Division to reduce enrollment caps. However, class sizes within the Division remain very large, both in absolute terms and relative to course sizes in other programs (these other programs often must retain small class sizes in order to meet accreditation requirements).

As discussed earlier, the Division has also made attempts to improve student writing skills. This is important because employers within the field consider good writing to be the most vital skill for prospective and current employees to possess. However, students often enter the major with major deficiencies in this area, and it is extremely difficult for instructors to provide meaningful feedback on their students' writing when the classes are large.

The Dean should support the Division in further decreasing enrollment caps for courses with significant writing components. Moreover, the Dean should endeavor to make the Division's Student Faculty Ratio more consistent with that of the rest of the College.

**6. The Dean provide some course releases, especially for untenured members of the faculty.**

As discussed above, the Dean should provide members of the Division's faculty with a few additional course releases a year, to be used for additional time spent on scholarly activities. Priority for these course releases should go to untenured people. These course releases are necessary in light of the extremely heavy teaching loads, the large class sizes, and the increasing expectations for scholarly production.

**Recommendation to the Academic Senate**

**The Criminal Justice Program should be approved for six years or until the next program review.**