

**Academic Program Review Report**  
**for the**  
**Division of Criminal Justice**

**Fall 2006**

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## **INTRODUCTION/HISTORICAL INFORMATION**

California State University, Sacramento first offered police science and administration in the form of four evening courses in 1949. The criminal justice program at California State University, Sacramento began in 1958 with the offering of a Bachelor of Arts degree in Police Science and Administration under the aegis of the Government Department. By the mid-1960s the program had doubled in size and the student population had shifted progressively from in-service law enforcement personnel to undergraduates without prior police experience. In 1969 the program moved to an independent Department of Police Science and Administration, which subsequently was re-designated the Division of Criminal Justice. In 1971 the proposal for a Masters of Science in Criminal Justice was approved. The Division offered a Bachelor of Science Degree in Criminal Justice with a concentration in either Law Enforcement Management and Investigation or Corrections, and a separate BS in Forensic Science. In 1982 the Division was moved to the new School of Health and Human Services. Throughout the 1980s and early 1990s the Division offered both a BS in Criminal Justice and a BS in Forensic Science. Following a recommendation from the 1993 Program Review, the Division began phasing out forensic science degree in 1994. Areas of concentration were eliminated altogether following the 1993 Program Review recommendations when the Division's own study showed that 90 percent of the students wanted to specialize in law enforcement.

The Division experienced rapid growth during the 1980s and has fluctuated between 1200 and 1500 undergraduate majors during the past decade, making it one of the largest criminal justice departments in the country and the largest in California.

The Division of Criminal Justice currently offers baccalaureate and master's degrees in Criminal Justice, minors in Criminal Justice and Forensics Investigation, a special major in Fire Service Management and General Education courses. Fall 2005 enrollment figures indicate a student body of 1482 undergraduate students and 59 graduate students. The Division aims to provide a multidisciplinary examination of crime, crime control, the justice process, and justice institutions. The 2004-2006 California State University, Sacramento catalog states that "the discipline addresses definitions, causation, prevention, investigation, legal process, treatment, rehabilitation, and research relating to crime and justice as well as the institutions of the justice system and their administration."

## **1. Mission of the Division**

The mission statement of the Division as outlined in the 2005 Self-study reads as follows:

The mission of the Division of Criminal Justice is the preparation of students for professional and academic careers related to criminal justice. The Division of Criminal Justice fosters and encourages a learning environment inclusive of interests of race, gender, ethnicity, and class. The Division of Criminal Justice's primary responsibility is teaching. Division faculty enhance their teaching effectiveness by engaging in scholarly and creative activity and service to the University and the greater community. The Criminal Justice faculty acknowledges that the mission of the Division should occur within an atmosphere of collegial governance.

The Division of Criminal Justice aims to:

- Identify and increase understanding of major social issues related to crime, criminals, prevention and control, and victims;
- Develop specific skills and knowledge relating to administration of justice institutions;
- Build the critical thinking skills of those enrolled in the program so that graduates are competent in identifying and assessing the various alternative solutions to the problems associated with the control and prevention of crime and delinquency; and
- Enable students to understand the research which is available to policy makers concerned with issues of crime, delinquency, and victimology.

In its early history, the Criminal Justice program was heavily oriented toward criminal justice practitioners. The spring 2000 Program Review found that the Criminal Justice program contained an emphasis already too far toward the *practical* end of the continuum and suffered for lack of courses at the research and theory end. In its response to the spring 2000 Program Review, the Division has responded well by instituting curriculum changes. The Division has clearly taken care to add faculty members with a more theoretical background and has incorporated research methods requirements in the major.

## **2. Degree requirements**

The Criminal Justice Baccalaureate and Master's degree requirements are clearly outlined in the University catalog. The undergraduate program in the Division of Criminal Justice (DCJ) requires 60 units for the major comprising 12 units of required lower division courses, 27 units of required upper division core courses, and 21 units of electives drawn from at least three of the listed "Areas of Interest," of which one must be "Supporting Courses." The Areas of Interest constitute courses in Criminal Justice Administration, Investigation, Corrections, Offenses and Offenders, and Law while the Supporting Courses are drawn from Anthropology, Ethnic Studies, Government, History, Philosophy, Psychology, Sociology, and Social Work including one Accountancy course in Government and Nonprofit Accounting. To become a Criminal Justice major, the student must first have successfully completed CRJ 001 (Introduction to Criminal Justice and Society), CRJ 002 (Law of Crimes), and CRJ 004 (General Investigative Techniques). In addition, the student must take the Criminal Justice Assessment Examination as part of the advising process. 21 units are required for a Minor in Criminal Justice. The Master of Science degree in Criminal Justice consists of 9 units of required courses and 18 units of electives and a 3 unit culminating experience (CRJ 500) course.

### **3. The Division and the University's Academic Plan**

The Division's immediate and long-term strategic plan and *Student Outcomes Assessment Plan* exhibit its commitment to the vision and goals of the University expressed in the *University Strategic Plan*. The Division has been successful in recruiting new faculty with professional background and university level teaching experience. A number of the junior faculty members have participated in college and university workshops to enhance teaching skills. Reading, writing, critical thinking, computer skills and ethical values are incorporated in the core classes. Individual faculty members are also responsible for communicating learning expectations to students via their syllabi and other mechanisms. As a result of strong support from the college dean the Division now has access to 4 *smart* classrooms and a dedicated computer lab.

The Division faculty members are currently engaged in numerous community service areas linking the University to the Sacramento region in a number of ways. Tim Capron is actively involved in HomeStart that provides housing and job training, drug treatment and rehabilitation to homeless families. Roland Dart has been a consultant for the California Commission on Peace Officers' Standards and Training and on the panel to develop a police review process for the city of Sacramento. Yvette Farmer has coordinated a donation program for collection and distribution of school supplies in South Sacramento with significant numbers of at-risk children and children living in poverty. Laurie Kubicek has taught since summer of 2003 an intensive four week legal research and writing course at the School of Law at UC Davis in the King Hall Outreach Program assisting disadvantaged students who want to attend law school.

Ricky Gutierrez administers “Sac-Mentoring,” a community outreach program affiliated with the Division. This program partners with two local high schools (Hiram Johnson High School and Rosemont High School) as well as the Sacramento County Superior Court to provide quality one-on-one mentoring for students who have been identified as at-risk for failure. Students who participate in this course (CRJ 198, co-curricular activities) receive three units of upper division credit as a Criminal Justice Elective. This type of experiential learning/community service allows students to engage mentees in the mentoring experience, thus providing students from our local high schools with positive role models, assistance with difficult subject matter learning, enhancement of socialization skills in the world of young adults, and the opportunity to develop a meaningful contact with someone outside personal and academic communities. In addition, this course is designed to familiarize college students with concepts of civic responsibility and civic engagement as well as familiarizing them with youth who come from disadvantaged backgrounds and how this relates to developing delinquent behavior. Over the course of the last four years, the Sac-Mentoring program (CRJ 198) has enrolled close to 500 students from our campus in disciplines such as Criminal Justice, Nursing, Recreation and Leisure Studies, Social Work, Communication Studies, Government, Mathematics, Biology, Kinesiology, and Sociology. Lynette Lee is the Division’s internship program director. These internships are extremely effective as a teaching tool for the Criminal Justice majors providing them with valuable field experience as part of their academic learning process and simultaneously serving the needs of numerous state, federal and local agencies, as well as non-profit organizations. Over the years, this large internship program has placed an average of over 60 students per semester since 1995 in a variety of criminal justice related agencies in the Greater Sacramento region. The students are also encouraged to form ties with agencies for course related service learning opportunities. A number of the Division faculty also serve in advisory capacities on regional agency boards: Cecil Canton serves as the 2005-2006 president of the campus chapter of California Faculty Association, on the Board of Directors of Youth Guidance Connection of Sacramento, and on the Juvenile Justice and Delinquency Prevention Commission of Sacramento County. Alice Choi is the vice president of the board of directors of Asian Pacific Community Counseling. William Vizzard has served as president of the Sacramento chapter of the American Society for Public Administration, and as vice chair of the Board of Directors of the Regional Community Policing Institute. Ernest Uwazie has a long history of service programs in conflict resolution for numerous African nations.

Examples of other faculty who have contributed their professional expertise to the community include

- Bruce Bikle as a volunteer advisor to Contra Costa County on jail reentry programs and reviewer of correctional training for the National Institute of Justice.
- Donald Dixon’s participation in developing the handbook and national accreditation process for crime analysts.
- Michael McCrystle serving on the Governor’s Task Force on SWAT training standard.

- David Swim serving as an advisor to numerous law enforcement employee organizations on labor issues.
- Hugh Wilson participating in the hiring out-reach program conducted by the Marin County Sheriff's Department that has numerous graduates of the Division employed as deputies there working in all capacities.

New members of the Division faculty who joined the Division since 1999 are very active in the area of scholarship and research. Don Dixon has presented widely on geographic information systems and is emerging as a pioneer in the developing field of crime analysis. Tim Capron and Sue Cote have written widely used text books. Marlyn Jones has written extensively on issues of drug policy and criminal justice in the Caribbean. Ricky Gutierrez has recently published a book on community policing.

The Division is commended for:

- **Its enthusiastic faculty who are committed to students' learning and welfare.**
- **Providing a program that is large, that is growing in enrollment, and that is well-regarded by professionals in the field.**
- **The implementation of a pre-major requirement.**
- **Its support to two very active student organizations.**
- **Its strong internship program.**
- **Its support to the junior faculty and the value it provides to junior faculty participation in decision-making process.**
- **Its many positive responses as a result of the 2000 Program Review that have resulted in strong curriculum changes incorporating a capstone course and requiring all students to take a research methods course.**
- **Its efforts in the initiation of its assessment process and the development of standards to measure student learning outcomes.**
- **The faculty commitment to its graduate program that is strong and growing.**
- **The teaching excellence demonstrated by the majority of its faculty.**

#### **4. Responses to Previous Recommendations**

The fall 1999 Program Review contained a list of 23 recommendations with one recommendation to the President and the College, one recommendation to the President, the College, and the Division, one recommendation to the College and the University, and the remaining 20 recommendations to the Division itself. The recommendations can be summarized as follows:

- *Curriculum Changes* (5 recommendations)

#11 – an upper division course on research methods be added to the core

- #12 – consider adding an upper division course on law adjudication (i.e. a courts course)
- #13 – course overlap on the following pairs of courses: CRJ 5/167; 161A/161B; 163/164
- #16 – restoring CRJ 168 to a place of prominence in the major
- #21 – the graduate program focus and the range of student and career needs
- **Advising** ( 6 recommendations)
  - #7 – Homepage of the Division be made user-friendly and sophisticated in design
  - #8 – a mixed, multi-layered approach to undergraduate academic advising
  - #9 – campaign for majors to use the Career Center early in their careers
  - #14 – suggested combinations of elective courses fitting various career goals
  - #22 – advising for graduate students
  - #23 – an advising link in the Homepage for the graduate students
- **Program Assessment and Learning Outcomes** (4 recommendations)
  - #10 – assessing student skills and abilities in conducting research dealing with criminal justice and criminological data, and critically interpreting and comprehending research reports
  - #15 – basic competencies in common types of computer applications in the field
  - #17 – practical assessment rubrics for writing requirements in the upper division courses
  - # 18 – publishing a style sheet in the Homepage that contains the basic format, citation, and reference standards for writing in criminal justice courses
- **Faculty and Staff** (3 recommendations)
  - #4 – review and if needed modify faculty hiring plan annually so needed changes can be brought to the curriculum in compliance with nationwide practice in view of forthcoming faculty retirements and the reliance upon part-time faculty
  - #5 – the Division office capabilities be reviewed periodically and that needed staff augmentations and equipment upgrades including computer hardware upgrades be given suitably high priority
  - #6 – creation of an appropriate *institute* or a *center*
- **Governance Model** (2 recommendations to the President and the College)

#1 – the Division be elevated to the status of a school within the College or accorded the opportunity to explore alternatives to the conventional *department* model in view of its size and productivity

#2 – explore organizational alternatives to the *department* model

- **Budget** (1 recommendation to the College and University)

#3 – increase the level of budgetary support for the Division

As for recommendations #1 and #2, the College of Health and Human Services (CHH) has made no changes to the organizational model of the Division. As for recommendation #3 regarding increases in budget for the Division, the College has strongly supported the Division by funding increased office staff, additional faculty, assigned time for cohort advisors and support for an advising center since the last review. However, the Division has the highest student-faculty ratio in the College at approximately 33 to 1. As for recommendation #6, the College has created a Research Center and the Division faculty members have conducted a number of research projects for state agencies. The Division maintains a five-year projected hiring plan in response to recommendation #4 and the recent hires reflect the curricular changes incorporated since 2000. The Division now has an excellent homepage with advising links for undergraduate majors and the graduate students, a full-time advising center staffed with a student services professional, and student guides for a variety of career options that contain both suggested criminal justice electives and general education courses (responses to recommendation #7, #8, #14, #23). As for recommendation #9, the Division has closed the Criminal Justice Career Center and instead provides hot links from its website to a variety of potential employer websites.

With respect to the curriculum, it should be noted that the Division has responded favorably to most of the recommendations (#10, #11, #12, and #16). The Division has implemented, as part of its assessment plan, a pre-test with writing sample, and will begin its post-test as soon as the first pre-test cohort reaches the capstone course. The Division hopes that the pre-test in conjunction with the post-test administered in the capstone course will provide data to allow extensive assessment of the changes in student knowledge and writing skills. As for recommendations concerning graduate curriculum improvements, the Division has cited budget cuts as the main reason for its inability to expand the core requirements and has limited its enrollment to approximately 18 students per semester. The Graduate Coordinator has taken on the primary advising role during the first semester of graduate studies. Only one cohort of graduate students was admitted in the fall of the 2004-2005 academic year. This same practice was followed in 2005-2006. The Division has primarily focused on the assessment and evaluation of its undergraduate program and assessment of the graduate program has been largely internal.

## STUDENTS

### A. Characteristics

The following table presents the undergraduate and graduate student enrollment figures in the Division and the College of Health and Human Services during 2000 to 2005:

#### Enrollment in the Division during 2000 – 2005

|  | Fall '00     | Fall '01     | Fall '02     | Fall '03     | Fall '04     | Fall '05     |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| #Undergraduates in the Division                      | 1291         | 1277         | 1281         | 1375         | 1470         | 1482         |
| #Undergraduates in the College                       | 3065         | 3120         | 3228         | 3499         | 3801         | 4159         |
| <b>% College Undergraduates in the Division</b>      | <b>42%</b>   | <b>40.9%</b> | <b>39.7%</b> | <b>39.3%</b> | <b>38.7%</b> | <b>35.6%</b> |
| #Graduate students in the Division                   | 80           | 78           | 102          | 85           | 79           | 59           |
| #Graduate students in the College                    | 753          | 844          | 891          | 866          | 850          | 851          |
| <b>% College Graduate students in the Division</b>   | <b>10.6%</b> | <b>9.2%</b>  | <b>11.4%</b> | <b>9.8%</b>  | <b>9.3%</b>  | <b>6.9%</b>  |
| #First-time Freshmen in the Division                 | 88           | 116          | 126          | 153          | 156          | 136          |
| #First-time Freshmen in the College                  | 230          | 295          | 365          | 415          | 513          | 521          |
| <b>% College First-time Freshmen in the Division</b> | <b>38.3%</b> | <b>39.3%</b> | <b>34.5%</b> | <b>36.9%</b> | <b>30.4%</b> | <b>26.1%</b> |

The Division's Student-Faculty Ratio (SFR) was 31.2 in fall 2000, 34.5 in fall 2001, 34.6 in fall 2002, 34.0 in fall 2003, 34.9 in fall 2004, and 33.6 in fall 2005. While 48% of the undergraduate students were females in fall 2001, 52% of the fall 2005 undergraduate

students are females. 46% of the graduate students were females in fall 2001 and 59% of all 2005 graduate students are females.

The following table provides the race/ethnicity of student groups in the Division:

**Race/ethnicity of the Division students during 2001 - 2005**

|                  | Fall '01 | Fall '02 | Fall '03 | Fall '04 | Fall '05 |
|------------------|----------|----------|----------|----------|----------|
| African American | 8.3%     | 7.2%     | 6.9%     | 7.0%     | 7.5%     |
| Hispanic         | 19.9%    | 21.0%    | 21.6%    | 21.5%    | 20.9%    |
| White            | 46.0%    | 46.3%    | 46.5%    | 45.3%    | 45.8%    |

The table below provides the total number of degrees awarded to both the undergraduate female and male students and the graduate female and male students:

**Degrees Awarded in the Division during 2000/2001 to 2004/2005**

|                         | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 |
|-------------------------|-------|-------|-------|-------|-------|
| Female Undergraduates   | 147   | 174   | 171   | 172   | 177   |
| Female Graduate Degrees | 12    | 4     | 5     | 10    | 7     |
| Male Undergraduates     | 190   | 183   | 182   | 168   | 180   |
| Male Graduate Degrees   | 10    | 7     | 4     | 8     | 7     |

The student enrollment figures in the Division's programs reflect the diversity of the student population at California State University, Sacramento. The enrollment patterns in both the undergraduate and graduate programs reflect the state and national trends and the Division continues to bear the enormous Student-Faculty Ratio within the College. The Division notes that about 11% of entering freshmen and 7% of transfer students declaring a Criminal Justice major eventually change their major, while remaining in the University. The Division's retention and graduation rates for majors are slightly lower in comparison to the University's overall retention and graduation rates. The Division hopes that some of this disparity will disappear with the cohort advising model instituted by the Division.

Grade distributions within the Division are comparable to the University as a whole. The Division GPAs for the majors are slightly below those of either the College or the University (.09 below the University mean for undergraduates on a 4.0 scale). The Division notes that the grades are reflective of faculty expectations and student performance. The native freshmen pass the WPE at exactly the same rate as similar students in both the College and the University. Approximately 16% of the majors in the Division are on academic probation. This rate is exactly the same as the University academic probation rate. The Division students reflect the University as a whole in

academic preparation, academic performance, race and gender diversity, retention and graduation rates.

## **B. Academic Support**

Much of the Division's energy has gone into the institution of the cohort advising model and changes in the curriculum since the 2000 Program Review. The Division needs to now measure what it has learnt from the cohort advising model and make needed changes if student retention and graduation rates do not show substantial improvement. While the Division is convinced that the cohort advising model and the Criminal Justice Student Assistance Center have vastly improved its academic and career advising, the senior survey data gathered so far provides only a base line for evaluation. **It should be noted that virtually none of the seniors surveyed were part of the advising cohorts and few amongst these surveyed seniors used the advising center.** The Criminal Justice Student Assistance Center and the Chair of the Division were able to provide the team with some summary measures in regards to the use of the Center and the number of students assigned to different faculty advisors through the Center. However, the Program Review Team did not have access to enough data to measure the success of the Division's cohort advising model. Currently, the Division does not track students who fail to keep up advising appointments with the assigned faculty advisors. No hold on registration is placed for such students who fail to meet with their faculty advisors. The pre-test and post-test data should be carefully studied and adequate adjustments need to be made to the curriculum to improve student learning outcomes.

The two student organizations, Alpha Phi Sigma (APS) and Lambda Alpha Epsilon (LAE), feature speakers from various agencies as well as faculty members. In addition, LAE sponsors a criminal justice career fair every fall. In the spring, the Division and APS sponsor a mixer for juniors and seniors to meet representatives from local justice agencies in an informal setting. The Program Review Team congratulates the Division for its enthusiastic student participation at the spring 2006 Alumni Mixer and notes that the Criminal Justice Alumni Mixer can serve as a role model for other departments and programs on campus on how to socialize our students into the discipline and provide opportunities for students to engage in professional activities and events.

**Recommendation 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. Once substantial Pre-test and Post-test data become available, the Division needs to reexamine ways to incorporate improved writing skills component in its courses.

**Recommendation 2: The Division consider continuing to 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.

**Recommendation 3: The Division consider ensuring all new students obtain advising by placing registration holds on students failing to keep advising appointments.**

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.

The importance of contact with a faculty advisor and continuing this faculty advisor and advisee relationship throughout the student career should be emphasized during the student orientation sessions held in summer for the incoming freshmen and transfer students. Also, the Division can use its homepage for altering students regarding upcoming registration deadlines and advising appointments.

The advising database of the Student Assistance Center serves primarily as an advising tool for the Division's cohort advisors rather than a tracking device for all advising done within the division. When the Division implemented the cohort advising model in fall 2002, it started with only the incoming freshman, transfers and probationary students. Each subsequent semester, new incoming and probationary students were added to the database. This database reflects all new majors declared or admitted since fall 2002 and any student placed on probation since fall 2002 but does not include all CRJ majors at this time. The Student Assistance Center has been maintaining advising records on those students who are cohort advisees and the records are limited to advising meetings with cohort advisors. There was never an attempt by the Division to include pre-2002 non-cohort majors in its database at the Student Assistance Center. The Division is at a point now after almost four years where it believes the vast majority of its current majors are listed in the database.

**Recommendation 4: The Division consider encouraging its faculty to participate in the cohort advising program.**

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. Junior faculty members often volunteer to participate in departmental committee responsibilities and willingly contribute to Division, College, and University service related opportunities. In the retention, tenure, and promotion process for junior faculty members, participation in the cohort advising is considered as part of the departmental service at the secondary level in the College RTP committee. In order that the Division's junior faculty may also devote considerable time to the Research and Creativity Activities for their RTP process, it is vital that the Division consider a good

mix of junior and senior faculty members with varied backgrounds and interests as advisors for the cohorts.

**Recommendation 5: The Division consider continuing to improve the graduate curriculum.**

The Division has recently made several changes to the graduate program. The Program Review Team concurs with the recommendation of the external consultant that 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 Criminal Justice 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 on the part of 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.

**Recommendation 6: The Division consider improving 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. The graduate advising is also currently done by the Graduate Coordinator. 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.

**Recommendation 7: The Division consider requiring 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 students admitted to the master's program to have passed an undergraduate research methods class; the Division might also require that students have received a grade of B- or better in that class.

**FACULTY**

**A. Characteristics**

The Division has been hiring an average of 21 part-time faculty members during the period fall 2000 to fall 2005. Between 1996 and 2005, the Division has hired one full-time lecturer and 17 tenure-track faculty members. Two of these new hires have departed for other positions, and one has retired to a FERP position. Many of the more recent hires have multiple specialties. Because the Division has sought practitioner experience in new faculty hires to teach investigation and management courses, several of the new

hires are already eligible for retirement. The Division plans to continue its hiring every year in the near future in order to balance its faculty retirements and faculty specialties. The Division is currently well-balanced to teach its curriculum. The Division faculty reflects the national trend in the field in terms of gender and ethnic diversity.

Since the last program review, the Division is offering a program that attempts to encompass both theory and practice. A faculty once over-weighted toward law enforcement has now become far more diverse in its specialties. The Division continues to face difficulties in hiring tenure-track faculty members with both Ph.D.s and practice experience.

The Student-Faculty Ratio (SFR) of the Division is substantially high compared to the College of Health and Human Services and the University as a whole. The SFR figures of the Division are given below:

**Division SFR during fall 2000 to fall 2005**

|                     | Fall 2000   | Fall 2001   | Fall 2002   | Fall 2003   | Fall 2004   | Fall 2005   |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Division SFR</b> | <b>31.2</b> | <b>34.5</b> | <b>34.6</b> | <b>34.0</b> | <b>34.9</b> | <b>33.6</b> |
| College SFR         | 19.8        | 19.5        | 19.7        | 20.8        | 21.3        | 22.9        |

**B. Faculty Preparation, Scholarly and Creative Activity and Currency in the Field**

The Division faculty members have significant breadth and diversity in the areas of research and scholarship as a result of the diverse areas of specialization. Faculty work includes published articles in peer reviewed journals, professional industry publications, conference presentations, book chapters, and books. A number of faculty in the Division carry out evaluation research projects on a wide variety of activities in corrections and law enforcement.

**C. Teaching Effectiveness**

The Division requires student evaluation of faculty in all classes. The Division Assessment Committee developed a new evaluation instrument that was first introduced in the fall of 2003. This new instrument was designed to produce qualitative data by emphasizing student narratives. The Division introduced the new instrument to preclude production of a single numeric “average” for a faculty member’s performance as a teacher.

Faculty members use pedagogical tools including mock trials, appellate briefs, and appellate arguments in the law courses. Many courses require oral presentation. Students are required to make PowerPoint presentations in some courses. In the course on court structure, students spend a significant amount of time visiting local criminal court proceedings, researching law review articles on those proceedings, and writing a comparative report on the experience. Field trips to prison facilities are part of the Corrections courses. Each course in the Division requires students to produce a writing assignment based on comprehensive research. Many faculty members coordinate with the library on teaching students about referencing articles and internet search.

The Division's significantly high SFR and the writing component in all the course offerings is a serious cause of concern at the present time.

**Recommendation 8: The College of Health and Human Services and the Division of Criminal Justice consider continuing to improve relations among the Division's faculty members, and foster a greater sense of community among the faculty.**

In the 1993 Program Review Report, significant attention was drawn to the distrust and interpersonal conflict permeating many domains of governance within the Division, and the relationship of the Division to the Dean of the College. The 2000 Program Review noted a different atmosphere wherein the Division faculty maintained that conditions had greatly improved since the surfacing of problems in the 1993 report. During the current review, 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. A previous self-study of the Division characterized the discipline in general as a "tension between pragmatic education designed for practitioners and scholarly pursuit of research and theory" with each Criminal Justice program locating itself somewhere along this continuum. As Chair Vizzard noted, "There are a very small number of faculty in the division who consistently seek to undercut every action we undertake for personal reasons." Historically, the Division has had members of the faculty transfer from the Division to other departments on campus as well as some members who have left the Division to accept employments elsewhere. Some of the past chairs of the Division did not serve the entire three-year term of office. 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 College and the Division should explore ways to improve the faculty's sense of community. A few ideas for consideration are:

- 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 arranges mentoring question and answer sessions between groups of senior and junior faculty members so the more experienced faculty members may guide the junior faculty in their teaching and scholarship endeavors.
- Organize social events that include faculty, staff, graduate students, and the two student organizations, APS and LAE.

**Recommendation 9: The College of Health and Human Services and the Division of Criminal Justice 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.

**Recommendation 10: The College of Health and Human Services and the Division of Criminal Justice 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 contend 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.

**Recommendation 11: The Division consider making 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.

**Recommendation 12: The Division consider conducting 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.

**ACADEMIC PROGRAM GOALS/STUDENT OUTCOMES**

### **A. Academic Program Goals**

There are no accreditation standards established for criminal justice programs. There is, however, the *Criminal Justice Baccalaureate Standards for Certification* established by the Academy of Criminal Justice Sciences. This requires that the following content area be contained in a Criminal Justice program as of 2005:

#### **Required Content Areas and Related Topics**

| <b>Content Area</b>                  | <b>Related content topics include but are not limited to:</b>  |
|--------------------------------------|--|
| <b>Administration of Justice</b>     | Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice      |
| <b>Corrections</b>                   | History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders  |
| <b>Criminological Theory</b>         | The nature and causes of crime, typologies, offenders, and victims   |
| <b>Law Adjudication</b>              | Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making  |
| <b>Law Enforcement</b>               | History, theory, practice and legal environment, police organization, discretion, and subculture   |
| <b>Research and Analytic Methods</b> | Quantitative - including statistics - and qualitative, methods for conducting and analyzing criminal justice research in a manner appropriate for undergraduate students |

The baccalaureate program in the Division satisfies all of the content areas listed above. 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 of 2000. These changes include adding new required courses, creating a pre-major requirement, and developing a student service center and cohort advising program. The Division has also made several important changes in its graduate program, which previously lacked structure and focus.

The Program Review Team has noted in its recommendation #1 above for the Division to consider enhancing undergraduate course offerings or course content in the areas of international and comparative criminal justice, criminal justice and technology, and criminal justice ethics. The decision of the Division to retain both CRJ 163 and CRJ 164 in the core curriculum and its proposal requiring CRJ 164 as a pre-requisite to CRJ 163 might be quite confusing for the students because of the current University course numbering system.

**Recommendation 13: The Division consider suitable catalog description of CRJ 163 and CRJ 164 to distinguish between the theoretical and practical aspects of public and private organizational management.**

As for the master's degree program, the certification standards established by the Academy of Criminal Justice Sciences contain the same content area as required above for the undergraduate curriculum consisting of Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement, Research and Analytic Methods. The Division's graduate program currently has courses in all of the above areas but as has been pointed out earlier, current offering of all the three core courses (CRJ 200, CRJ 255, and CRJ 260) during the fall semester only causes undue hardship for the students.

**Recommendation 14: The Division consider shifting at least one of the three graduate core courses (CRJ 200, CRJ 255, and CRJ 260) to the spring semester.**

CSU Long Beach requires the following undergraduate pre-requisites to be satisfied before enrolling in the master's program:

- Introduction to Criminal Justice
- Criminological Theory
- Research Methods
- Statistics

CSU Los Angeles requires the following undergraduate pre-requisites for its Master of Science program in Criminal Justice:

- Introduction to Administration of Justice
- Concepts of Criminal Law
- Theories and perspectives in Criminal Justice
- Ethics and professional responsibility
- Criminal Justice research
- Computer techniques in Criminal Justice

The Division does not require at present a prescribed list of undergraduate pre-requisites for admission to the master's program. The Program Review Team in its recommendation 7 above has asked the Division to consider requiring students pass an

undergraduate research methods course before admission to the graduate program. The Division in addition may consider listing a set of prescribed courses for conditional classification of students seeking admission into the master's program. The Division standards for admission to the master's program are consistent with those of the similar programs in the system except that some of the programs also require a minimum combined score in the general GRE.

## **B. Assessment**

The Undergraduate learning objectives are defined in the Division's assessment plan within three critical areas of student performance and development as follows:

- **What a student knows**

The goal is a knowledge base in criminal and juvenile law, judicial process and law of adjudication, criminology and crime theory, law enforcement structure and process, correctional structure and process, and management and leadership theory.

- **What a student cares about**

The goal here is to develop interpersonal and leadership skills, an acute sense of one's personal identity and potential, cultural awareness, flexibility, and sensitivity to fully appreciate the values and differences of a diverse society, and the ability to recognize the rights, responsibilities, and privileges of citizen.

- **What a student can do**

The goal is to analyze information, think critically, read effectively, speak effectively, write effectively, research effectively, and solve problems.

Individual faculty members in the Division are responsible for the knowledge base through course topic coverage. Reading, writing, critical thinking, computer skills, and ethical values are incorporated in the core classes. Learning expectations are communicated to the students via course syllabi. The Division has based its learning goals primarily upon the judgment of its faculty, informal and formal contacts with current criminal justice professionals and surveys of the professional literature. Input from the students, alumni and the Criminal Justice Community Advisory Committee have also been incorporated in identifying the learning outcomes.

The Division uses the following strategies to measure student learning outcomes:

- Faculty cohorts meet yearly to review learning objectives, texts, writing assignments, assessment mechanisms, and development of course material.

- Students complete CRJ 001, 002, and 004 (or comparable community college courses) and take a pre-test before becoming majors.
- Pre-test performance in conjunction with a post-test administered in the capstone course providing data to allow extensive assessment of the changes in student knowledge and writing skill.
- A senior survey and graduating senior focus group to obtain feedback from seniors in the spring and fall of 2004 as part of CRJ 207 course work.
- Alumni survey during fall 2004 by the Office of Institutional Research.

The Program Review Team commends the Division for its many positive responses as a result of the 2000 program review that have resulted in strong curriculum changes incorporating a capstone course and requiring all students to take a research methods course. The Program Review Team notes that the first post-test data in the capstone course will be available in the 2005-06 academic year and that the Division's Assessment and Academic Standards Committee has been examining the pre-test data in the interim.

The senior surveys have low response rates (only approximately 29% response rate for the spring 2004 survey) but can act as a baseline model for assessment to improve student learning. The Division is commended for its efforts in the initiation of its assessment process and the development of standards to measure student learning outcomes.

**Recommendation 15: The Division consider providing an interim report to the Dean of the College of Health and Human Services in the academic year 2007-08 on assessment of the Division's changes in teaching strategies once post-test data have been analyzed for at least two sets of cohorts in the undergraduate program.**

## **INSTITUTIONAL SUPPORT FOR THE PROGRAM**

### **A. Library, Information and Computer Technology**

Historically, the library support for the Division in terms of holdings was very weak until 1996. The institution of a formula in 1998, which allocated money based on student enrollment in the program, substantially increased the amount of money for monographs and media to support the program. Unfortunately, the Library over the past few years has undergone sizeable cuts to its base budget and as a consequence discretionary monies for purchasing of monographs and media has decreased.

Campus Library purchases dictionaries, encyclopedias and handbooks to provide librarians and its users with material to answer questions and assist in criminal justice research. The Library purchases media (videos and DVDs) to support academic programs and they are cataloged and accessible through the EUREKA online catalog. The Campus Library owns 54 titles in paper format that support the criminal justice program. Journal literature research is dependent on disciplinary subject indexes and historically the Library has subscribed to the three main indexes to criminal justice

journal literature: Criminal Justice Abstracts, Criminal Justice Periodicals Index, and Police Abstracts. The Library subscribes to a considerable amount of electronic resources. Their coverage and scope vary as some are general in nature such as EBSCOHOST and INFOTRAC, some are subject or disciplinary specific such as Criminal Justice Periodicals Index, or disciplinary related such as Sociology Abstracts or PSYCHINFO (psychology).

Previous to the late 1990s, criminal justice indexes were published in paper format. With the advent of the World Wide Web, most publishers have converted their indexes to electronic databases. This is the case with Criminal Justice Abstracts and Criminal Justice Periodicals Index (CJPI). Police Science Abstracts which the Library subscribed to ceased publication in 1991. NCJRS (National Criminal Justice Retrieval Service), a large criminal justice index like Criminal Justice Abstracts which indexes books and periodicals and was housed on the Department of Justices' mainframe, became free to the public on the web in the late 1990s. Thus the Library provides access to the 3 main databases in criminal justice. CJPI which indexes only journals and magazines also provides access to approximately 25 titles, mostly scholarly journals.

There are general databases that cover all subjects in the humanities, social sciences, and the sciences such as EBSCOHOST and INFOTRAC that include not only citations and abstracts but permit users to limit searches to full text and peer-reviewed literature and provide access to some criminal justice journals.

The Library also subscribes to databases related to criminal justice: Sociological Abstracts (sociology), LEXIS/NEXIS (full text legal and news), Social Sciences Full Text, PSYCHINFO (psychology), and Social Science Citation Index (a unique database that allows one to find who has cited whom). All can be accessed from the Library's main web page where they are arranged by title alphabetically under "Databases and Periodical Indexes." However, users may find them also arranged by broad subject areas by clicking on the "Subject List." Recently the Library added a feature called the "Subject Locator List," which allows one to search by exact title or keyword to identify whether or not a journal or magazine title is available full text from or indexed in one of the many databases the campus Library subscribe to.

JSTOR is a full text database of core historical journals for many academic disciplines from their beginning publication to the early 2000s but not the most recent. Although criminal justice is not one of the disciplines included, sociology contains 36 core disciplinary titles. LEXIS/NEXIS: Academic Universe supplies hundreds of full text law reviews, court decisions, legal codes and statutes, newspapers, magazines, and some academic journals relevant to historical research.

The campus Library has been an U.S. Federal and California depository library since 1963 and a Canadian depository since 1983 and has received numerous reports free of charge for its collection. It houses 100,000 paper publications, 500,000 microfiche, thousands of maps, and hundreds of CDROMS. Besides publications from many executive agencies, the collection contains thousands of congressional documents

including hearings, committee prints, and House and Senate Reports and Documents on a wide variety of subjects. The Library has many indexes that facilitate finding historical documents not owned at the campus Library but available at other large research libraries: The Monthly Catalog of U.S. Government Publications (1895 to present) and MARCIVE (1976 to the present).

Similarly, the Library collects documents from most California executive, legislative and judicial agencies. The collection contains some 10,000 documents not including documents published before 1982 that are integrated into the LC collection by subject. Campus Library also possesses historical indexes that provide access to historical documents: California State Publications (1945 to the present).

The Library collects significant Sacramento city and county and surrounding area documents.

GPOACCESS furnishes full text congressional publications (hearings, committee prints, and House and Senate Reports and Documents), laws, presidential documents, General Accounting Office reports, and links to hundreds of full text federal agency publications published since the 1990s.

ACCESSUN permits students to search by subject for United Nations documents from 1991 present.

Also relevant, the Library purchases CIS Annual, an index and abstract to congressional publications (hearings, committee prints, House and Senate Reports and Documents) from 1969 to the present, and the family of statistical indexes and abstracts: the American Statistics Index (U.S. federal agencies), Statistical Reference Index (state agencies and non-governmental), and International Index to Statistics (intergovernmental and non-governmental organizations.) While available electronically, the Library can only afford to purchase them in paper format.

Ben Amata, the reference librarian, has in the past and will continue to create teaching aids on the web to facilitate student learning. Some samples can be found on his webpage at <http://library.csus.edu/guides/amatab/CriminalJustice/ncjhp.htm>. In the area of Information Competency, Ben Amata has been working with Criminal Justice faculty who teach CRJ 100, Introduction to Criminal Justice Research Methods for undergraduates and CRJ 200, Research Methods in Criminal Justice for graduates. Sessions range from one or two 50 minute sessions where students search databases.

Ben Amata has indicated that continued communication between the department faculty members and the library faculty is essential in continuing to build effective collections and providing quality services that support the Criminal Justice program.

## **B. Student Support Services**

The Division has excellent support with the degree evaluators in the Evaluations Office and the orientation coordinator in the Academic Advising Center. The Student Service Center in the Division since its implementation in the fall of 2002 serves as a primary contact for student advising or other program related questions as well as facilitating transitioning into the program as a transfer student. The College of Health and Human Services now provides writing assistance to students taking courses in different departments within the college. Some faculty members in the Division coordinate with Ben Amata in the University Library for orienting students about internet search and referencing techniques in their courses.

### **C. Physical Facilities and Equipment**

The College of Health and Human Services provides adequate support for the computing needs of faculty. All faculty members have computers and these are upgraded regularly by the College. The Division has six designated classrooms and five of these classrooms are designated as “smart classrooms.” However, the audio and video equipments are not up-to-date in these rooms. The College plans to extend wireless capability to all of Alpine Hall. The Division is housed in one of the oldest buildings on campus and faculty share offices with the exception of the Chair, Internship Coordinator, SacMentoring Coordinator, and Director of CAPCR.

**Recommendation 16: The College of Health and Human Services consider arranging with the College of Education exchange of second floor space for comparable first floor space so all the Division faculty offices are on the first floor.**

**Recommendation 17: The College of Health and Human Services consider making efforts for more designated classrooms for the Division so classes may be offered to suit student scheduling demands.**

### **D. Financial Resources**

The Division’s Self-study notes that the clinical nature of other departments and programs within the College of Health and Human Services and its accreditation requirements for the clinical programs have by far resulted in a historic disparate division of final resources for the Division. However, the Division provides the most FTEs within the College. The disparity is apparent primarily in class size and assigned time. The support staff, equipment funds and operating funds are more balanced. The Division received initially 12 units of assigned time per year for its cohort advising program. For the 2004-05 academic year, the College Dean has increased assigned time for the Division to 24 units. Newly hired faculty members receive six units of assigned time for the first year whenever the budget allowed. The Graduate Coordinator receives six units of assigned time every year.

**Recommendation 18: The College of Health and Human Services consider providing six units of assigned time for newly hired faculty members during the second year of service to establish an on-going research and scholarly activities program during their retention, tenure, and promotion process.**

**Recommendation 19: The Provost and Vice-president for Academic Affairs and the College of Health and Human Services consider continuing modifying its formula for improved budget to the Division of Criminal Justice that is in alignment with its significantly high student-to faculty ratio and expanded student services.**

### **E. Governance Processes at the Program, College and University Levels**

The Division's governance is structured at the present time as follows:

- Personnel, RTP, and Search Committees are elected by faculty.
- Chair is responsible for class schedules and teaching assignments for faculty.
- RTP Committee also does post-tenure review.
- Independent evaluations are done by the Chair and the RTP Committee for secondary-level RTP Committee and the Dean.
- Personnel Committee reviews part-time faculty members' performance and ranks all part-time applicants.
- Chair conducts an independent review of performance and reviews the certifications and ranking of part-time applicants.
- Personnel Committee also recommends minimum qualifications for full-time recruitment announcements and also acts as the search committee, unless the Division votes for a separate search committee for a given search.
- Curriculum Committee reviews all undergraduate course proposals and makes recommendations on all program changes to the Committee of the Whole.
- Assessment and Academic Standards Committee conducts yearly review of the reports of the course cohorts and oversees all assessment of learning outcomes, student performance, teaching, and program performance.
- Graduate Committee, with the Graduate Coordinator as Chair, performs curriculum and assessment tasks for all graduate courses and the overall graduate program.

**Recommendation 20: The Division of Criminal Justice consider contending 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. Many of the courses have 60 to 70 students enrolled each semester. 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 hire faculty members with appropriate fields of specialty to keep up with this demand, the quality of instruction is likely to suffer. The Division should now consider carefully how to manage growth in consultation with the Dean and Associate Dean of the College of Health and Human Services. 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.

The College of Health and Human Services at present consists of three divisions and four departments. The Division of Criminal Justice is presently working with a *department model*. The Division at present has a chair who is serving his second term. For the first time in 15 years the Division has re-elected a chair for a succeeding term. With regard to the workload and related hiring process, the Division continues to be challenged in this area as many of its faculty are reaching the twilight of their careers and will be retiring soon, forcing the Division to constantly engage in a delicate balancing act as to who will be teaching what courses when. In the immediate future, the Division will be looking at its post-test data and developing assessment tools for student learning outcomes as well as instituting improved teaching tools.

The Division of Criminal Justice in terms of its sizes of full-time and part-time faculty is comparable to some of the large departments in other colleges of the University but has the largest Student-to-Faculty Ratio within the College of Health and Human Services. The Division's faculty members are drawn from practitioners, theorists, and generalists. Academic career is the second career for most of the practitioners among the current faculty members in the Division.

**Recommendation 21: It is recommended that the Provost and Vice-President for Academic Affairs and the College of Health and Human Services consider modifying its organizational nomenclature to distinguish its academic units on the basis of their relative size and productivity so that units terminologically distinguished as *divisions* and *departments* will constitute structurally and operationally different types of administrative entities.**

**Recommendation 22: It is recommended that the Provost and Vice-President for Academic Affairs and the College of Health and Human Services explore organizational alternatives to the *department* model for the Division of Criminal Justice and consider developing a governance structure that might better suit its needs.**

### **Recommendations to the Faculty Senate**

The Program Review Team recommends that the Bachelor of Science degree program in Criminal Justice be approved until the next program review.

The Program Review Team recommends that the Master of Science degree program in Criminal Justice be approved until the next program review.

The Program Review Team recommends that the Minor in Criminal Justice be approved until the next program review.

The Program Review Team recommends that the special major in Fire Services Management be approved until the next program review.

The Program Review Team recommends that the Minor in Forensics Investigation be approved until the next program review.

## **SOURCES**

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**Library Information and Technology**, Ben Amata, Criminal Justice Librarian, 7/14/06.

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**Individuals Consulted:**

Mike Lee, Associate Vice-President and Dean for Academic Programs

Marilyn Hopkins, Dean, College of Health and Human Services

Patricia Clark-Ellis, Associate Dean, College of Health and Human Services

Chevelle Newsome, Associate Dean, Office of Graduate Studies

Phyllis Gerstenfeld, Chair, Department of Criminal Justice, California State University, Stanislaus

William Vizzard, Professor and Chair

Division Faculty members in a group setting on March 24, 2006

Cecil Canton (Professor), Susan Cote (Assistant Professor), Marlyn Jones (Assistant Professor), Lynette Lee (Professor), in a group setting

Yvette Farmer (Assistant Professor), Daniel Okada (Assistant Professor), Laurie Kubicek (Assistant Professor), Debbie Mullin (Student Service Professional), in a group setting

Bruce Bikle, Assistant Professor and Graduate Program Coordinator

Graduate students in a group setting (5 students)

Undergraduate students in a group setting (32 students)

APS and LAE student members in a group setting (6 students)

Ben Amata, reference librarian

Danielle Chervin (Administrative Support Assistant), Donna Vasiliou (Administrative Support Assistant), Jody Guyvert (Administrative Support Coordinator)) in a group setting