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February 14, 2020

Memorandum

TO: Faculty Senate Executive Committee

FROM: Jeffrey Brodd, Chair 
Academic Program Review Oversight Committee

SUBJECT: Program Review of the Division of Criminal Justice

The Academic Program Review Oversight Committee has reviewed the Academic Program Review report of the Division of Criminal Justice prepared by Review Team chair Carolyn Gibbs and agrees that it is ready for final approval. The Committee thanks and commends all of those involved in the review for their collegial and effective approach to the process.

The Review is ready for action by the Faculty Senate.

cc: Ernest Uwazie, Chair, Division of Criminal Justice
Robin Carter, Interim Dean, College of Health & Human Services
Kitty Kelly, Chair, Curriculum Policies Committee
Amy Wallace, Associate Vice President, Academic Excellence

Academic Program Review Report

Division of Criminal Justice:

BS in Criminal Justice Program

BS in Criminal Justice Program (CCE degree completion program)

MS in Criminal Justice Program

California State University, Sacramento

Review Team Chair

Carolyn Gibbs, Department of Design

External Consultants

Dr. Connie Ireland, Professor, School of Criminology, California State University Long Beach

Dr. Keith Clement, Professor, Department of Criminology, California State University Fresno

Fall 2018

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OVERVIEW OF THE PROGRAM REVIEW PROCESS

The programs in the Division of Criminal Justice underwent program review during the Fall 2018 semester, having submitted a Self-Study Proposal on November 28, 2017. The Program submitted its Self-Study in May, 2018. Per the instructions contained in the Sacramento State Academic Program Review Manual, the Self-Study consists of three main sections:

General information about the program, e.g., data on students, faculty, staff, facilities, etc. (most of which is supplied by Office of Institutional Research, Effectiveness, and Planning);

A statement of intended student learning outcomes at the program level; methods for assessing them, including the use of direct measures; assessment results to date; and documentation of the use of assessment results in efforts to achieve program improvement (assistance with the preparation of which is available from the University Assessment Coordinator); and

The results of a focused inquiry addressing issues of particular interest/concern to the program itself, in the context of what is currently important to the college and university.

For their focused inquiry, the Division of Criminal Justice elected to focus on four specific program activities that would assist in the facilitation of their newly adopted strategic plan (described in pp. 26-43 of the Self-Study.) These program activities included: new faculty hires, update of curriculum, improved alumni relations and internationalization of curriculum. Their key question used for this focused inquiry was... “How can we use these four specific activities to help us more fully embody and more closely align with the Division’s vision, values and goals?”

The Review Team consisted of Carolyn Gibbs (Review Team Chair) and two external consultants, Dr. Connie Ireland and Dr. Keith Clement. The program review visit occurred during a two-day period, November 8-9, 2018, where the three members of the Review Team met with faculty, staff, students, and administrators.

REPORT STRUCTURE AND PERSONS AND DOCUMENTS CONSULTED

The structure of this report is based primarily on the three-section format of the Self-study. Introductory material is followed by 1) general information about the Program, 2) learning outcomes and assessment, and 3) analysis of the focused inquiry findings. Commendations and recommendations are directed to: the Division of Criminal Justice (designated as “D”); the Dean of the College (“C”); and the Provost (“P”). A final recommendation is made to the Faculty Senate.

This program review is based on consideration of various documents and websites and on consultation with various individuals and groups:

Persons Consulted

Dr. Fred Baldini, Dean of the College of Health and Human Services

Dr. Ernest Uwazie, Chair, Division of Criminal Justice

Dr. Paul Hofmann, Associate Vice President for International Affairs

Dr. Chevelle Newsome, Dean of the Office of Graduate Studies

Dr. Amy Liu, Director, Office of Academic Program Assessment

Directors of Centers and Programs

Dr. Shelby Moffatt, Director of the Law Enforcement Candidate Scholars' Program

Dr. Jennie Singer, Director of the Center for Justice and Policy Research

Dr. Laurie Kubicek, Director of the Sacramento State Pre-Law Advising Program and the Sacramento County Superior Court "Justice Epstein" Internship Program

Dr. Tim Croisdale, CCE Coordinator for the Criminal Justice Online Degree Completion Program

Full-Time Faculty: Separate meetings with members of the following faculty groups:

- Senior (tenured) faculty
- Tenure/Tenure Track junior faculty

Follow-up meetings with some faculty on an individual basis also took place.

Faculty committees and workgroups: Undergraduate Curriculum Workgroup & Curriculum Committee, Faculty Cohort Advising team, Graduate Program Committee and Taskforce, Chair's Advisory Council

Students

Student groups: Alpha Phi Sigma (APS), Law Enforcement Candidate Scholars' Program

Undergraduate students in CRJ 190

Graduate students in CRJ 255

Documents Consulted

Division of Criminal Justice Self-Study proposal (November 28, 2017)

Division of Criminal Justice Program Review Self-Study (May, 2018)

College of Health and Human Services website: <https://www.csus.edu/hhs/>

Division of Criminal Justice website: <https://www.csus.edu/hhs/cj/>

California State University, Sacramento: 2017-2018 Catalog, BS and MS degrees in Criminal Justice: <http://catalog.csus.edu/colleges/health-human-services/criminal-justice/>

Assessment Documents:

Office of Institutional Research, Effectiveness, and Planning: <http://www.csus.edu/oir/>

Fact Book Fall 2017: Criminal Justice:

<https://www.csus.edu/oir/datacenter/departmentfactbooks/CriminalJustice17.pdf>

The University Fact Book: Fall 2016: <http://www.csus.edu/oir/datacenter/universityfactbook/>

External Consultant's Report: Dr. Connie Ireland, External Consultant Report and Dr. Keith Clement, External Consultant's Report: Division of Criminal Justice

Program Review (Office of Academic Affairs): <http://www.csus.edu/acaf/programreview/>

Academic Program Review Manual (REV May, 2016):

<http://www.csus.edu/acaf/programreview/programreviewmanual2016.pdf>

Office of Academic Program Assessment: <http://www.csus.edu/programassessment/>

EXECUTIVE SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

Commendations to the Division of Criminal Justice:

Commendation D1: The Division of Criminal Justice is to be commended for their comprehensive and thoughtful Self-study, which proved to be an invaluable guide throughout the course of the program review.

Commendation D2: The Division of Criminal Justice is to be commended for its consistency and efficiency in student time to degree.

Commendation D3: The Division of Criminal Justice is to be commended for graduating students with an overall unit count that is consistently low.

Commendation D4: The Division of Criminal Justice is to be commended for their efforts to improve the undergraduate program.

Commendation D5: The Division of Criminal Justice is to be commended for the quality of their co-curricular programs and activities for undergraduate students.

Commendation D6: The Division of Criminal Justice is to be commended for their successful administration of their online degree program.

Commendation D7: The Division of Criminal Justice is to be commended for their work on resolving faculty workload issues in the graduate program.

Commendation D8: The Division of Criminal Justice is to be commended their continuous improvement of the graduate program.

Commendation D9: The Division of Criminal Justice is to be commended for its knowledgeable and dedicated faculty who command a wide range of interests and expertise.

Commendation D10: The Division of Criminal Justice faculty and staff are to be commended for their dedication and commitment to the success of the division.

Commendation D11: Dr. Ernest Uwazie, Chair of the Division of Criminal Justice is to be commended for his attentiveness to the needs of the faculty, including their sense of inclusion and fairness.

Commendation D12: The Division of Criminal Justice is to be commended for their current assessment efforts.

Commendation D13: The Division of Criminal Justice is to be commended for the work put into evaluating their assessment program and their plans to improve upon the assessment of student learning.

Commendation D14: The Division of Criminal Justice is to be commended for carrying out a well-designed focus inquiry that the priorities of the division and their alignment to the division's mission, values and goals.

Commendation D15: The Division of Criminal Justice is to be commended for its attentiveness to university and college mission alignment.

Recommendations to the Division of Criminal Justice:

Recommendation D1: Continue to closely monitor the average student course load for the BS in Criminal Justice degree.

Recommendation D2: Revisit the practice of allowing CRJ Express Interest students to take upper division electives prior to entering the major.

Recommendation D3: Consider curricular revisions that would help assess core curriculum, identify knowledge and skill gaps, and ensure intentionality in their curriculum.

Recommendation D4: Develop an advising manual for undergraduate students that includes general elective course recommendations for students interested in specific “areas of interest.”

Recommendation D5: Develop an advising manual for tenured/tenure-track faculty that formalizes advising practices and policies. Ensure that all advising practices in the division are coordinated.

Recommendation D6: Criminal Justice should develop a plan to familiarize all faculty with the information necessary to allow them to provide effective advisement to students regarding the BS degree and its requirements.

Recommendation D7: Develop ways to assess advising practices and policies.

Recommendation D8: The Division of Criminal Justice should create a viable two-year graduate program that conforms to the University Policy on Undergraduate and Graduate Degree Programs (Section II.K.)

Recommendation D9: The Division of Criminal Justice is encouraged to work with the Dean to develop a short and long-range hiring plan to determine the optimum full-time to part-time faculty ratio.

Recommendation D10: Further clarify the ARTP process so that untenured faculty understand division and college expectations and deadlines.

Recommendation D11: Formalize committee responsibilities. Formalize expectations regarding how staff assist with committee responsibilities. Evaluate staff workload to ensure it is sustainable with minimal misalignment of responsibilities.

Recommendation D12: Chair Uwazie and Dean Baldini may consider working with a third party to explore any additional factors that might be contributing to low staff morale, if the situation remains.

Recommendation D13: The Division of Criminal Justice is encouraged to continue to implement the assessment changes outlined in the Self-study.

Recommendation D14: Use the next review cycle to transition learning goals into useful and measurable learning outcomes.

Recommendation D15: Assess all the learning goals and outcomes within the 6-year program review cycle.

Recommendation D16: Develop useful and measurable learning outcomes for the CCE degree completion BS.

Recommendation D17: Develop an assessment plan for evaluating student learning in the CCE degree completion BS and assess all the learning outcomes within the 6-year program review cycle.

Recommendation D18: The Division of Criminal Justice is urged to conduct a retreat of its faculty run by an outside facilitator for the purpose of prioritizing its many goals and plans. Criminal Justice is urged to develop appropriate 1-year, 2-year, and 3-year goals that take faculty workload into account.

Recommendations to the Dean, College of Health and Human Services:

Recommendation C1: The Review Team encourages the College to support curricular innovation and improvement through faculty development support.

Recommendation C2: The Dean is encouraged to assist the Division of Criminal Justice in its short and long-range hiring plans.

Recommendation C3: Chair Uwazie and Dean Baldini may consider working with a third party to explore any additional factors that might be contributing to low staff morale, if the situation remains.

Recommendations to the University Provost:

Recommendation P1: The Provost is encouraged to assist the Division of Criminal Justice in its short and long-range hiring plans.

Recommendation P2: Work with the Center for Teaching and Learning to create faculty learning communities on curricular redesign focused on internationalizing courses.

Recommendation to the Faculty Senate:

Based on this program review, the Self-Study report prepared by the Division of Criminal Justice, and the external consultant's report, the Review Team recommends that the degree programs in the Division of Criminal Justice be approved for six years or until the next scheduled program review.

DIVISION GENERAL INFORMATION

The Division of Criminal Justice is one of seven departments housed in the College of Health and Human Services. The division began in the 1950s as a Department of Police Science and Administration and their first BS degrees were conferred in Spring of 1969. According to the Fall 2017 Factbook, Criminal Justice's BS degree graduated a total of 2,220 undergraduates during the period of review, an average of approximately 445 students per year. As of AY2017-18, there are 23 tenured or tenure-track faculty and 23 temporary faculty teaching in the traditional BS and MS programs.

In their Self-Study, Criminal Justice stated that their mission was in alignment with how the Academy of Criminal Justice Sciences defines the area: *Criminal Justice education entails the study of the causes, consequences, and societal responses to crime and its interrelatedness to other areas of inquiry.*

The Division also houses several strong co-curricular programs and student clubs that support both student success and faculty scholarship. These programs include Alpha Phi Sigma (APS), the Law Enforcement Candidate Scholars' Program, the Center for Justice and Policy Research, the Sacramento State Pre-Law Advising Program, the Sacramento County Superior Court "Justice Epstein" Internship Program, and the Center for African Peace and Conflict Resolution. Most of these programs are financially supported by the division and the College of Health and Human Services.

CRIMINAL JUSTICE DEGREE PROGRAMS

The division serves three main constituencies of students:

- Undergraduates who major in Criminal Justice (BS in Criminal Justice) including the CCE completion degree
- Graduates who major in Criminal Justice (MS in Criminal Justice)
- Undergraduates who minor in Criminal Justice or Forensics Investigations

The division also serves the General Education program with nine general education courses in Areas D and E.

BS in Criminal Justice (state-supported)

<http://catalog.csus.edu/colleges/health-human-services/criminal-justice/bs-in-criminal-justice/>.

The BS in Criminal Justice requires a minimum of 60 units. The University Catalog provides the following description of the program:

Criminal Justice encompasses multidisciplinary examinations of crime, crime control, the justice process, and justice institutions. 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.

The Criminal Justice program at Sacramento State is one of the most highly sought after programs in Northern California. Due to the large number of applications, the program is now officially impacted. Students wishing to become Criminal Justice majors must complete a series of required lower division courses and then must apply for admission to the program. It is highly recommended that interested students speak with a Criminal Justice advisor as soon as possible.

Enrollment

The Criminal Justice BS became an impacted program in 2012. To become a Criminal Justice major now, the student must first have successfully completed the four pre-requisite courses CRJ 1, CRJ 2, CRJ 4, CRJ 5 (or their equivalent) with a grade of "C" or better. Upon entering upper division, students are required to take 24 units of upper division core courses and then are able to complete another 24 units as electives in the "Areas of Interest" and "Supporting Courses" areas.

Enrollment in both the Pre-criminal Justice and the BS is high (the enrollment makes up 23.3% of the college's enrollment) and has remained consistent after 2012.

Criminal Justice

2012	2013	2014	2015	2016
1029	887	765	836	839

Pre-Criminal Justice

2012	2013	2014	2015	2016
661	657	708	687	684

Graduation and Retention

The number of BS degrees conferred has also been consistent in the last five years as shown below.

2012-13	2013-14	2014-15	2015-16	2016-17
459	461	423	426	451

Graduation rate trends for both first-time freshmen and transfer students are not immediately revealing but the median years to degree has been consistent at 4.8 years and 2.3 years respectively.

Commendation D2: The Division of Criminal Justice is to be commended for its consistency and efficiency in student time to degree.

Percentage Graduation Rates for First-Time Freshmen (Entering in Fall)

	2008	2009	2010	2011	2012

4-year	11	9	12	10	18
5-year	34	36	44	40	
6-year	45	51	54		

Percentage Graduation Rates for Undergraduate Transfers (Entering in Fall)

	2010	2011	2012	2013	2014
2-year	39	34	28	35	37
3-year	74	72	67	69	
4-year	81	80	75		

The median units for the BS remain low at a 5-year mean of 126 units (2017 Department Factbook: Table 13)

Commendation D3: Criminal Justice is to be commended for graduating students with an overall unit count that is consistently low.

The average student course load trend for the BS is also stable with a ten-year mean of 12.9 units. During the last academic year, the student's academic load increased to 13.4 and 13.2 respectively. A possible reason for the change in student course load may be due to the increase in the number of seats offered in the program. Criminal Justice added approximately 957 Fall seats and 300 Spring seats between 2014 and 2017. Their focus was on reducing bottlenecks in Research Methods (CRJ 101), Crime and Punishment (CRJ 102), and Contemporary Issues in Criminal Justice (CRJ 190). Another possible reason for the increase in student course load may be attributed to adding more course choices at differing days and times. Criminal Justice added new electives and revived dormant electives (CRJ 109, Media, Crime, and Criminal Justice, CRJ 111, Women and the CRJ System, and CRJ 105, Delinquency Prevention and Control, CRJ 172, Comparative Analysis of Criminal Justice System). They also developed new electives, CRJ 170, Human Trafficking and Slavery and CRJ 151, White Collar Crime, CRJ 196S, Ethics and the Criminal Justice System, CRJ 196A, The Mentally Ill and the Criminal Justice System, and CRJ 196B, Law of Homeland Security and Emergency Management) between 2013 and 2018.

A concerning possible reason for the increase in student course load may be attributed to Criminal Justice's recent practice of allowing CRJ Express Interest students to take upper division electives prior to entering the major. While this practice contributes to increased success in graduation rates and average student load, it may ultimately hurt student learning.

Recommendation D1: Continue to closely monitor the average student course load for the BS in Criminal Justice degree.

Recommendation D2: Revisit the practice of allowing CRJ Express Interest students to take upper division electives prior to entering the major.

As in the 2017 Department Factbook, the trends in first-time freshmen also raises concerns considering the large number of Criminal Justice students. While retention rates are closely aligned with the college and university rates, Criminal Justice may wish to develop a formal

strategy to monitor retention in the first two years. Retention trends for undergraduate transfer students remain consistently high.

Retention First-Time Freshmen (Entering in Fall)

	2012	2013	2014	2015	2016
After 1-year	83%	86%	81%	78%	82%
After 2-years	72%	67%	72%	68%	
After 3-years	67%	61%	69%		

Retention Undergraduate Transfers (Entering in Fall)

	2012	2013	2014	2015	2016
After 1-year	88%	90%	87%	88%	86%
After 2-years	80%	84%	81%	79%	

Dr. Keith Clement, the external consultant from the Department of Criminology at California State University Fresno provided the following insight:

“In terms of enrollment, there are issues related to Division impaction. Large numbers of students and a relative few number of tenured/ tenure-seeking faculty lines pose a significant current and future concern for both faculty and students alike. One common comment heard and echoed among students is that the hardest part of the program was impaction and their difficulty getting classes in the intended sequence (core required courses, G.E., and electives) and the consequent difficulties of graduating from the undergraduate program.”

“For purposes of viability, it is the hope of the external reviewers that additional resources may be brought to bear to reduce large class size and minimize the issue of impaction for the academic unit, students, and faculty. Interesting enough here, solid graduation/retention rates and great “time to degree” statistics suggest that the Division is actually doing a very impressive job retaining, advising, and graduating students in a timely fashion. So this is a key disconnect worthy of further analysis, assessment, and research.”

Curriculum Innovativeness, Currency, Adequacy and Demand

Both external consultants were positive in their reviews of the division’s responsiveness to major trends in the discipline.

Dr. Connie Ireland, the external consultant from the School of Criminology at California State University, Long Beach said the following about the division’s curriculum:

“Overall, the Division of Criminal Justice has been responsive to major trends in the discipline. This is noted in the move towards internationalization of the curriculum and study abroad. Likewise, the elective courses recently developed, as well as the strength of various student organizations, are robust benchmarks of current practice and student engagement”

Dr. Keith Clement added:

“In addition to a program chock full of relevant and academically rigorous courses and curriculum, they also have a fine selection of programs and elective courses that are ground in the direction that CJ as a collaborative discipline has been taking over the past few years. For example, extensive work on programs in conjunction with the College of Continuing/Global Education; as well as varied course offerings such as International/Comparative CJ/Restorative Justice courses; CRJ 115 Violence and Terrorism; CRJ 172 Comparative CJ Systems, Human Trafficking and Slavery, GIS courses, Cybersecurity, Homeland Security and other modern areas of inquiry found in salient Division elective course offerings showcasing the specialization and talent of Division faculty in these areas.”

Dr. Keith Clement also affirmed the division’s overall curricular structure.

“An analysis of the curriculum structure is consistent with other like programs in the discipline: a good amount of theory, methods, writing-intensive courses, and a capstone learning experience. One aspect of the curriculum that was helpful, and consistent with a growing amount of large programs in the discipline was the Division “CJ Pre Major” in which students must complete 4 courses (12 units) with a 2.6 or greater g.p.a. to be admitted into the program. In terms of numbers of students, this is a big program (1800+ majors and expressed interest students) that could use additional faculty members (currently 22-23) to fill in for some recent openings and departures within the Division. An expressed interest student is a prudent programmatic and curriculum based approach to manage large program growth and spares the Division from larger increase in the student to faculty ratios while additional faculty hires are sought, hired, and brought on board.”

The Review Team was unanimous in their assessment of the BS curriculum. Courses in the curriculum are current and very innovative, however, the Review Team was also surprised at the lack of a professionalism course. The need for such a course was reinforced in the testimony by temporary faculty who are often asked about job opportunities. The Review Team thought the division would also benefit from more credit-earning experiential learning opportunities and greater scaffolding in the curriculum “with core courses as the foundation, mid-range courses for deeper study, and unique elective offerings as the deepest, most focused study.” Currently very few courses rely on pre-requisites.

Dr. Connie Ireland offers the following perspective:

...some opportunities for growth are apparent. This is possibly a function of the unique curricular development path in the Division. Faculty are encouraged to develop elective courses in their areas of specialty, which promotes current offerings in the discipline as well as faculty creativity. This spark of innovation is admirable, and the elective offerings are quite robust. On the other hand, there may be core curricular gaps in the areas of: ethics, statistics, and a systematic process for student engagement (formal internships and similar opportunities). While there are abundant opportunities for meaningful student engagement (e.g. pre-law, LECS, internship, study abroad, ride alongs, etc.), each of these is a

unique, student-initiated experience. These opportunities could be organized under a core requirement for experiential learning, encompassing internship, study abroad, community engagement, service-learning, etc.

There are also still bottlenecks in the lower and upper division core courses which prevent students from continuing forward in a meaningful way. While the Division has implemented practices to reduce bottlenecks, e.g. allowing students to enroll in electives before core curriculum, this may ultimately impact student learning since students may be taking courses in the incorrect order.

Recommendation D3: Consider curricular revisions that would help assess core curriculum, identify knowledge and skill gaps, and ensure intentionality in their curriculum.

The Division is encouraged to consider whether there are areas in the curriculum where scaffolding is important and/or gaps in the curriculum.

Recommendation C1: The Review Team encourages the College to support curricular innovation and improvement through faculty development support.

Overall, students in the undergraduate program who provided input for this review were very supportive of the program and found the courses meaningful.

The Review Team recognizes and applauds Criminal Justice for their recent efforts to improve the BS. These include:

- The recently completed alignment between catalog, courses and advising practices
- The implementation of student satisfaction surveys
- The course alignment to program learning goals
- Efforts to provide sufficient courses
- The increase in course seats to reduce bottlenecks

Commendation D4: Criminal Justice is to be commended for their efforts to improve the undergraduate program.

Commendation D5: Criminal Justice is to be commended for the quality of their co-curricular programs and activities for undergraduate students.

Advising

Currently students, both majors and express-interest, are highly recommended but not mandated to see an advisor. The Division of Criminal Justice adopted a cohort model for advising undergraduate students where 3-4 faculty (assigned release time) and the division's SSP work together to advise all undergraduate students in the program. Combined, the faculty and SSP provide approximately 36 hours per week of advising for students. Scheduling for these advisors are currently under the responsibility of the Administrative Support Assistant who also schedules for the Chair. The Review Team noted that the faculty advisors were not always aware of the work of the SSP and vice-versa.

While the operating principle and practice is that all full-time faculty members are supposed to advise during their office hours, there is currently no consistency in training for faculty to do this work well. Staff including the division's SSP noted that they have often had to correct bad advising information.

A review of the latest Smart Planner usage shows that students are creating their Smart Planner plans but not completing them. Interviews with faculty suggest that faculty are still confused on how to use the software effectively.

Smart Planner Usage Summary

Run Date: Oct 8, 2018

Below provides a snap-shot identifying the number and percentage of Criminal Justice students who have created and completed their Smart Planner Plan.

College Desc	Department SDesc	Primary Plan	Total UG Headcount	Eligible for Planner	Created Plan	Pct of Elig with Plan	Completed Plan - All Courses Selected	Pct of Elig with All Courses Selected
College of Health & Human Ser	CRJ	CRIMNONEBS	1,114	1,003	929	92.62%	123	13.24%
		CRIMPCRJNU	963	953	800	83.95%	0	0.00%
	CRJ - Total		2,077	1,956	1,729		123	

The Review Team was also informed of a Student Success Center at the college level but was unclear how this success center added value to the division's efforts.

The Review Team is concerned over the sustainability of this current method of advising because of the numbers of expressed interest students and majors. The Review Team also agrees with Criminal Justice's assessment of the current state of advising and recommends the creation of a formal advising manual (paper, digital, or managed in Canvas) for both tenured/tenure-track faculty and for students.

Recommendation D4: Develop an advising manual for undergraduate students that includes general elective course recommendations for students interested in specific "areas of interest."

Recommendation D5: Develop an advising manual for tenured/tenure-track faculty that formalizes advising practices and policies. Ensure that all advising practices in the division are coordinated.

Recommendation D6: Criminal Justice should develop a plan to familiarize all faculty with the information necessary to allow them to provide effective advisement to students regarding the BS degree and its requirements.

Recommendation D7: Develop ways to assess advising practices and policies.

Possible ways to assess might include monitoring the trend in average student load, degrees conferred, Smart Planner usage, and students seeking advising at key points in their education. Student satisfaction surveys are another tool that could help assess the quality of advising.

Co-curricular Programs and Activities

Criminal Justice hosts several meaningful co-curricular programs, activities and student clubs for undergraduate students that add significant value to their education at Sacramento State including Alpha Phi Sigma and the Law Enforcement Candidate Scholars. Alpha Phi Sigma currently has 27 members. They host events and guest speakers and provide a great peer networking experience to its membership. The Law Enforcement Candidate Scholars is a partnership project that works with law enforcement agencies to provide students with a learning experience that helps to bridge the gap between education and the academy. The Review Team met with Shelby Moffatt, who oversees the programs and the students in the program separately.

Students in both groups had only positive reviews of their experience in the programs and in the division. Student leadership in Alpha Phi Sigma highlighted that professors consistently reach out about events. The students in the LECS program praised the commitment and compassion of the faculty. The LECS students did, however, have some suggestions for improving the program including:

- Changing the all-day Friday meeting time to meetings that are more than once per week to allow students to take classes that meet on the MWF pattern.
- Adding the LECS program to the curriculum so that students receive credit for each semester they are in the program.
- Subsidizing the background check fee for students in the program.
- Advocating for priority registration for LECS students. It's tough for students to always find T/TH and M/W classes to complete their degree.

Criminal Justice also houses two programs for students interested in law—The Pre-Law Advising Program and the Judicial Internship Program.

BS in Criminal Justice (CCE degree completion program)

The BS in Criminal Justice degree completion program started in Fall 2007 also requires 60 units. The Criminal Justice Self-Study provides the following description of the program:

The BS Online Degree Completion Program is designed for working professionals from outside the immediate region who have already completed their lower division GE and pre-major coursework. These students tend to come from around the state. "The CCE program was designed for students who had some university units toward a degree and had the desire to complete a criminal justice degree but were unable to attend classes on a campus. The program serves students throughout California as 100% online learners. The program offers students an access to education and the opportunity to complete a degree they otherwise would not have" (CCE Coordinator's 3-2018 Self-Study Report).

As of fall 2017, according to the Criminal Justice Self-study, the program had a total of 109 active students enrolled. Since its inception, 201 students have graduated. According to the 2016-17 Assessment Report, the time to degree average is approximately 3.9 years if you remove three outliers. Criminal Justice noted that 59.1% of all students enrolled in the CCE program completed the program.

Advising

Advising for the online program is conducted by the CCE program manager and the Criminal Justice CCE Coordinator on an as-needed basis. The Criminal Justice CCE Coordinator receives 6 units of compensation time to assist in the coordination of the program.

Commendation D6: The Division of Criminal Justice is to be commended for their successful administration of their online degree program.

MS in Criminal Justice

The MS in Criminal Justice was established in 1971 and requires a minimum of 30 units of coursework. The University Catalog provides the following description of the program:

The Master of Science program in Criminal Justice is designed to provide broad knowledge and understanding of the field of criminal justice, law enforcement, legal processes, and rehabilitation of offenders. It also provides an extensive academic foundation for a growing variety of professional opportunities and facilitates professional development in preparation for positions of increasing responsibility. Curriculum objectives are based on the philosophy that the function of the professional criminal justice practitioner and educator is to aid the orderly development of society, to contribute significantly to the improvement of the quality of services, and to advance the criminal justice system. Students who anticipate pursuing graduate studies should prepare themselves for work on this level by selecting undergraduate courses which provide competence in the following areas: statistical analysis, behavioral science methodology, independent library research, and the writing of research papers.

The University's location in the state capital provides direct access to many local, federal, and state agencies through internship and fieldwork opportunities. All graduate students should consult the Criminal Justice Graduate Coordinator when planning their program of courses for each upcoming semester.

All work toward the degree must be completed within a seven-year period. The general University requirements for graduate degrees are explained in the "Graduate Studies" section of this Catalog.

Admission to the graduate program in Criminal Justice requires:

- a baccalaureate degree from an institution accredited by a regional accrediting association;
- a minimum 3.0 GPA in the last 60 units attempted and a 3.0 GPA in the major field;
- a score of 4 or more in the Analytical Writing Section of the Graduate Record Examination (GRE) General Test;
- a letter outlining in some detail the applicant's interests, goals, and expectations in pursuing the MS in Criminal Justice; and

- three letters of recommendation from individuals who can evaluate the applicant's potential for graduate study.

In addition, applicants are expected to have an undergraduate major in Criminal Justice or its equivalent.

In the MS degree, students progress through the program in a cohort attending weekly evening classes up to 6 units per semester. The program is currently run as a 3-year program. The Self-Study describes the curriculum path as follows: “During their first year, students complete 12 units of core classes. In their second year, they complete 12 units of selective/elective courses. There are four "selective" courses, two of which are offered in rotation each year. Students must take two of these courses. Two electives are offered each year. In their third year, they complete their culminating experience, which is usually a thesis or a project (although a comprehensive exam option is available, very few students select it).”

This description aligns with data on the average student course load trends. The MS 10-year mean is 5.2 units and last academic year the number of units increased to 5.7 units in the fall and 6.1 units in the spring.

Graduate student enrollment for the last five years shows an enrollment pattern of 26 to 33 students, and between 3 to 13 degrees conferred per year during that time.

Graduate student enrollment trend

Year	2012	2013	2014	2015	2016
Count	33	26	30	29	30

The number of MS degrees conferred has been

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Count	5	13	3	5	8

The median years to master's degree has generally increased in the last five years with a 5-year mean of 3.3 years. This is largely due to the conscious decision by the division to run the program as a 3-year program.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Count	2.8	3.3	3.8	2.8	3.0

Curriculum Currency, Adequacy and Demand

Criminal Justice reviewed its graduate curriculum and found that there was a sufficient number of required and elective courses being offered to graduate students. The division is adding a new statistical research design course in the Fall of 2018 that will be required for students. Dr. Connie Ireland said the following about the division's graduate curriculum:

“The current curricular design appears to meet the needs of the part-time graduate students it was designed to serve.”

“Graduate students in the part-time program have sufficient access to the courses they need to complete their degree on a part-time basis. However, many believe they do NOT have access, as they wish to complete the M.S. degree on a full-time schedule. The Division lacks the resources (faculty) for full time graduate course offerings at this time.”

Dr. Keith Clement had concerns about the graduate program’s viability:

“Based on the significant growth and numbers of Undergraduate students, program viability is easy to ascertain. In terms of Graduate programs, the question of viability is less evident. Based on our meetings and discussions, it sounds like the Division has a plan moving forward to reinforce and support Graduate programs as they have suffered from recent lack of congruence and resulting contentiousness. Based on some graduate student issues and program concerns identified, this should be a priority for the Division to handle and resolve. Challenges here include, program format (3-year or 2-year program), thesis completion, and graduate advising.”

Advising

Graduate advising is conducted by a graduate program coordinator with assistance by the Division’s ASC II. In addition, there is a Graduate Program Handbook which lays out the program’s policies and procedures. The Review Team looked for the handbook on the division’s website and found a note stating the handbook is under revision.

Summary

The MS degree has a healthy enrollment, but like other graduate programs at Sacramento State suffers from a lack of resources to fully support the program. The Criminal Justice Graduate Task Force has looked at many areas of concern in the graduate program including issues involving faculty and student recruitment, curricular offerings, alternative delivery methods, and relationships to community. The program has also suffered from several leadership changes in recent years. Most recently there has been discussions to disband the program because of the lack of compensation for the thesis advisors. At the time of this review, thesis advisor compensation seems to be resolved.

The Self-Study indicated specific plans to

- Review curriculum to include online modalities
- Add a certificate program
- Review the learning outcomes
- Review the admissions and selection criteria
- Add internship opportunities
- Make improvements in advising
- Internationalize the graduate curriculum
- Increase student diversity

Although the Criminal Justice Self-Study provided information on student satisfaction indicating that the majority of students interviewed in the Spring of 2018 (all 17 currently enrolled students) were quite satisfied with the program, the graduate students interviewed during the program review visit voiced many concerns about the program and their education. While many concerns echoed the list of concerns expressed in the Self-study, students also expressed dissatisfaction with the lack of advising, limited course offerings, and students interviewed expressed a need

- For a two-year program with expanded course offerings each semester.
- For hybrid and online courses.
- For more real-world experiences added to their curriculum.
- To choose their advisor.

They would also like to take electives in other divisions. Biology, Social Work, Sociology, and Psychology were mentioned.

Commendation D7: The Division of Criminal Justice is to be commended for their work on resolving faculty workload issues in the graduate program.

Commendation D8: The Division of Criminal Justice is to be commended their continuous improvement of the graduate program.

Recommendation D8: The Division of Criminal Justice should create a viable two-year graduate program that conforms to the University Policy on Undergraduate and Graduate Degree Programs (Section II.K.)

Minor in Criminal Justice and Minor in Forensics Investigations

Criminal Justice offers two minors—a Minor in Criminal Justice and a Minor in Forensics Investigations. Each Minor requires 21 units. Enrollment data was not available in the 2017 Department Factbook.

STUDENT DEMOGRAPHICS

Student demographics provide in the 2017 Department Factbook is aggregated and does not include the CCE degree completion program. According to the 2017 Department Factbook, 51.5% of students are identified as “underrepresented minority students”; 52% identified as female; 83.3% of students are between the ages of 18-24; 52.7% of students are from “low income families”; and 31.7% of students identified as a “first generation college student.” According to Paul Hofmann, the Associate Vice President for International Affairs, the program has three international students.

FACULTY, STAFF, LEADERSHIP, RESOURCES AND FACILITIES

Criminal Justice Faculty

As of AY2017-18, there are 23 tenured or tenure-track faculty and 23 temporary faculty teaching in the traditional BS and MS programs. According to the 2017 Department Factbook,

underrepresented minorities trends remained consistent while the percentage of female faculty increased.

Total faculty

Year	2012	2013	2014	2015	2016
Count	42	44	47	45	45

Tenure-track/tenured faculty

Year	2012	2013	2014	2015	2016
Count	20	22	22	20	19

The tables below show the diversity of the division as signified by ethnicity and gender.

Underrepresented minority

Year	2012	2013	2014	2015	2016
Percentage	23.8	22.7	23.4	24.4	24.4

Female

Year	2012	2013	2014	2015	2016
Percentage	33.3	31.8	29.8	35.6	37.8

When taking into account student enrollment, FTES, and student-faculty ratios, it is clear that the Division of Criminal Justice is in dire need of faculty hires. The Division of Criminal Justice graduates approximately 445 students per year with student enrollment around 1500. This enrollment does not take into account the number of Criminal Justice minors or students taking general education courses. Student-faculty ratios (SFR) are a full 10 points higher than the college and university. Faculty generate close to a 1000 FTES, which is 25% of the College's total. Tenure-density is much below the standards of the university and system.

In their Spring 2017 reapplication for program impaction (which was later approved by the CSU,) Criminal Justice proposed that to discontinue impaction, the division would need an increase of 8 faculty hires in the next four years not including replacements due to attrition and retirements. The Dean of the College of Health and Human Services agrees with these hiring plan numbers.

Recommendation D9: The Division of Criminal Justice is encouraged to work with the Dean to develop a short and long-range hiring plan to determine the optimum full-time to part-time faculty ratio.

Recommendation C2: The Dean is encouraged to assist the Division of Criminal Justice in its short and long-range hiring plans.

Recommendation P1: The Provost is encouraged to assist the Division of Criminal Justice in its short and long-range hiring plans.

Generally, the tenured and tenure-track faculty teach a 3-3 load. Faculty are very engaged in both scholarship and service. Both undergraduate and graduate students who were interviewed

thought the faculty are competent and caring. All division faculty expressed their pleasure at the collegial and respectful atmosphere of the division.

Commendation D9: The Division of Criminal Justice is to be commended for its knowledgeable and dedicated faculty who command a wide range of interests and expertise.

Connie Ireland offers the following perspective:

While the faculty are engaged and collegial, the workload is quite heavy, particularly for untenured TT faculty members in the Division. The number of committee assignments remains high, despite some restructuring aimed at reducing the committee workload since the last external review. Several untenured faculty members noted that, while teaching was supposed to comprise the bulk of their work in the Division, committee work took the bulk of their time. Likewise, class size remained high, with teaching modality constrained by large class sizes. Teaching assignments for several untenured TT faculty were not ideal. For example, some preferred to teach online or hybrid, but they are given face-to-face classes; others prefer face-to-face but have hybrid classes. Several untenured TT faculty members teach on a 4-day-a-week schedule. Many untenured faculty members struggled saying no to their Chair and senior colleagues; more than one felt so burdened by the workload, they have explored other employment options.

Tenured faculty raise similar concerns, with a strong awareness of there are not enough tenure-track faculty members to do the work, and the Division has the highest faculty-student ratio on campus. While contentment may appear high, there are significant concerns. Satisfaction is impacted by lack of resources in the Division.

Commendation D10: The Division of Criminal Justice faculty and staff are to be commended for their dedication and commitment to the success of the division.

Recommendation D10: Further clarify the ARTP process so that untenured faculty understand department and college expectations and deadlines.

Criminal Justice Staff

Based on the number of faculty and student majors, the Division of Criminal Justice has been understaffed for some time. There used to be two ASA II and one ASC II staff that supported the division. Several years ago, the College of Health and Human Services shifted one of the ASA positions to a SPP-III position. The division now includes one ASC II, one ASA II, and one student services professional SSP-III. The student services professional (SSP) responsibilities are focused on undergraduate advising and outreach.

While the division's administrative support staff decreased, the workload for the division office increased. According to the staff, the Division of Criminal Justice expanded its co-curricular programs and activities and its committee activities which require staff support.

In their Self-study, the division requested another ASA II to meet administrative demands and help support faculty-led programs and division-affiliated centers (page 13.) As of November 8, 2018, the Division of Criminal Justice received notification that they are approved to hire an ASC I.

Interviews with the staff indicated that staff morale is low. The Review Team surmised that this may be due to a number of reasons one of which is the workload, and/or the normal transition adjustments of Chair and different leadership style with a pre-existing staff. If so, this is expected to improve over time and with the addition of the new staff ASA II position.

Staff felt that the Chair of Criminal Justice (with all the best of intentions) tends to say yes to too many opportunities and initiatives. The unintended consequences of these additional opportunities result in unsustainable workload demands on the staff that are beyond their day-to-day responsibilities. The staff also felt that division committees relied too much on their assistance, also increasing their workload beyond reasonable expectations. Many of these concerns will hopefully be alleviated by the addition of the new staff member and better communication between Chair, faculty, and staff.

Commendation D10: The Division of Criminal Justice faculty and staff are to be commended for their dedication and commitment to the success of the division.

Recommendation D11: Formalize committee responsibilities. Formalize expectations regarding how staff assist with committee responsibilities. Evaluate staff workload to ensure it is sustainable with minimal misalignment of responsibilities.

Recommendation D12 and C3: Chair Uwazie and Dean Baldini may consider working with a third party to explore any additional factors that might be contributing to low staff morale, if the situation remains.

Criminal Justice Leadership

The current Chair of Criminal Justice began as an interim in Spring 2017 and was elected as Chair in Fall 2017. Under Chair Uwazie's leadership, the division has expanded its already robust community programming. The Dean of Health and Human Services regularly provides the Chair with funds for chair development and has sent Chair Uwazie to the ACE Chair development workshop.

Chair Uwazie describes his leadership style as servant leadership with a faculty-centered approach in service to students. His self-identified leadership style is characterized by collaboration, transparency, diversity & inclusion, and fairness. All of these characteristics were confirmed by meetings with faculty and students. The Program Review Team met with five of the temporary faculty with varying levels of teaching service to the division. Unanimously, the temporary faculty praised the division and the Chair's leadership. They felt well-supported. They were appreciative of the Chair's availability, his responsiveness to their concerns and his consistent "check-ins."

Commendation D11: Dr. Ernest Uwazie, Chair of the Division of Criminal Justice is to be commended for his attentiveness to the needs of the faculty, including their sense of inclusion and fairness.

Facilities and Technology

The Program's division office and full-time faculty offices are located in Alpine Hall. Temporary faculty and faculty on FERP are housed in Solano Hall. Most courses in the state-supported programs (BS and MS) are delivered in Alpine and Douglas Halls. The Self-Study cited several areas of concern regarding the facilities including

- The upgrading and maintenance of instructional spaces, faculty offices and meeting spaces;
- A need for more conference-style spaces for seminars;
- Having all faculty in one building;
- The age of Alpine Hall and its temporary building status.

The library and IT resources appear sufficient to support student needs. No significant issues were identified.

ASSESSMENT

Section 2 of the Self-Study provides summaries of the assessment efforts of the programs since Spring 2012. The section included a comprehensive summary of methods and tools, results, and discussions and conclusions.

The Review Team agreed that the assessment efforts completed by the division are impressive. They have developed and implemented a systematic approach for assessing learning utilizing VALUE rubrics, exit-interviews, satisfaction measures, staff input, etc. The external consultant observed that "assessment results lead to continuous improvement, and they are responsive to areas of their assessment *plan* that need revision (e.g. changing PLOs each year does not allow meaningful programmatic and course changes)." Dr. Amy Liu, the Director of the Office of Academic Program Assessment also agrees that the division takes assessment seriously and has praised their thoroughness.

Commendation D12: The Division of Criminal Justice is to be commended for their current assessment efforts.

Assessment of BS in Criminal Justice (state-supported)

Criminal Justice plans on making several significant changes in their assessment of undergraduate learning for the next program review cycle. These include:

- Examining the same cluster of PLOs each year for the next review cycle.
- Using a discipline-specific standardized instrument to collect and analyze annual assessment data on core Criminal Justice *content*.
- Implementing consistent timelines for data collection (fall semesters) and reflection and response to findings (spring semesters.)

The Review Team concurs with the analysis performed by the division and believes the new plans will make a stronger and more valuable assessment program.

Commendation D13: The Division of Criminal Justice is to be commended for the work put into evaluating their assessment program and their plans to improve upon the assessment of student learning.

Recommendation D13: The Division of Criminal Justice is encouraged to continue to implement the assessment changes outlined in the Self-study.

After reviewing Section 2, “Learning Outcomes” of the Self-Study, Dr. Amy Liu, the Director of the Office of Academic Program Assessment offered additional recommendations to improve assessment efforts:

- Evaluate your assessment plan for its usefulness. Determine whether your assessments are helping the division assess learning.
- Develop high quality, clear, measurable and useful learning outcomes instead of learning goals. Develop quality rubrics for each outcome.
- Make sure there is alignment between your learning goals, learning outcomes, rubrics and the assignments.
- Assess all the learning goals and outcomes within the 6-year program review cycle.
- Prioritize your learning outcomes. Currently you have too many learning goals which make it difficult to assess within the 6-year program review cycle.

Recommendation D14: Use the next review cycle to transition learning goals into useful and measurable learning outcomes.

Recommendation D15: Assess all the learning goals and outcomes within the 6-year program review cycle.

Assessment of BS in Criminal Justice (CCE degree completion)

The CCE degree completion BS has not conducted formal assessments of student learning.

Recommendation D16: Develop useful and measurable learning outcomes for the CCE degree completion BS.

Recommendation D17: Develop an assessment plan for evaluating student learning in the CCE degree completion BS and assess all the learning outcomes within the 6-year program review cycle.

Assessment of MS in Criminal Justice (state-supported)

The Self-Study summarized the assessment efforts of the MS degree stating that formal assessments were conducted for four of the past five years. The primary method used to assess PLO effectiveness was a review of theses and projects. Criminal Justice has focused its efforts on making changes to its graduate PLO’s so that they align with the recently adopted institutional-level PLO’s for graduate students.

DIVISION-SUPPORTED PROGRAMS

The Division of Criminal Justice houses several strong co-curricular programs that support both student success and faculty scholarship.

The **Law Enforcement Candidate Scholars' Program**, The LECS program provides various educational and leadership activities for students who want to pursue a career in law enforcement. The Program is a partnership project that collaborates with local and state law enforcement agencies and community organizations.

The Review Team unanimously agreed that the LECS program has clear goals and outcomes and provides a valuable experience for students. The Review Team noted that the program is currently assessing the long-term effects of the program based on criteria identified in the Self-Study. The LECS program is one of the programs that closely aligns with the division's identified goals, vision and values.

The **Center for African Peace and Conflict Resolution (CAPCR)** was established in 1996 “to provide conflict resolution and reconciliation services for agencies, governments, institutions, businesses, civil society and community organizations and other groups through training, education, research, and intervention.” In their Self-Study, the Division of Criminal Justice reported that CAPCR's signature events—Annual Africa/Diaspora Conference, Peace Awards Dinner, Distinguished Lecture Series and the summer conflict resolution-training programs—are events that are both open to students and the wider campus community and when possible, free. The mission and activities of CAPCR closely reflect the university, college and division values and goals to “educate students to be future leaders with professional competencies and ethics, abilities and values that allow them to be productive and engaged members of a global society.”

The Review Team was impressed with the work of CAPCR. The Center's programming that targets student engagement, global engagement and community outreach is a shining example of our University's values. Student engagement examples mentioned in the Self-Study included “Student leadership development and support via internship, conflict resolution training, and conference planning opportunities, sponsorship and hosting of international dignitaries and visiting scholars on campus, faculty development activities in/on Africa, outreach to area high schools and community colleges.”

The **Sacramento State Pre-Law Advising Program** was started in 2002 and provides advising to students interested in the field. The Dean of the College of Health and Human Services has in the past provided release time for the faculty member who coordinates the program. No additional compensation is provided at this time.

The **Center for Justice and Policy Research** is being rebranded to attract more faculty interest and create opportunities for funding; both seem lacking at this time.

FOCUSED INQUIRY

For their focused inquiry, the Division of Criminal Justice elected to focus on four specific program activities that would assist in the facilitation of their newly adopted strategic plan (described in pp. 26-43 of the Self-Study.) These program activities included: new faculty hires, update of curriculum, improved alumni relations and internationalization of curriculum. Their key question used for this focused inquiry was... “How can we use these four specific activities

to help us more fully embody and more closely align with the Division's vision, values and goals?"

Their Self-Study provided a review of what has been done in each of the four goal areas as well as plans to further engage in ongoing program development. The focused inquiry is comprehensive, detailed and thoughtful. It includes both short-term, middle-term, and long-term plans and developed benchmarks to assess success and impact.

Commendation D14: The Division of Criminal Justice is to be commended for carrying out a well-designed focus inquiry that the priorities of the division and their alignment to the division's mission, values and goals.

Criminal Justice expressed that one of its main goals centered around internationalizing its curriculum. The Review Team met with Dr. Paul Hofmann, Associate Vice President for International Affairs who stated that he has been involved with the division in working towards this goal. He expressed that student exchange is an area of interest for the division and that the division has been pursuing possible exchanges in Ireland, Canada, and Ghana. Paul explained to the Review Team that exchange programs tend to be university exchanges not departmental exchanges which makes exchange partnerships more complicated.

Paul also noted several challenges that the division must address to internationalize its curriculum:

- To increase international students in the graduate program, students would need to be guaranteed a full course load of at least 9 units.
- Funding for undergraduate exchange programs must be secured. Many students need financial assistance to take advantage of exchanges.
- Programs that are instituted must plan sufficiently for succession planning. IPGE needs viable long-standing programs not programs attached to one faculty member's interest.

Recommendation P2: Work with the Center for Teaching and Learning to create faculty learning communities on curricular redesign focused on internationalizing courses.

CONCLUSIONS

The Division of Criminal Justice has shown that it is a leader in its efforts to continuously reflect upon and improve its programs. The College of Health and Human Services recognizes the division's well-established programs that are in strong demand and engagement with the community. The Review Team recognizes the dedication of the Chair, faculty and staff to the success of the division and its programs. The Review Team was also impressed with the strategic efforts of the division in recent years and commends the division on its attentiveness to university and college mission alignment.

Commendation D15: The Division of Criminal Justice is to be commended for its attentiveness to university and college mission alignment.

The Review Team became aware of several serious concerns that need addressing in the future. Besides the dire need for new hires, the Review Team believes that work load issues in the area of service is taking its toll on the faculty and staff. These workload issues are, in part, due to the many impressive programs and initiatives that Criminal Justice facilitates or is involved in. In addition to the co-curricular programs mentioned in this report, the division operates two University centers—The Center for African Peace and Conflict Resolution (CAPCR) and the Center for Justice and Policy Research. All of these programs and centers require committed faculty and staff support to maintain their success. Hiring additional faculty will help but prioritizing and succession planning is, in the eyes of the Review Team, what is most needed for these programs to continue to thrive. Many of these programs were initiated by individual faculty and will disappear when these faculty are no longer interested or leave. The Review Team urges Criminal Justice to prioritize its goals and simplify the means to assess its goals and learning outcomes.

Recommendation D18: The Division of Criminal Justice is urged to conduct a retreat of its faculty run by an outside facilitator for the purpose of prioritizing its many goals and plans. Criminal Justice is urged to develop appropriate 1-year, 2-year, and 3-year goals that take faculty workload into account.

RECOMMENDATION TO THE FACULTY SENATE

Based on this program review, the Self-Study report prepared by the Division of Criminal Justice, and the external consultant's report, the Review Team recommends that the degree programs in the Division of Criminal Justice be approved for six years or until the next scheduled program review.