

**CRIMINOLOGY AND CRIMINAL JUSTICE STUDIES
SELF-STUDY REPORT**

School of Social Sciences

Sonoma State University
2018

[Updated September 2019]
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I. Program Overview

A. What is the mission of the program and what makes the degree distinct?

The Criminology and Criminal Justice Studies department (CCJS) offers a Bachelor of Arts degree, and also offers a minor. All CCJS courses except two are 4 unit upper-division major courses, with one lower division course that is also the only GE course in the major (CCJS 201, Introduction to Criminal Justice and Public Policy). The only course that is not 4 units is the elective 2-unit Lecture Series course, CCJS 399. Students must earn a minimum grade of C- in all CCJS core and elective courses in order for the course to count towards the major. There are no online or distributed learning courses offered in CCJS.

The curriculum is distinctive in that the major consists of all upper division courses with the exception of Intro. It also requires all students to complete a four unit Internship, which is not commonly required or even available in most CJ departments. The department is focused on helping students gain an intellectually rigorous appreciation of the field, and the CCJS Mission Statement describes the department's goals for student learning:

The Criminology and Criminal Justice Studies major offers a liberal arts curriculum dealing with criminology and criminal justice. It is an interdisciplinary academic approach concerned with the contemporary and historical diversity of perspectives in theory, social policy and practice, research methods, ethics, and decision-making as these relate to major institutions and processes, including law and social control, the exercise of discretion, police, court, corrections, and media.

Students gain knowledge that provides a critical understanding of the major institutions and practices in criminology and criminal justice, including law, theory, practice, ethics and the diversity of methods, both quantitative and qualitative.

Criminology and Criminal Justice Studies majors are prepared either to enter a wide range of jobs in the field, such as law enforcement, judicial administration, public advocacy, prevention, corrections services or diversion, or to pursue graduate education in law, justice studies, criminology and other graduate fields.

Criminology and Criminal Justice Studies Units / Degree Requirements

- 48-51 units of General Education
- 40 units of CCJS Core Requirements
- 8 units of CCJS Electives
- 12 units of CCJS and/or Social Science Electives (chosen under advisement)

120 Total units needed for graduation

Please note that transferable units from other institutions may be applied to the category "electives chosen under advisement." The course work taken at this university to complete the major requirements must be selected in consultation with your department advisor.

[Note: This is where students can receive elective credit for junior college CJ and AJ courses, excluding Investigations and other vocational courses. Students routinely transfer their 3 unit Intro courses here, and other courses approved by an advisor for inclusion in this category.]

Upper division GE in Social Sciences may count toward the 12 units of, "electives chosen under advisement." [Note: This is where students can 'double dip' UD Social Science GEs.] Courses in Spanish (for non-native speakers) and computer and information sciences are recommended as supporting subjects.

The CCJS degree requirements listed above reflect significant reorganization carried out since the 2011 interim program review. CCJS now requires 40 units of core courses and requires 12 units of "electives chosen under advisement," which is a category created in order to help CCJS students acquire breadth of knowledge. Since 2014 the CCJS department has allowed the UD GE classes in the Social Sciences to 'double-count' towards the electives under advisement category. In addition, this category can be met through CCJS electives, or any Social Science discipline course that is not a lower division GE requirement. Transfer students with community college courses in criminal justice may have up to 12 units of appropriate classes credited towards this category. This has allowed CCJS students to make more timely progress towards graduation.

CCJS Major Core Requirements

- (4) CCJS 201 Criminal Justice and Public Policy
- (4) CCJS 330 Government and the Rule of Law or CCJS 404 Introduction to Constitutional Law
- (4) CCJS 405 Rights of the Accused or CCJS 489 Civil Liberties and the Constitution
- (4) CCJS 370 Seminar in Research Methods
- Choose one: (4) CCJS 407 Police, Courts, and Community Relations;

- (4) CCJS 430 Women and Crime; (4) CCJS 470 Media, Crime, and Criminal Justice; or (4) CCJS 480 White Collar Crime
- (4) CCJS 420 Seminar in Criminology
- (4) CCJS 450 Punishments and Corrections
- (4) CCJS 490 Senior Seminar in Criminology and Criminal Justice Studies (must be taken in final semester)
- (4) CCJS 497 Juvenile Justice
- (4) CCJS 499 Internship* * The internship requirement may be waived for students now or previously employed in criminal justice or a related area. It must be substituted with another 4-unit CCJS Elective.

Four CCJS core courses and other elective CCJS courses are cross-listed with other departments. These cross-listed courses meet elective requirements of other majors. "Introduction to Constitutional Law" and "Civil Liberties and the Constitution" fulfill core requirements of the CCJS major and are electives for Political Sciences majors. Two other CCJS core courses, Punishment and Corrections and Juvenile Justice, are cross-listed with the Sociology department. CCJS also offers two elective courses which are cross-listed with other departments: "Women and Crime" (cross-listed with Women's and Gender Studies), and "Psychology and the Law" (sometimes cross-listed with Psychology). Occasionally other experimental or interdisciplinary courses taught by other departments are cross-listed with CCJS, such as Forensic Anthropology (Anthropology) and Domestic Violence (Sociology).

The CCJS department's sole lower-division core course is also its only general education course. CCJS 201, "Introduction to Criminal Justice and Public Policy," is a course that usually fills quickly each semester, even with 3-4 sections offered every term. Typically, about half the students in 201 are CCJS majors, and the other half are non-majors. The course usually draws a large proportion of freshman, some sophomores and juniors, and occasionally some seniors; the latter presents an interesting pedagogical challenge for CCJS 201 instructors. Historically 1-2 sections are taught by tenured faculty, with an additional section taught by an adjunct, but in recent years only adjunct faculty have taught the 3-4 sections offered each term, due to resource constraints. The partial course description below illustrates how the department works to integrate this major core course with the General Education objectives of the university:

CCJS 201 is a 4 unit General Education course that satisfies category D1 (Individual and Society). General Education at Sonoma State University "investigates the complexity of human experience in a diverse natural and social world, and promotes informed and ethical participation as citizens of the world." GE courses thus have these

fundamental goals:

Teach students to think independently, ethically, critically and creatively

Teach students to communicate clearly to many audiences

Teach students to gain an understanding of connections between the past and the present, and to look to the future

Teach students to appreciate intellectual, scientific, and artistic accomplishment

Teach and/or build upon reading, writing, research, and critical thinking skills

CCJS 201 Catalog Course Description: This course presents a systematic analysis of the effectiveness and influence of criminal justice policy and practice throughout the criminal justice system. The focus is on the development and implementation of crime control policy.

As part of the D1 Individual and Society group of GE courses, Criminal Justice and Public Policy examines the individual's relation to social institutions (i.e., the criminal justice system). As we learn about the criminal justice policymaking process, you will be expanding your ability to think independently and creatively, to consider the ethical dimensions of criminal justice policy issues, to communicate to diverse audiences, to understand the connections between past and present, to appreciate intellectual and scientific accomplishments, and to build on your research, writing, and critical thinking abilities – all of which are basic general education goals.

B. What is the role of CCJS in the educational mission of SSU? How does it align with the university's vision, values, and outcomes?

The CCJS department's mission and values are naturally aligned closely with the goals of the School of Social Sciences to "...prepare our graduates to live richly rewarding personal, professional, and social lives while understanding and appreciating human complexity in a global society."

CCJS core values are also aligned with Sonoma State University themes of social justice, diversity, and sustainability. These core values are an integral part of the curriculum, and are also reflected in faculty research projects and service commitments. As an example, CCJS faculty regularly present talks as part of Social Justice Week, a campus-wide event that draws students, faculty, and community members to participate in a wide variety of workshops, talks, performances and other events related to social

justice. In 2018, the CCJS department was one of the co-sponsors of the event, and is working with the Sociology department to help secure resources to expand this event.[2019 Update: The CCJS Dept is working with other faculty in Social Sciences and Humanities to propose a jointly taught Social Justice Week course in Fall, and again in Spring].

C. How does CCJS serve regional and state needs?

CCJS serves a broad service area within the surrounding counties, and also draws students from counties throughout the state.

D. Describe CCJS goals and student learning outcomes.

In order to realize the mission and goals of Criminology and Criminal Justice Studies, the four key CCJS program learning objectives are to help students develop these skills:

- critical thinking and analysis skills
- communication skills
- an ability to relate theory to practice
- an understanding of the importance of research methods
- an appreciation of the ethical dimension of criminal justice

The methods used to measure the degree to which these learning outcomes are achieved is described in the Assessment section. Individual syllabi list the student learning outcomes for each course, which include the applicable student learning goals for that course plus course-specific student learning outcomes.

E. History and overview of Criminology and Criminal Justice Studies.

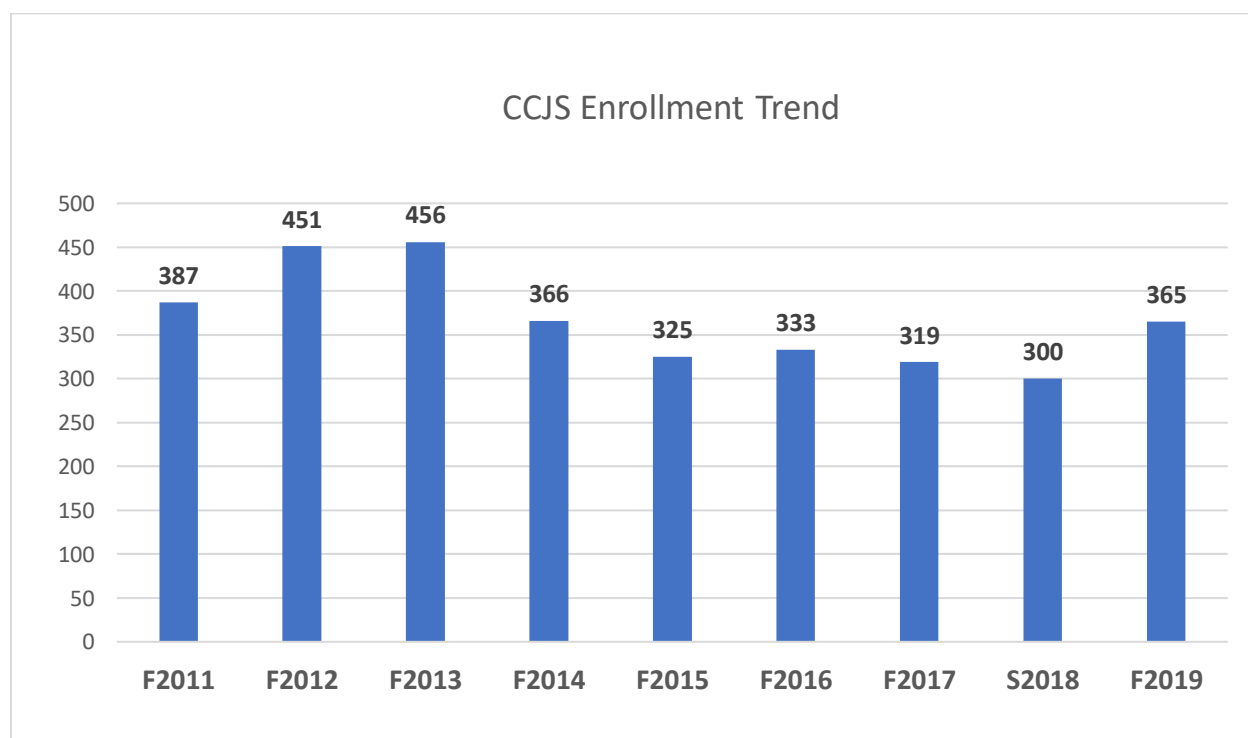
The Criminology & Criminal Justice Studies website (<http://www.sonoma.edu/ccjs/>) contains a wealth of information on the department's courses, faculty, and policies and procedures.

Although the CCJS department and degree names were adopted in 2007, the department was established in 1980 under the name Criminal Justice Administration. As of Spring 1984, the oldest year for which we have data, the department had three tenure track faculty, 54 full time equivalent students (FTES) with 110 majors, and a student faculty ratio of 18.1:1. Its number of majors has always been strong and demand has exceeded resources; enrollments were constant in its early years and have grown over the years and decades as increased resources have been made available. In Fall of 2007 the major grew again to 126 FTES, with about 220 majors and minors, an SFR of 31:1 and six faculty.

CSU Dashboard data, which provides statistics from 2011 – 2017, documents the rapid growth of the CCJS major. This created a severe

shortage of resources, with students unable to get adequate access to needed courses, huge advising loads for faculty, and an unsustainable SFR of 31:1. Given that the increase in students was not matched by commensurate growth in tenure line faculty, CCJS faculty decided after much discussion to declare impaction. In January 2012 CCJS declared impaction and set a 2.75 GPA as its admission criterion to declare the major (and also the minor). This did not sufficiently stem the tide of students seeking the major, so in 2014 the GPA admission criterion was raised to 3.0 overall. This has had the intended effect of slowing down the number of students who can declare the major or the minor. As of Fall 2019 CCJS has 365 students. According to the CSU Dashboard, CCJS is the 3rd largest enrolled major in the School of Social Sciences.

Although declaring impaction has effectively slowed down the number of majors, the CCJS faculty often discuss the pedagogical benefits of having a variety of majors in our classes, but we are a high demand major. Thus the CCJS department plans to keep its admission criteria at 3.0 overall GPA and to restrict core courses to junior and senior majors (with minors and sophomores getting opportunities for seats if they available, usually only in elective courses). With our existing resource levels, this is the only feasible option to preserve access to classes and advising for our current majors. The desirability of CCJS as a major is well illustrated by enrollment data from 2011-2019 (data source: SSU Office of Analytics and CCJS data).



II. Outcome of Prior Program Review

A. What were the prior recommendations and what was the CCJS response?

CCJS completed its last full program review in 2007, and in accordance with SSU policy, submitted its most recent interim assessment report in 2010. The CCJS Department conducted an interim Self-Study in 2011 which reflected the feedback of its external reviewer and other reviewers (the Educational Policies Committee) that had been submitted in 2008; this resulted in a 2011 Memorandum of Understanding (see Appendix). The present self-study describes CCJS program review and assessment activities from 2011 to the present, including the department's response to the recommendations that were part of the MOU. During this time, CCJS has been continually evaluating and assessing its curriculum, and collecting assessment data from its students. The results have been used to make significant changes to the program, including the curriculum, student learning objectives, and assessment practices.

B. Describe the changes in the program since the last program review and the impact of those changes.

Prior Program Review in 2007: The 2011 Memorandum of Understanding (see Appendix) reflected the concerns of CCJS faculty, the 2007 external reviewer, and School faculty about the severe lack of resources to keep pace with student demands for the major. The MOU outlines an action plan, which is described below along with the CCJS response to each action item.

- Offer an absolute minimum of seventeen sections a semester, including 12-13 core and the remainder electives. Two to three of the minimum 12-13 include our GE course (to meet target), one includes 407, another (one of 430/470/480) and a second section of either 370 or 420, or both. Response: CCJS has done this every semester since 2011.
- Teach courses with as high a proportion of full-time faculty as possible near 75%. Response: CCJS has done this intermittently, with most core courses taught by full time faculty. However, the law courses and the intro course are often taught by adjuncts. Until the last 3 years, Intro was routinely taught by two of the full time faculty as well as adjuncts, but in the past three years Intro has been taught only by adjuncts due to the need for full time faculty to staff upper division cores.

- To bring CCJS advising ratio into conformity with other school ratios.
Response: CCJS instituted assigned advising by student last name, but the advising ratio has varied depending upon student enrollment and core faculty availability to advise during any given term.
- Continue revision of course standards and curriculum restructuring.
Response: CCJS has revised standards for all of its core courses except the law courses, and is on track to finish course standards for this in 2018. Curriculum restructuring was accomplished such that bottlenecks due to insufficient numbers of units or core course seats were eased.
Curricular changes included allowing students to choose one course from four core courses to allow a better match between students' interests, career plans, and available courses. The curriculum was restructured such that students can choose between CCJS 480 White Collar Crime; CCJS 407 Police, Courts, and Community Relations; CCJS 470 Media and Crime; and CCJS 430 Women and Crime. CCJS offers two of these courses every semester, although in the last few years it has been difficult to offer Media and Crime consistently due to lack of resources.

The MOU also discusses concerns about diversity issues. CCJS faculty discussed this at an assessment retreat and decided to integrate diversity and intersectionality topics through the curriculum, rather than offering one or two courses focused on diversity. CCJS has been able to offer a Special Topics course called "Race and Crime" a few times; it is a popular course, and we would like to offer it on a regular basis. Given that race, ethnicity, gender, class and other diversities are integral themes in our interdisciplinary field, CCJS faculty believe it is pedagogically preferable to continue our current 'diversity-infused' curriculum approach. We would like to augment that with specific courses such as Comparative Criminal Justice Systems (taught intermittently), Race and Crime, and more sections of Women and Crime (currently taught as a small seminar only once a year).

Diversity in the student population remains a strong goal of the CCJS department, and the significant increase in Hispanic students at SSU in the last five years is much welcomed. CCJS students are now majority URM (this includes Hispanics, African-Americans, and Native Americans). The challenge to diversifying our student (and staff and faculty) population further is linked to the extreme scarcity of affordable housing in the area, and the CCJS dept. is glad to see that the administration is examining ways to address this.

There were also action items related to streamlining the Internship which were completed after the 2007 visit by the external reviewer. The internship continues to be a very strong aspect of the CCJS curriculum, and it will be discussed in more detail later.

The 2007 external reviewer recommended an enhanced Research Methods sequence, and CCJS faculty have long discussed this as a desirable improvement. However, offering more than a one semester basic Research Methods course (CCJS 370) would require more resources, including regular access to lab space.

The Senior Exit survey was refined, and it is examined every year to determine whether any changes are needed. We also continue to do surveys to determine the amount of seats needed for core courses, although the degree progress tool has largely taken the place of online surveys in this respect.

Pre-Law. The CCJS department continues to offer pre-law advising for Sonoma State University.

2018 CCJS Program Review and Responses [CCJS responses in italics].

2018 External Reviewer Suggestions regarding Faculty:

- 1. Create a centralized "home" in the department.** This would be a place where shared items could be stored, but also a place where members of the faculty would have the opportunity to socialize more easily. Socializing like this is important for support of new faculty and can help forge new directions in curriculum and research. *CCJS faculty met with the representative of the design team for the new building, and there will not be a faculty lounge. There will be more 'collaborative spaces' in the new building, however.*
- 2. Provide better guidance for new faculty on navigating the system.** This could include assistance with the RTP process, advice on participation in university affairs, and so on. One way to achieve this might be to assign each new hire a more senior mentor. *CCJS is working on designing an advising handbook in order to further standardize advising between faculty members. We also participated in a CCJS-specific workshop designed by Professor Matthew Paolucci-Callahan, who offers Faculty Center workshops on how to deal with difficult dialogues in the classroom. This workshop provided CCJS faculty with useful tools for creating and maintaining a classroom environment exemplifying civil discourse, and we are very appreciative of this customized instruction for our department.*
- 3. Provide better support and encouragement for participation in brown bags and other campus community events.** *CCJS faculty*

regularly participate in offering brown bags as part of the School brown bag symposium.

- 4. Actively pursue additional tenure-track positions.** *CCJS successfully recruited a new tenure line faculty member who joined us in Fall 2019. CCJS faculty believe that at least three additional faculty members are needed to maintain the current program and respond to changes in the field and student needs. With CCJS enrollment going up again, despite impaction, we are facing course bottlenecks that require us to offer additional sections of core courses. In addition, our advising ratio as of September 7, 2019 is 73:1; it will be slightly less when our newest colleague begins advising duties, but it remains a heavy advising load.*

Reviewer Suggestions Regarding Curriculum:

- 1. Consider a new course that's writing intensive and that serves as a prerequisite for other courses.** *This will ensure that the students take the course earlier. The course might also introduce students to basic research methodology and/or basic concepts of criminal law. CCJS began offering its required upper division Research Methods course as a WIC in 2016. CCJS faculty are very interested in acting on this prerequisite suggestion, but this would require additional faculty.*
- 2. Continue to explore additional ways to support writing within the curriculum.** *CCJS faculty continue to evaluate the role of writing within the CCJS curriculum, and to consider how to integrate varied types of writing assignments within the curriculum. Currently, CCJS courses include several different types of writing, depending upon the nature of the course (core or elective), and the student learning objectives of the course. The fact that the core Research Methods course has been offered as a WIC course for almost four years now has had a positive impact on the CCJS department's vision of the role of writing in the curriculum, and at our upcoming assessment retreat we will discuss whether other CCJS courses should also be submitted for consideration as potential WIC courses.*
- 3. Consider a required course in criminal law.** *CCJS faculty are cognizant of our external reviewer's suggestion in this regard. In response, although we do not currently have the faculty resources to offer a required course, we are offering an elective course on the fundamentals of the criminal process. We are offering this for the third semester. The course is an upper division course designed specifically to address this curriculum gap by one of our adjunct faculty.*

- 4. Explore ways to offer more electives.** Both students and faculty members expressed a desire for more electives, but current resource limitations tend to preclude this. *CCJS faculty are keenly aware of the need for more electives, and are looking forward to having more resources to support faculty teaching both established electives and CCJS 375 Special Topics courses that can allow the department to address growing areas of the field such as Green Criminology, Cybercrime, and Terrorism. We are offering an elective on Cybercrime for the second time this coming Fall, and offering our Comparative Criminal Justice Systems elective again for the first time in a couple of years. We would like to offer Psychology and the Legal System again soon, which was cross-listed with PSYCH when it was taught, but resource limitations have precluded this.*

- 5. Consider ways to allow students to complete more than one internship placement.** Students expressed a desire to explore more than one placement. This could be done by splitting the current hours between two placements or allowing students to complete a second internship as an elective. Either option would, however, require more resources for the faculty internship coordinator. *CCJS continues to work on streamlining the internship component, in the context of ongoing discussions about CSULB Internship policy changes that may occur.*

- 6. Obtain more resources to assist the internship coordinator.** Currently, Dr. Jackson does an exemplary job, but at considerable sacrifice. In the future, he and his successors may not be willing or able to carry such a burden. And the burden is becoming heavier, especially as risk management requirements become more complicated. One possible way to handle this would be to hire a student assistant who could help with the considerable paperwork that's involved. *The Internship Coordinator is now Dr. Emily Asencio, and she is continuing to explore ways to respond to this recommendation, consistent with the potential changes in internship policies [e.g. the risk management policies our external reviewer noted] that are under discussion in the CSU systemwide.*

External Reviewer Suggestions Regarding Students:

- 1. Explore ways to improve student advising, especially for freshmen and sophomores.** My own department has mandatory advising for every student every semester, but this entails an enormous time cost to faculty members and staff. *CCJS faculty continue to explore best practices for*

advising, including considering group advising. CCJS faculty have been and continue to be very active in first-year and transfer student advising orientations held during summer and the academic year. This summer (2019) the CCJS department also participated in the EOP/Summer Bridge Orientation, which attracted several new majors and potential majors.

- 2. Also explore ways to improve student career planning.** One way to do this would be to offer a lecture series on the topic, perhaps with guest speakers from various agencies. My department has a 1-unit required lower division course that covers career planning, academic advising, and various other topics such as avoiding plagiarism. Faculty members report that students could use more help with time management and stress management; these topics could be integrated as well. *The CCJS department has long offered a 2-unit Lecture Series that presents a variety of speakers from different parts of the legal system and associated human services organizations. Students are strongly encouraged to take this elective for two semesters, in order to learn about a wide variety of careers in the field. The faculty have considered prerequisite courses or workshops such as the external reviewer described, and will continue to discuss the feasibility of this.*

3. Prelaw Program External Reviewer Comments/Suggestion:

CCJS houses the campus prelaw program, with Dr. Williams serving as its advisor. While prelaw programs aren't always placed in CJ or Criminology departments, such departments do serve as a natural base for them. The only problem, then, is that neither Dr. Williams nor the department receive any resources to support the prelaw program.

With appropriate resources, the program could do a great deal, such as offer increased mentoring and writing development to students who want to go to law school. Other options would be moot court, guest speakers, and opportunities for job-shadowing or service learning in legal settings. *Update: CCJS continues to serve as the home of SSU pre-law advising, with the support of a four-unit course release.*

External Reviewer Comments/Suggestions Re: Assessment

Our reviewer noted that: CCJS has identified several Program Learning Outcomes that reflect WASC core competencies and that are appropriate for the discipline. The department has done an excellent job mapping out how these PLOs are addressed within the core curriculum. It appears as if the classes more than adequately cover the PLOs. For instance, critical thinking and analysis skills are addressed in every class, and written and oral communication skills in all but one. Furthermore, every class fosters an appreciation of ethics—a key objective for professionals in this field. PLOs

are thoughtfully integrated into each class by means of related SLOs, and these are articulated in course syllabi and assignments.

The primary method by which CCJS has evaluated progress on PLOs is via a student exit survey. This survey asks detailed and appropriate questions, and CCJS has carefully looked at the results. The limitation of this survey is the very small sample size—in Fall 2017, 13 seniors completed the survey. It's possible that the small sample size is an artifact of administering the survey online; while an online survey makes data collection and analysis much easier, these instruments generally have low response rates (a pattern also reflected, incidentally, in the online teaching evaluations CCJS administers). It's nearly impossible to draw strong conclusions with such a small n. Other assessment data is collected via a review of student internship documents. This review is apparently informal and qualitative in nature. These efforts show that CCJS has put considerable thought into goals and assessment.

Reviewer Suggestions: *[CCJS responses in italics]*

1. Expand assessment efforts. Some potential options include a pretest/posttest of students, a more formalized review of student work, and surveys or interviews with agencies that employ students or graduates. The department might also explore ways to increase the number of seniors who participate in the exit survey. None of these methods is perfect, but a combination of them will give a more complete picture.

CCJS has Senior Exit Survey data for over a decade, and we examine the data periodically. Since moving the survey online, we have about 4 years of online data which we would like to aggregate. However, this takes resources that we do not currently have in terms of faculty time to create a merged dataset. Changes in the Qualtrics platform and the Senior Exit Survey mean that technological expertise beyond our current resources is needed to merge the data and set up a system for future merged data sets.

CCJS plans to assess CCJS 201, our sole GE course and sole lower division course, to determine the degree to which student learning objectives are achieved in this key required course. The assessment will use a pretest-posttest design administered via Qualtrics, and which would compare the data between majors and nonmajors, native and transfer students, to determine where our PLOs associated with this course are being achieved, to what degree they are being achieved, and what aspects can be improved.

In response to the suggestions that CCJS institute "more formalized reviews of student work; interviews with agencies" CCJS faculty are exploring ways that these recommendations might be implemented.

1. Increase resources for assessment. Careful, meaningful assessment takes considerable time and effort. To foster such a task, the department might consider formally appointing an assessment coordinator, and the School might reimburse the coordinator with course release time or a stipend. *CCJS faculty agree, and regularly communicate this belief to the administration through discussions in appropriate venues such as the University Program Review Subcommittee.*

External Reviewer's Additional Suggestions

1. Improve communication with CCJS graduates. The department currently has limited interaction with its graduates. With support from the university, CCJS might find ways to reach out more directly. Benefits of this could include new methods of program assessment, increased information for student career planning, and acquisition of ideas for future curriculum planning.

The CCJS Department is very interested in creating an online alumni survey, and we have faculty with survey expertise who have long wanted to survey our alumni; the issue has been how to locate alumni for the online survey. Possibilities include using social media to reach graduates, and we will consult with the Development Office and the SSU Alumni Association on possible strategies for locating alumni.

2. Consider creating an Advisory Board. Several years ago, my department created an Advisory Board—an idea we stole shamelessly from another program. Board members are heads of local, state, and federal criminal justice agencies within our service region. We meet once a year for 90 minutes, and generally a dozen or more board members attend. This is a relatively inexpensive and low-effort way of improving ties with the community. We get ideas from them that can help us improve our program. The board has also proven an excellent way of helping foster cooperative research projects with our faculty, our students, and the agencies.

The CCJS Department has strong community ties through its Internship Program, because every CCJS student completes a four-unit internship with a community agency or organization.

- 3. Consider additional General Education courses.** The criminal justice system impacts everyone, and CCJS courses can prove a valuable addition to the general education curriculum. The department might consider whether one or two current courses would make GE offerings, or perhaps a new course or two could be created. Of course, the feasibility of this option is contingent on the CCJS having sufficient faculty resources not just to meet the department's needs, but to offer additional classes as well.

CCJS faculty will be discussing this suggestion at our next assessment retreat, given that campus-wide GE reform is now well underway. We are closely monitoring how GE reform may provide opportunities for CCJS to add more GE courses beyond our sole GE course [CCJS 201, Introduction to Criminal Justice and Public Policy; D1 Individual and Society category].

- 4. Increase support to The Forum, the CCJS student club.**

Update: The new student officers of the Criminology and Criminal Justice Club (formerly called The Forum) were invited to the Fall 2019 meeting, where the club president and the faculty discussed possible plans for the upcoming year. Several suggestions for working with related student groups such as the Mock Trial Club were discussed, and faculty will continue to work with students in the CCJ Club and related clubs to try and help increase resources for the students.

- 5. Increase support for faculty travel.** While travel for conferences and research is essential, especially for newer members of the faculty, current support is limited and somewhat unpredictable. *CCJS faculty regularly serve on the School Travel Committee, and so are particularly attuned to the constraints on resources. We appreciate the resources that are provided, while continuing to advocate for the need for improved resources. We recognize that this is particularly important for new faculty who are working to build their research programs and respond to increasing publication requirements. Given this, it is also critical to effective faculty recruitment and retention to provide adequate support for faculty travel.*

- 6. Increase other support for faculty research.** Faculty members report that course releases would be more helpful than small grants. *Course releases are very important in order for faculty to have adequate time for research and professional development. CCJS will continue to advocate for this at higher levels of administration.*

- 7. The university ought to provide training and protections for active shooter situations.** Unfortunately, active shooters on campus are a real

risk, and it doesn't appear as if the university has taken precautions in this regard. *CCJS is aware of this concern and has worked with the architects of the Stevenson redesign regarding our concerns about defensible space. We understand that all classroom doors will be able to be locked from the inside, and that shades will be provided for windows. We would like to see more training for potential active shooter situations.*

8. Consider strategic summer course offerings. In many departments, summer offerings tend to be influenced primarily by who's willing and able to teach. CCJS might consider if summer offerings could help with potential bottlenecks or provide ways for students to obtain a wider range of electives. *CCJS faculty are aware of the role that summer course offerings can play in helping avoid bottlenecks, and we continue to work with Extended Education to offer summer course opportunities to our students.*

9. Engage in strategic planning. While CCJS has found creative ways to deal with enrollment and resource pressures and to address specific curricular needs, it doesn't appear as if a more holistic, long-term approach has been made. This may be because the chronic lack of resources during and after the recession made such planning feel futile, or perhaps the department is simply satisfied—at least mostly—with the status quo. But especially with new faculty members on board, a broader process might be in order.

We are planning our next faculty retreat for late Fall 2019. The agenda includes further consideration of many of the external reviewer's suggestions and our responses, using data from several years of our key assessment sources. These include senior exit surveys and Internship program documents, including student logs, evaluation papers, and other information. The goal of the faculty retreat is to implement the data we have to take stock of the CCJS program's current status and update our action plan.

Changes in the CCJS program since 2018 program review and impact of those changes: [Updated August 2019:]

- Successfully recruited a new faculty member (Dr. Bryan Burton).
- Tracking increases in student enrollment.
- CCJS discussion and decision to continue impaction despite changes in student enrollment, because of implications for integrity and quality of the degree we offer.
- Discussion and decision not to offer master's program.

- Ongoing discussion of our curriculum and what CCJS needs to be responsive to changes in the field, including student interests and career plans.
- Field tested Special Topics 375 course on criminal law, the course suggested by our reviewer.
- Offered 375 Cybercrime elective twice, in response to student interest, changes in our field, and our reviewer's suggestion to broaden electives.
- Continued discussion of what we want Intro to look like and how to respond should we need to reformat it as a 3 unit course.
- Decision to reinsert awareness of Ethics into our SLOs, but to disseminate this throughout the curriculum until/unless resources allow us to offer a course on this.
- Continuing discussion of the critical need for student information literacy (and training for faculty in how to teach this).

III. Student Profile

[A,B,C] Who Are CCJS Students? The CSU Dashboard Analysis allows us to see trends over time from Fall 2011-Fall 2018. *[Note: CSU Dashboard links must now be accessed from the Office of Reporting and Analytics website, so a hot link can no longer be provided. Interested readers are directed to go the website, select Sonoma State, login with usual LDAP credentials and peruse the data.]*

Class Level: As of Fall 2018, 26% (n=85) are freshmen, 20% (n=65) are sophomores, 30% (n=99) are juniors, and 24% (n=80) are seniors. This is a notable decline in freshmen and increase in juniors compared with 2017 data.

Gender: As of Fall 2018, CCJS students were 65% female, 35% male; the data shows male enrollment declining since 2011. In comparison, School of Social Sciences majors as a whole are 67% female.

Ethnicity: As of Fall 2018, 54% (n=177) of CCJS majors were comprised of URM (Under Represented Minority) students. This includes:

Hispanic	White	'Other'	Black/Afr.Amer	Asian
51% n=167)	32% n=104	13% n=42	3% n=10	2% n<10

The trend over time has been significant increase in Hispanic students in CCJS, a flat trend for African-American, Asian, and students of 'other' ethnicities; and a decrease in White students.

In comparison, School of Social Sciences majors as a whole are 64% non-URM students, and 36% URM students. In this respect, CCJS is clearly

one of the most ethnically diverse majors in the School. [Methodological note: the 16%(n=361) of School of Social Sciences students who are classified as 'other' are included in the non-URM category, which is an interesting decision because they are almost undoubtedly bi-cultural students, and could plausibly be included in the URM category. However, this data classification is consistent with state and federal guidelines, according to CSU Dashboard notes].

How are CCJS Majors Doing Academically?

Unit Load: As of Fall 2018, 58% (n=190) of CCJS students carry a course load of 15 or more units; 35% (n=115) carry 12-14 units (full time), and only 7% (n=23) carry less than 12 units. Except for an increase in the number of students who are part time, 2018 data are much the same as 2017 data on unit load. This data picture does not surprise CCJS faculty, who are accustomed to seeing our students carry at least 16 units per term, given that our major is comprised of 4-unit classes.

Course Bottlenecks

The CSU Dashboard complements CCJS faculty experience in determining whether certain courses are 'bottlenecks' that can slow the progress of students towards graduation. We use this data continually during course scheduling to determine how many sections to offer.

This data also allows us to track the failure rate for each of our courses. For example, the Intro to Criminal Justice and Public Policy course, which is the only lower division course and also the only GE course the CCJS department offers, has a 4% failure rate (as of Fall 2018). However, this is unsurprising, given that the course is a requirement for majors and also a very popular GE course for other students. The faculty are mindful of the challenges of this course, given the mix of students from freshmen undeclared to junior transfers in the major. As of Fall 2018, the data showed these DFW rates for CCJS 407 (17%) and CCJS 370 (8%). The CCJS faculty discusses the possible reasons for such failure rates and ways to ameliorate them, including curricular changes, more intensive advising of students enrolled in these courses, and referral of students to additional campus resources such as the Writing Center and the Tutoring Center.

Student Persistence and Graduation (latest data avail as of 9/2019)

According to the CSU Dashboard, CCJS Freshmen who arrived in 2017 had an 91% 1-year persistence rate, and transfers had a 100% 1-year persistence rate. In comparison, Sonoma State overall had an 81% 1-year persistence rate for freshmen, and 90% 1-year persistence rate for transfer students. Data for 2nd-5th year persistence rates show that CCJS students persist at the same or higher rates than SSU students as a whole.

CCJS graduation rates show that the 2014 freshman cohort graduation rate was 54%, compared to 34% campus-wide. For the 2014 transfer cohort, the graduation rate for CCJS students was 81%, comparable to 83% for SSU overall. Also, the average CCJS graduate GPA was 3.25, compared to the Sonoma State overall graduate GPA of 3.34.

This data shows that while there can be improvement in time-to-degree, there is a significant improvement in CCJS graduation rates and time to degree from prior years, especially for freshmen. CCJS graduation and persistence rates compare favorably with the University as a whole.

URM/NonURM Student Achievement Gap Data

The CSU classification of students as URM (Underrepresented Minority) includes those who identify as Hispanic, African-American, and Native American. All other students, including those who self-classify as 'other' in terms of their race/ethnicity, are categorized by the CSU as non-URMs.

The CSU Dashboard data comparing the achievement of URM and non-URM CCJS students provides a course-by-course analysis. *[For more info, go to CSU Dashboard site, log in with LDAP credentials to view data sets].*

The data for 2018 show that stratified by race/ethnicity, there is an achievement gap in most CCJS core courses, with White student GPA usually the highest in the class compared to other racial groups. However, the gap is relatively small for the majority of courses (e.g., .2, .3). In one course, CCJS 407, there was an achievement gap in Fall 18 data that may be an anomaly, or due to having multiple instructors who teach this course.

In a few courses, the achievement gap is actually reversed, such that URM students have a higher average GPA than non-URM students. For example, CCJS 495 is the "Special Studies" course where a student works individually with a faculty member to do in-depth research and write about a CCJS topic that is not part of the regular curriculum. For this category, the 2017 data show that 13 URM students had an average GPA of 4.0, compared to 50 non-URM students whose average GPA was 3.91. Thus, there is a -.09 achievement gap in favor of the URM students. CCJS 470, Media and Crime, also fits this pattern. In 2018, the achievement gaps between URM and non-URM students in CCJS 497 (-.16), CCJS 370 (-.03), and CCJS 399 (-.07) showed that URM students earned higher GPAs than non-URM students.

The 2018 CSU Dashboard data comparing GPA in each CCJS course by ethnic group highlights the fact that we have a high proportion of Hispanic/Latinx students. Fall 2018 CSU Dashboard data for the 12 CCJS

courses shows fewer than 10 African American or Asian students in every course; in three courses, White students numbered less than 10. However, every course had at least 11 Hispanic students (range = 11-58).

Note also that the CSU Dashboard states: 'data omitted where ethnic group enrollment is less than 10 students.' This means that African-American and Asian student data is not available in many CCJS courses, and thus, some comparisons are not possible. The takeaway for the CCJS department from the achievement gap data is that we must continue to monitor such disparities in order to make sure we address them by providing high quality educational opportunities and support for all our students.

D. Educational Preparedness/Remediation

There is great variability in the academic preparedness of CCJS students, whether freshmen or junior transfers. CCJS does not have data on the math/English remediation needs of our students, but faculty have long recognized that there is much need for remediation opportunities. Since CCJS raised its GPA requirement to 3.0, the need for remediation has been less acute, but it still exists. For example, information literacy requires a basic understanding of statistics, and this is one of the reasons that CCJS would like to require students to have taken Statistics before they take the Research Methods course. Currently, some students have taken Statistics to satisfy their math requirement, but many have not, so there is an uneven level of familiarity with statistics that becomes apparent when the students take Research Methods.

Another, more obvious gap in educational preparedness for many CCJS students concerns writing ability. In response to faculty concerns about students' writing skills – or lack thereof – the department reworked the Research Methods course so that it is now offered as a Writing Intensive Course. This means that students are learning how to improve their writing while taking this core course, and if they pass with a C- or better, this satisfies the WEPT (GWAR) requirement. The WIC version of Research Methods is in its 4th year, with two sections each term that are taught by experienced core faculty who have undergone training to teach a WIC course. This has been a positive experience for CCJS, which plans to continue offering Methods as a WIC course.

The faculty have discussed the need for an expanded two-semester sequence of research methods, which has long been a goal of CCJS. The main obstacle to realizing this goal is the need for additional tenure line faculty.

Due to the need for students to understand basic judicial processes before they take the required law classes, in Spring 2018 the dept. is

piloting a CCJS 375 Special Topics course on basic judicial process. We look forward to assessing the impact of this course.

CCJS faculty regularly discuss the need for students to have better information literacy skills, and would like to explore additional ways to help develop this key aspect of critical thinking in our students. At present, faculty address this in the context of the respective courses that they teach, yet it would be optimal to systematically address this in a uniform manner, perhaps through the first semester of a two-semester Research Methods sequence.

E. Why do students choose CCJS?

Students choose CCJS for many reasons, from a desire to help improve the world, a concern with social justice, a desire to work in a public service career, or simply a keen curiosity about crime, criminal justice, and human behavior. There are many students who come to CCJS with the goal of working in law enforcement at the local or national level, and some who are very interested in corrections, such as working in probation, working with at-risk youth, or working with victims or offenders. We have many students interested in going to law school, and some go on to attend law school or graduate school. CCJS does not officially keep track, and would like to find out where our graduates go in their careers, perhaps through creating an alumni survey. Currently, our sense of where our majors go for careers is based on our conversations with them and the rec letter requests we receive.

We also have students who come to CCJS because they are concerned with justice and fairness, and they see the degree as a way to become involved in the criminal justice system and be a change agent. Our students are an interesting group, including some who have had brushes with the law and are now interested in learning more about the system. In addition to the usual criminal justice occupations that a CCJS major might pursue, we have students who are interested in emerging career fields, such as forensic nursing. Some students go into teaching at the K-12 level, or become counselors in re-entry programs. We have a small yet steady stream of students who apply to graduate programs in criminology, criminal justice, social work, and public administration, in addition to the law school applicants.

F. Describe CCJS student/alumni achievements.

Our students are involved in a number of notable endeavors, including presenting at research conferences around the country. Students have the opportunity to work with faculty mentors on either their own research or that of the faculty member, which is a particularly strong aspect of the CCJS program. In recent years, CCJS has had several Koret Scholars, McNair Scholars, and a Panetta Fellowship recipient. Faculty have mentored

students to present research at the American Society of Criminology, which is one of the two annual national conferences in the field.

Although CCJS does not have an alumni survey which could officially track alumni, we learn about alumni doings in a variety of ways. One of our earliest alumni, Jeanne Woodford, became the first female warden of San Quentin prison. Before retiring, Ms. Woodford would occasionally come give guest lectures, and she taught our course on Punishments and Corrections occasionally. CCJS recently received word from one of our alumni who was a McNair Scholar that he has been accepted into a Ph.D. program after finishing his master's in a different program. Our Panetta Fellowship recipient contacted us to let us know she was offered a spot at a notable law school. Several of our Spring 2019 graduates were accepted to graduate school or law school, which we learned from their comments and emails.

IV. Faculty Profile

A. Describe faculty rank and tenure in the program.

Although the number of students wanting to major in CCJS climbed and remains constrained only by being an impacted major with a 3.0 GPA requirement to declare, the number of faculty has grown modestly between 2011 and 2019, with only one additional tenure-track hire, and a few more temporary faculty in recent years (this includes our retiring faculty member): (Source: SSU Office of Analytics)

	<u>Permanent Faculty</u>	<u>3-Year Faculty</u>	<u>Temporary Faculty</u>
2011	5	2	1
2012	5	3	0
2013	4	2	4
2014	5	2	2
2015	5	2	2
2016	6	2	5
2017	6	2	6
2018	6 (+1 FERP)	3	6
2019	6 (+1 FERP)	3	6

As of Fall 2019, the tenured and tenure-track members of the CCJS faculty include two full professors (one currently FERPing) ,three associate professors, and two assistant professors, including the new hire arriving this term. The tenure line faculty are:

Emily Asencio, Ph.D, Associate Professor

Bryan Burton, Ph.D., Assistant Professor
Diana Grant, Ph.D., Professor
Patrick Jackson, Ph.D., Professor (FERP)
Napoleon Reyes, J.D., Ph.D., Associate Professor
Anastasia Tosouni, J.D., Ph.D., Assistant Professor
Eric Williams, Ph.D., Associate Professor

B. Describe the demographic trends for faculty during the review period, including factors such as race/ethnicity and gender. Discuss efforts to improve diversity in the faculty ranks.

Our position announcements attract a wide variety of candidates, and our last search resulted in a short list of five candidates, all women. We make sure that we advertise as widely as possible, including targeting lesser-known places for job advertisements so that the widest range of potential candidates can see the position description. Currently, CCJS has three full time female faculty, three full time male faculty, and one FERPing male faculty member. Two of our faculty members are originally from other countries, before they relocated to the United States for their doctoral work. While CCJS works to make sure the most diverse pool of potential candidates sees our position descriptions, the lack of housing, especially housing affordable on a faculty salary, has been a continuing problem for all SSU departments as they recruit. The CCJS department welcomes news from the President and Provost that SSU is addressing the housing shortage, such as through the Petaluma apartments option.

C. Proportion of faculty with a terminal degree.

All tenured and tenure track faculty have a doctoral degree, and two also have a juris doctorate. All adjunct faculty have appropriate terminal degrees, such as a Ph.D./Ed.D, an M.A., or a J.D.

D. Discuss faculty specialization and alignment to program curriculum, program mission, and program quality.

The Criminology and Criminal Justice Studies Department is comprised of experienced tenured and tenure-track faculty with interdisciplinary training and expertise. As CCJS faculty vitae demonstrate, the faculty have degrees in sociology, criminology, political science, and interdisciplinary fields (Social Ecology), as well as law. Our combined research and teaching experience and expertise allows the department to teach a broad range of general courses and "special topics" courses as needed. These characteristics of the faculty also enable them to be especially well prepared to teach the department's GE course such that it is well integrated into the major, serving the needs of both CCJS majors and students seeking a general education.

CCJS also has very experienced and qualified adjunct faculty, and we will soon be creating a temporary faculty pool for the first time. This will allow us greater opportunity to recruit from a wider variety of lecturers, especially since some of our regular adjuncts are nearing retirement. All faculty vitae can be found in the Appendix.

E. Methods used by CCJS to assess teaching effectiveness.

CCJS uses the SETE (Student Evaluation of Teaching Effectiveness), administered online by Institutional Research for every class at the end of each term (classes with less than six students, such as special studies, are not evaluated via SETE). For faculty who are undergoing evaluation for retention, tenure, and promotion, peer observations are another source of information on teaching effectiveness, as well as self-reflections by faculty on their teaching. The move to online SETEs has caused student response rates across campus to dip significantly, and remains a source of concern to faculty, especially as it relates to the RTP process. A variety of strategies are employed to try and boost the response rate, such as giving students time in class to go online and fill out the SETEs. This seems to help, although response rates are still much lower than optimal.

Advising effectiveness of CCJS advising as a whole is evaluated through questions on the Senior Exit Survey, discussed in the Assessment section.

F. Discuss faculty scholarship/creative activity, as well as external funding and professional practice and service (if relevant) in the program and faculty participation in professional development opportunities related to teaching and/or assessment.

The following summary from Spring 2017 describes CCJS faculty work on research related to key Sonoma State themes of sustainability, diversity, globalization, and social justice.

Emily K. Asencio, Ph.D. Contributions to Strategic Goals of Sonoma State University: In my role of teacher/scholar in the School of Social Sciences at Sonoma State University (SSU), I consistently engage in practices that serve to support the strategic goals of SSU which include Sustainability, Diversity and Inclusion, Community Outreach and Engagement, and Globalization, as well as engaging students in research.

For example, in the 2016-2017 academic year I have mentored a group of four undergraduate Criminology and Criminal Justice (CCJS) majors who came to me at the beginning of the year with an interest in researching Title IX issues across several different types of college campuses in the state of California. This project evolved into a Koret-scholar funded research

endeavor in which the students and I delved into the topic, drafted a paper that we traveled to present at a regional professional conference, and generated a poster representing the research that will be featured in Sonoma State's Symposium of Research and Creativity on campus on May 3, 2017. In addition to engaging students in research, this activity serves SSU's goal of diversity and inclusion given the nature of the Title IX policy which states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Another example of a practice I engage in that supports SSU's strategic goal of community outreach and engagement includes my interaction with the local social services and criminal justice agencies. I have recently worked with Big Brothers and Big Sisters of the North Bay (BBBSNB) program to help them make data on their success rate more accessible to the general public. As a result of this collaboration, I have had the Program Director for BBBSNB come and speak to my Juvenile Justice students about this mentoring program, including how it works, and how to become a mentor in the program. I also routinely take students on tours of the Los Guilicos Juvenile Justice Center, San Quentin State Prison, and Solano State Prison each semester. I also invite speakers from multiple local law enforcement and social service agencies as a means of connecting students with the community while at the same time engaging them with professionals in the field in which they hope to someday be working.

Bryan Burton, Ph.D. Newly arrived in Fall 2019. Please see his C.V.

Diana R. Grant, Ph.D. My teaching, research, and service activities reflect my interest in questions of social justice. My earlier research included work examining hate crimes, the phenomenology of jury service, and public perceptions of gender and policing. My current research examines the California Racial Identity and Profiling Act (RIPA), which mandates law enforcement officers to collect data on all vehicle or pedestrian stops they make. The goal of RIPA is to identify and reduce racial profiling by law enforcement using evidence-based policies, but the data collection process raises serious data integrity issues.

I use my research in my teaching, for example to illustrate the critically important role that perception plays in human behavior. The social justice focus of the CCJS department is inseparable from diversity issues, and this allows my research and teaching interests to overlap quite well. For instance, my research on public opinions of female compared to male police officers helps students understand how perceptions are the key element in societal reactions to cultural changes such as the very slow but increasing number of women in police work. My research on discretion in the legal

system is relevant to all the courses that I teach, because discretion is integral to the operation of the criminal justice system. Too much discretion brings obvious possibilities for abuse; but the exercise of discretion by legal decision makers such as police and judges can also allow the arguably positive ability to “tailor” justice to fit the circumstances of each case.

Sonoma State’s focus on student-professor research partnerships continues to bring me many satisfying opportunities to work with students to explore a variety of research questions. For the second summer, I am working with students as part of the SSURI project, and in November I will be one of the CCJS faculty mentoring a group of our students at the American Society of Criminology. The students will be presenting original research that they have conducted under the guidance of their respective CCJS faculty mentors. As part of this, I am mentoring a pair of students who are exploring the impact of Proposition 47, and I am also working with a student investigating how fraternity membership and campus sexual assault may relate. Both projects provide a chance for me to help our students develop their critical thinking skills and the ability to evaluate information, and together with my work with my SSURI student this provides further opportunity to work in the teacher-scholar mode that is one of the hallmarks of Sonoma State faculty activities.

Napoleon C. Reyes, J.D., Ph.D. [Update: As of Fall 2019, Dr. Reyes is now Chair of CCJS]

I continue to do research on the issues of white-collar crime, specifically, state crime and political white-collar crime. I am currently collaborating with other Filipino and Filipino-American criminology and criminal justice scholars in examining the Philippine drug war under the Duterte administration. I will be presenting my research on the impact of the Philippine drug war on the rule of law at the Annual Meeting of the American Society of Criminology in Philadelphia in November 2017.

In December 2015, I volunteered to be part of the university’s Sexual Violence Task Force as one of two faculty representatives. In our last meeting in September 2016, I became in-charge of the Evaluation Committee of the task force, which is in-charge of conducting research to evaluate the impact of the university’s programs in reducing incidence of on-campus sexual violence. At the moment, the committee is in the process of collecting data in coordination with the Office of the Title IX Coordinator. I will continue to work on collecting and analyzing data this summer with two students who qualified for funding under the Social Science Undergraduate Research Initiative (SSURI).

On April 6, 2017, I had the opportunity to discuss U.S. international relations in the era of Trump as one of the discussants in a panel organized by the Social Justice Club during the university’s Social Justice Week. This was my second time to be invited as a panel discussant by the Social Justice

Club. I have mentored more than a dozens students in conducting original research and helped them present their findings at national and regional conferences. In February 2017, I collaborated with Prof. Barbara Bloom and Prof. Diana Grant in recruiting and organizing undergraduate students who will conduct original, independent studies and present their findings at the Annual Meeting of the American Society of Criminology in Philadelphia in November 2017. Eight students have signed up for this research endeavor.

Anastasia Tosouni, J.D., Ph.D. This is a summary of my research and teaching interests and contributions: My scholarship is dedicated to the study of social injustice and inequality as manifested in gender, race, and class relations. I study and advocate for alternative paradigms of punishment, such as restorative justice.

A large portion of my research activity relates to an ethnographic study I conducted inside a juvenile detention facility for girls. In fact, I recently published a paper discussing how conditions of confinement inside this institution, essentially reflect a counter- rehabilitative and oppressive culture that is antithetical to the juvenile justice system's goals and the rhetoric of gender responsibility that juvenile corrections claim to advance. Furthermore, my monograph "Gendered Injustice: Uncovering the Lived Experience of Detained Girls, which was published in March 2019 by Routledge Academic centers on the life-stories of young system-involved women. These stories illustrate the devastation and multiple marginality in these girls' lives, and the socio-economic, cultural, and familial background factors, that have shaped their pathways to offending. I am interested in developing action research projects to support community organizations that serve the marginalized populations my research is concerned with. I recently met with the director of a girls' mentoring NGO in Sonoma county and discussed our collaboration for developing a gender empowerment program to serve a population of high-school girls who have been identified as "violent". I am hoping that this project will engage my own SSU students who can help with the design, delivery, and evaluation of the program. I always incorporate my research interests and expertise in my course design and lectures. I believe that the most important aspect of being a criminologist is to stimulate student interest in social justice causes. Teaching allows me to communicate empirical evidence on matters of deviance and social control, so that student understanding is grounded on science rather than on widespread myths and misconstructions. Our students will eventually work with the populations we study, and will (hopefully) implement policies that relate to matters of equality and fairness. It is thus, crucially important that they are exposed to a diverse and challenging student experience in college. I also offer instrumental and individualized help to students who wish to engage in research and present

in academic conferences. For example, I am currently working with a student who is conducting original research on domestic violence constructions in popular media.

Eric Williams, Ph.D. Dr. Eric J. Williams is an Associate Professor in the Department of Criminology and Criminal Justice Studies at Sonoma State University. He teaches courses about constitutional law, the Supreme Court and punishment and corrections. He received his B.A. in Government and American Studies from Lehigh University and his Ph.D. in Political Science from Rutgers University. His writings on prisons and rural communities have appeared in academic journals and newspapers nation-wide, including the *L.A. Times* and *Boston Globe*. His book *The Big House in a Small Town* was published in 2011 and his next book *Critical Thinking, Decision-Making and Ethics for CJ Professionals* will be published in 2020. He is also the winner of the Excellence in Teaching Award at Sonoma State. He has given guest lectures on various topics relating to prisons and prison management across the country and facilitates a training program he developed for the Correctional Management Institute of Texas, the National Institute of Corrections and the New York City, Maine and Virginia Department of Corrections as well as numerous local and statewide correctional agencies that teaches critical thinking to senior level criminal justice leaders.

G. Describe awards and recognition for faculty in the areas of teaching, scholarship, and service.

CCJS faculty have many entries in this area, including the Goldstein Award for Excellence in Research (Dr. Jackson), and the Sonoma State University Teaching Excellence Award (Dr. Williams). Please see the Appendix for a listing of all awards.

V. Assessment

A. Confirm that the Program Learning Outcomes are easily accessible in the catalog and on the program website.

The CCJS website is: <http://www.sonoma.edu/ccjs/> [see 'About the Department' for the Program Learning Outcomes.

B. Explain the relationship of SLOs to WASC Core Competencies (written and oral communication, quantitative reasoning, critical thinking, and information literacy).

The CCJS Program Learning Outcomes reflect WASC Core Competencies and are integrated into our core courses as the curriculum map below illustrates. For example, the CCJS PLO of "Critical Thinking and

Analysis Skills” is a key learning objective for every core class in the major. Similarly, the “Ability to Relate Theory to Practice” is a key learning objective in all of the major cores. The PLO “Communication Skills” is integrated into the requirements for almost every core course. The exception is Research Methods, which focuses on written communication skills, but does not emphasize oral communication in the ways that other core courses do. Finally, “Understanding the Importance of Research Methods” is aligned with our Theories class, our Methods class, the Juvenile Justice course, and Senior Seminar, our capstone course. The decision to bring back “Appreciation of ethical issues in criminal justice” as a separate PLO reflects the faculty’s assessment that ethics is a critical issue that infuses all of our core classes. The CCJS Program Learning Objectives map to WASC competencies, and although information literacy is not a specified PLO, it is part of the Student Learning Outcomes in many of our courses, whether explicitly noted (as in CCJS 370, Research Methods) or not.

C. Please provide a program curriculum matrix or map identifying in which required courses in the curriculum each PLO is introduced, practiced, and demonstrated and/or assessed. Note: This matrix was discussed at a faculty meeting in February 2018, and slight changes were made to better reflect which courses are aligned with which PLOs. At this meeting, CCJS faculty also decided to reinstate a PLO related to appreciating the ethical dimensions of CJ, which had been part of the PLOs before the curriculum matrix was streamlined in 2007.

Program Learning Objectives	201	420	330/ 404	405/ 489	370	450	490	497	499
Critical Thinking and Analysis Skills	X	X	X	X	X	X	X	X	X
Communication Skills (Oral, Written)	X	X	X	X	X	X	X	X	X
Ability to Relate Theory to Practice	X	X	X	X		X	X	X	X
Understand Importance of Research Methods		X			X		X	X	
Understand the Importance of Ethics	X	X	X	X	X	X	X	X	X

D. How does the program ensure alignment between learning outcomes for individual courses and the PLOs?

The CCJS department's rationale for the specific learning goals that we have articulated reflects the faculty's assessment of what core concepts are part of the field, in order to provide CCJS graduates the opportunity to develop analytical, theoretical, and, where appropriate, applied reasoning skills. The CCJS faculty shares a common understanding, evidenced in department discussions, of the importance of contextualizing core concepts in the discipline by situating them in the relevant historical and socio-political frameworks. This is reflected in the learning objectives for core courses. CCJS objectives for student learning reflect the faculty's belief that the department's liberal arts, criminological, criminal justice and social-justice oriented focus is best served by helping students to develop critical thinking and information literacy skills.

The Program Learning Objectives are part of the Student Learning Outcomes for each course, which also has course-specific Student Learning Outcomes. For example, The CCJS 370 Research Methods syllabus describes the goals of the course in terms of the key PLOs and then the course-specific SLOs:

The Criminology and Criminal Justice Studies department structures the Research Methods course as an opportunity for you to improve your skills in critical thinking and analysis, to learn about the importance of research in criminology and criminal justice, and to develop the ability to relate theory to practice in the field.

With these goals in mind, we spend the semester learning how research is used to investigate empirical questions in criminology and criminal justice. We examine the basic concepts and strategies underlying research design, implementation, and interpretation, and work on developing the ability to critically evaluate claims made about criminal justice policies, programs, and practices.

Learning goals are articulated in our syllabi and course assignments and are available for core courses through the CCJS department website.

E. How does your program faculty collect and analyze data on student progress toward PLOs?

The learning outcomes for each of our core courses are evaluated through our Senior Exit Survey, where graduating seniors indicate the extent to which each core course in the department: 1) matched the course description provided in the catalog and 2) achieved the course-specific goals and objectives provided in the assessment document.

The Senior Seminar Exit Surveys, created and distributed in every section of CCJS 490 offered since Spring 2007, provide a wealth of data. For the past several years, Senior Exit Surveys have been administered online, which makes the data analysis much less labor-intensive. The practice for

the last fifteen years or so has been for two faculty members, Dr. Jackson and Dr. Grant, to periodically evaluate the data and disseminate the findings to all faculty through department meetings. The Senior Exit Survey is reviewed annually to determine whether questions should be added, removed, or changed. [Update: Dr. Jackson is in FERP status].

Our other major source of assessment data comes through CCJS 499, Internship. Students are required to keep a journal and write a summative internship evaluation paper at the end of the internship, as well as keeping a log of their internship activities. These documents provide ample data for assessing the Internship learning objectives. These documents are usually paper documents, although some of them can now be uploaded digitally. The new Internship Coordinator, Dr. Asencio, reviews all of these documents as she evaluates each student intern's progress in the internship.

F. Please summarize the findings from direct and indirect assessment of student learning, identifying particular areas of strength or challenge for student learning. For direct assessment, please describe the methodology for sample selection and size. (Note: direct assessment includes capstone projects, pre-tests and exit tests for majors, exams, or signature assignments identified in the curriculum matrix; indirect assessment includes student evaluations of the program (not faculty), exit surveys, focus groups, employer or stakeholder surveys or focus groups, graduation and retention rates.)

FINDINGS: Internship: Our students' internship documents provide direct assessment of the degree to which they are relating theory to practice, displaying good written communication skills, and sharpening their critical thinking and analysis skills. Because all CCJS majors are required to successfully complete a 4 unit internship (180) hours, the Internship Coordinator for CCJS reviews all documents for each of our interns. During any given semester, approximately 40-60% of CCJS students (juniors and seniors) are participating in an internship. The documents provide data on the progress of individual students in relationship to internship learning outcomes, and data on the internship program as a whole.

In addition, data on internship is collected through questions on the Senior Exit Surveys. The data from student evaluations of their internships and from seniors' responses to questions about internship on the anonymous senior exit surveys are very informative. Among students who had completed their internships, students felt positive overall about their experience. Given that internships are where students learn about possible careers, and that the reality of the job may not meet student expectations, we are impressed by the overall ratings given to the questions asked. Options on the senior exit survey ranged from 1 (strongly agree) to 7

(strongly disagree). In Fall 2017, the mean agreement of seniors on statements about the CCJS internship was as follows (n=12/13 seniors):

My internship experience allowed me to evaluate possible careers.	1.92
My internship experience increased my ability to critically understand the connections between social institutions such as education, employment, and criminal justice.	2.00
My internship was a worthwhile learning experience.	2.25
My internship experience helped me learn how to apply theory to practice.	2.58
My internship experience allowed me to get job references/make job connections.	2.25
My internship experience helped me get a job.	4.25
My internship experience resulted in my being better able to understand social change.	2.75
My internship experience resulted in my being better able to participate in social change.	2.1

In response to **“What were the major strengths of your internship program?”** seniors wrote:

It gave me a feel of the type of work I would like to get into and also the type of people I will work with.

Learning how to work with at-risk youth and figuring out what I want to do with my career.

My internship helped me explore the career I want to go into, and also gave me real experience about how the court system worked. It is also a boost on my resumé.

Money

keeping busy all time and actually learning new stuff.

Huge learning experience. Loved making classroom to real-life connections

The exposure it gave me to reading and comprehending the scope of criminal cases as well as the importance and difficulty of processing and following through with restitution cases.

The major strengths of my internship are applying theories to situations and gaining a first hand experience of youth go through.

It helps you get out there and experience your future career before getting too deep. It's like a test to see if you like it.

Seniors were also asked **“What were the major weaknesses in your internship program?”**

Would like to have had more responsibilities.

Too repetitive at times - not always stimulating.

The amount of hours we had to intern was extremely high. Especially if we were doing our internship over one semester. In addition, as my internship was unpaid, it was difficult to keep a job, and internship, and good grades.

Lack of structure

Senior Exit Surveys: Senior Seminar, the CCJS capstone course which all students take the last semester they are finishing their CCJS degree, is taught every term. Usually there is one course section offered in Fall, and two in Spring, although this has meant that at times there were up to 35-40 students in what is intended to be a seminar limited to 25. At the end of each term, all seniors are sent a link to the online Senior Exit Survey and asked to provide their insight. The surveys are anonymous, and ask a wide variety of questions about the CCJS curriculum, and student experiences with advising and other aspects of the major. This document reports results from the most probative of the 35 questions (see Appendix for copy of Exit Survey).

In Fall 2017, 13 seniors completed the Exit Survey. The 13 respondents included 10 women and 3 men, 8 of whom identified as Latino/Hispanic, 5 of whom were White, and 1 who marked Native American (presumably one student marked two categories). 8 students were first generation, and 8 came to SSU as freshmen. The top-ranked occupation of interest was law enforcement, followed by victim services, then probation. 11 of 13 respondents definitely or probably plan to further their education after earning their B.A., with one indicating plans for a doctorate, six indicating master's degree goals, and five indicating interest in a specialist degree such as law or an MSW.

12 of 13 respondents approved of the idea of CCJS having a master's program, with 9 saying they would likely/very likely apply if it were available. 10 of the respondents were employed during school, with 7/10 saying they worked at least 26 hours a week. 11 respondents sought advising at least 3-4 times while at SSU, with 7 saying they sought advising 5 or more times. Advising of various types (GE, major, career) was rated on a 7 point scale for its helpfulness, with 1 = very helpful and informative. Mean ratings are shown below:

Type of Advising	1=Very Helpful and Informed
Major requirements	2.85
Internship advising	3.23
Graduate school advising	2.15
GE advising	3.25
Flexibility in assigned advising	3.46
Career advising	3.17
Advising in general	2.92

To see how the concept of diversity is perceived by our graduating seniors, and to investigate their perceptions of the degree to which diversity is embedded in our curriculum, the Senior Exit Survey includes a series of questions asking students how they define “diversity.” Results of the question **“To me, the term “diversity” includes...[X]”** The table below shows how many of the 13 seniors felt diversity included this characteristic:

culture	13
ethnic background	13
gender	11
religious/spiritual beliefs	12
socioeconomic status	10
age	8
sexual identity/orientation	10
ability/disability status	7
political orientation	7

Students then responded to: *“For the following question, please think about diversity as including the characteristics you checked in the prior question. The CCJS department provides an education to students that promotes an understanding of people from diverse backgrounds.”* The mean response to this question on a seven point rating scale (1=strongly agree, 7=strongly disagree) was 4.92 (n=13), with seven students strongly agreeing, four agreeing, but two students strongly disagreeing. *“CCJS department courses incorporate perspectives about diversity issues in relation to crime and criminal justice”* brought a similar pattern, with four students strongly agreeing, seven agreeing, with one student neutral and one strongly disagreeing. It is interesting to note these results given the more positive averages on related questions 9-11 below.

G. Discuss changes to curriculum as a result of assessment findings made during the review period.

As noted in earlier sections, in response to our 2007 and 2011 program reviews, major restructuring in the curriculum was undertaken, changes were made in advising protocols, and decisions on faculty hiring priorities were made.

During periodic CCJS curriculum and assessment discussions, CCJS faculty continue to consider how best to structure the CCJS curriculum. These include discussions about the evolving areas of our interdisciplinary field, such as the rise of Green Criminology as a subfield, the integration of

our GE course with other CCJS core requirements, the role of our research methods and criminology courses, the structure of our internship requirement, and the objectives of our capstone senior seminar. We have also discussed the sequencing and restructuring of our law courses, and the role that “electives under advisement” play in rounding out the experiences of CCJS majors.

Most recently, assessment data lead CCJS to re-create the required Research Methods course as a WIC course, and has lead faculty who teach the capstone Senior Seminar course to continue to experiment with ways to best develop the course. There have also been adjustments made to Internship on the basis of assessment data, and we anticipate that new policies being developed by the CSU on student internships will bring additional changes.

In response to student input on the Senior Exit surveys, CCJS decided to reinstate ‘appreciation of ethical issues in CJ’ as one of its program learning objectives. It had been a PLO prior to 2007, when the decision was made to streamline PLOs and to roll ethics into all our courses. Student comments that they would like to see ethics given more in depth treatment, including possibly having a seminar dedicated to it, is leading to department conversations about how to do this. At this point, a possible option is creating a Special Topics course on Ethics in Criminal Justice. Also, in response to student feedback, this term we are piloting a Special Topics course in Cybersecurity, and another on Criminal Judicial Process.

We continue to examine the viability of scaffolding course offerings such that certain courses such as Criminology, and Research Methods, would be taken before other courses. Limited student feedback is mixed on this, and the concern is that such scaffolding could create bottlenecks. Further discussion of this will occur.

H. Discuss plans to develop or change assessment strategies over the next review period, and provide a summary of key limitations that inhibit effective assessment of PLOs.

The CCJS department’s assessment efforts focus on assessing student learning outcomes in selected core classes, in keeping with the department’s ongoing assessment plan. The courses include internship and the capstone senior seminar course.

However, in light of the growing focus on general education course assessment, CCJS now plans to periodically assessing program learning objectives in our sole GE course, Introduction to Criminal Justice and Public Policy (CCJS 201). The design will be a pre-test/post-test of 20-30 questions administered through the online survey program Qualtrics at the beginning

and end of term. We will develop questions that directly assess students' knowledge of key concepts that they should learn in this course, and then create the survey. The administration of the survey and the data analysis will require no additional work for the adjuncts, who will simply place a link to the survey on the website for their course sections. The survey will be anonymous, and comparative data for CCJS majors/other, native/transfer students and by class level (frosh, jr/sr) will be examined. Core faculty will conduct the data analysis and disseminate the findings to all faculty for use in course planning. The department plans to pilot the survey in Fall 2018.

CCJS has been considering using Senior Seminar Synthesis Journals for assessment purposes. Some faculty who teach the capstone have been doing this informally for a few years. These journals reveal evidence that students gained knowledge throughout their education in CCJS at SSU and that the senior seminar class provided them with a forum to integrate that knowledge. Through their synthesis journals students relate department learning goals to specific readings and discussions in class.

As noted earlier, CCJS would be interested in creating an online alumni survey using Qualtrics. The major barrier to doing this is the need to be able to have alumni emails in order to send the survey.

VI. Program Quality and Integrity

A. Discuss program demand by analyzing trends over the review period in student applications, admits, and enrollments.

Enrollment data show that CCJS is currently at about 300 majors and minors, down from a high of almost 450 a few years ago. It is also clear from the number of students who seek admission to the major that without impaction status and a GPA requirement of 3.0, CCJS would quickly add majors. Every week CCJS advisors turn away students who would like to declare but who do not have the requisite GPA.

B. Discuss disciplinary changes, including market research, or changes in career prospects for graduates that might affect student demand or the curriculum in the next five years.

The faculty periodically discuss changing trends in the field, as for example the rise of Green criminology and the increasing interest in cybercrime and gang issues. There is an increasing need for majors to be critical information consumers, and especially to have good 'data literacy.' Continuing to help our students be critical thinkers who are astute information users is the best way to prepare our students for the changing job market.

C. Discuss retention trends and time to degree for first-time freshmen and transfer students or graduate students (compare to all students at the same level

and disaggregate for significant student demographic groups identified above). Discuss plans for improving retention and graduation rates.

CCJS has a good retention rate, and a very good graduation rate (see Appendix for 6 year graduation rate data from Office of Analytics). Time to degree data from the CSU dashboard shows that the CSU Graduation Initiative is working to help remove administrative barriers to graduation. CCJS has worked to improve advising so that students graduate in a timely manner, and advisors now use Advising Notes online to help streamline the advising process.

D. Discuss student perceptions of the program, including satisfaction with the major, instruction, advising, and course offerings, as information is available.

The Senior Exit Survey includes a detailed set of "Curriculum Assessment" questions, which respondents rated on 7-point scales (1=strongly agree and 7=strongly disagree), which revealed significant strengths of the CCJS curriculum and possible areas for attention. Here are the means for Fall 2017 (n=12/13):

1	The course content has been intellectually stimulating.	2.58
2	The curriculum has improved the quality of my thinking.	2.42
3	The curriculum has stimulated me to do some of my best work.	2.58
4	The courses have helped me develop critical thinking skills regarding criminology and criminal justice issues.	2.25
5	The courses have helped me develop my writing skills.	2.75
6	The courses have helped me develop my speaking skills.	2.83
7	The courses have helped me learn how to apply theories.	2.17
8	The curriculum enabled me to more fully understand the political and social institutions in which I live and work	2.42
9	The courses have helped me to appreciate how and why race and ethnicity influence and are embedded in the criminal justice system.	2.50
10	The courses have helped me to appreciate how and why gender influences and is embedded in the criminal justice system.	2.83
11	The courses have helped me to appreciate how and why social class (or socioeconomic status) influences and is embedded in the criminal justice system.	2.58
12	The courses have improved my understanding of major theories and theoretical trends in criminology and criminal justice.	2.33
13	The courses have enabled me to make the connection between local and global contexts.	2.83
14	The courses have helped me appreciate the ethical dilemmas that are part of the criminal justice system.	2.42
15	I would strongly encourage others to major in CCJS.	2.33

"In reviewing and reflecting about the above items in the curriculum, I believe my training was strongest in the following areas:" (open-ended).

Juvenile justice

learning how to apply theories -understand the political and social institutions -appreciate how/why race and ethnicity are embedded -appreciate how/why gender influences -appreciate how/why social class influences -appreciate the ethical dilemmas

Learning general theories and applying them to the real world, news, and cases.

Improving my quality of thinking

Constitutional Law

Not Sure

Theory (causes of crimes) and being able to apply to every class, lecture, and CCJS related project.

My writing capabilities.

Socioeconomic status, gender, and race and ethnicity.

Ethical dilemmas and improved my quality of thinking

"I believe the curriculum would benefit from specific courses devoted to the following topic(s): Please write your answer here:"

Juvenile justice, mental health issues, the impact of homelessness, (sic)

Crimes against people of different sexual orientation

Ethics in Criminal Justice

-gender -social class -mentally ill

Some connection to forensic science, or law.

Gangs

Drugs. Investigations. Police jobs

Ethics

Probation & Parole; Social Work/Social Services

School to Prison Pipeline

global criminal justice and what politics do to the justice system

Criminal law, civil law, forensics, actual pre-law courses

"What are the best features of the CCJS program? This question is about the program as a whole rather than individual faculty. Please write your answer here:"

It gave me a better understanding of the background causes of criminality and criminal behavior. It changes your perspective on why you think people commit crimes. I think people outside of our major view criminality differently than how we see it.

Having great professors who are understanding and have experience in the relating fields

Having supportive and dedicated staff, providing classes that (hopefully) widens students' perspectives, and allowing for transfers to come into our program.

I feel like a lot of the program was very repetitive. There are only so many theories and ways to say that the criminal justice system is corrupt and racist, and needs to be reformed in a lot of ways. Criminal justice is an incredibly broad topic, but I felt as though we were learning nearly identical things in different classes. This especially relates to Seminar in Criminology, Research Methods, Senior Seminar, and Juvenile Justice.

The ability to study the classes in another country and let students study abroad, bringing credits back to SSU and graduating on time

The diversity of students and professors.

The professors are superior and the flexibility of the entire program is wonderful.

The variety of course topics, and diverse faculty members.

I received a paper when I transferred to SSU explaining all the classes I NEEDED to graduation and some option elective classes. This was the best piece of paper I have ever received because it guided me through college and it was extremely understandable. Requiring an internship is also an amazing feature of the program because it made me branch out and experience a career I might not have ever considered for my future.

I thought some of the classes were really interesting but some of the ones I wanted to take filled up too fast. The teachers are great.

“How might the CCJS program be improved? For example, should there be courses on race, ethnicity and crime; criminal justice ethics; qualitative research methods; environmental crime; or an advanced research methods course? Please write your answer here:”

I do believe that courses on race and ethnicity should be improved especially since those are two topics that never go away in society or our criminal justice system.

Yes there should be courses in race and ethnicity as well as in environmental crime

Ethnicity and crime and Criminal justice ethics are a absolute MUST

Yes, I think there should be courses on such things as race & ethnicity, the mentally ill, ethics, etc. The CCJS program can also improve by offering more of the same classes so people can graduate on time.

I think that having a class on forensics or criminal law would be interesting. I know Rights of the Accused is offered, but when many students want to go into law enforcement or the legal field, a focus on those two topics would be appreciated.

Have courses on gangs

Having more courses on ethnicity.

I think it would be helpful to offer a social service/social work class. Also, classes are taught very liberally, I think classes would be more effective if taught more in the middle of liberalism and conservatism.

There should be more special topics courses offered more consistently.

“An argument could be made that some CCJS core courses should be taken before other core courses. Based on your experience, do you think it would be helpful to the learning process if CCJS students were required to take CCJS 420 (Criminology) and/or CCJS 370 (Research Methods) before they take other upper division CCJS classes? For students who transfer here their junior year, it would mean that they need to take CCJS 370 and CCJS 420 the same semester. (Check all that apply)”

- Yes, CCJS 420 (Seminar in Criminology) should be taken before other core courses (except 370) 54% (n=7)
- Yes, CCJS 370 (Seminar in Research Methods) should be taken before other core courses (except CCJS 420) 15% (n=2)
- No, neither of the above courses should be required before other core courses (please briefly indicate why below) 31% (n=4)
 - I definitely believe that CCJS 420 should be required before other core courses or even be required to declare CCJS as a major. I think I would have benefited A LOT from taking this before the core courses. I took this after I had taken several courses in which knowing the theories beforehand would have been really beneficial.
 - I think it is very crucial that CCJS students take CCJS 420 as one of their first core courses
 - Having a greater understanding of criminal justice from different classes helped me in CCJS420. I knew more examples, and could better relate the theories we were learning to different things we had learned in other classes. It also made the discussion more interesting when most of us had already taken a multitude of CCJS courses.
 - I remember being grateful that I took CCJS 420 in my first semester because I was able to apply that to every other CCJS course
 - I don't think having prerequisites would change anything

E. Discuss what your students are doing after graduation and/or program completion. What is your program doing to support students in achieving their goals during their time at SSU and/or after they leave? Are there activities,

curriculum, or co-curriculum that your program would like to add in order to help students meet their goals?

Senior Exit Survey data gives a snapshot of what some of our majors are planning to do after graduation, and a few years hence: (F 2017 data).

“Finally, where do you expect to be in your career in 5 years?”

I expect to be working in adult or juvenile probation and hopefully pursuing or completed a Master's degree.

Working as a probation officer

Hopefully working as an attorney!

I hope to be doing social work (working in the juvenile justice system) and volunteering at a prison in 5 years.

graduated from law school and working in a law firm

Military

Juvenile Probation

Lawyer

Hopefully done with my Master's Degree and starting my professional career.

Finishing up in the Navy and getting ready to apply for the FBI

I hope that I can make a choice of whether going to law school is the best option for me. If it is then in 5 years i should be ending my time in law school with a law degree and studying for the BAR exam, hopefully out of CA.

CCJS works closely with students to help them succeed in their goals while they are at SSU and beyond. From intensive advising on academic, career, and related matters to tailoring classes to the needs of students with varying levels of preparedness, CCJS faculty and staff work hard to help students reach their goals. CCJS students are also fortunate to have Dr. Napoleon Reyes take the initiative to organize faculty and students to conduct research, give practice presentations, and present at professional conferences. All faculty work with and mentor McNair and Koret scholar. Our CCJS student club, “The Forum,” (Faculty Advisor Dr. Emily Ascencio), is a great co-curricular resource for students. The Forum organizes speakers, field trips, and most recently, students created a graduation stole (sash) for the first time. The Forum could use more support to expand their activities.

Another key aspect of CCJS is the opportunity for students to conduct research under faculty supervision and then present that research at conferences. This is an endeavor that could use more travel support, because although the School has a travel fund for both faculty and students,

sometimes students do not receive sufficient funds to cover the cost of attending a conference, especially a distant one.

VII. Instruction, Advising, and Resources in the Program

A. Discuss data related to instruction (Headcount in major, FTES, SFR by instructor type, participation in hybrid and online instruction). Discussed earlier

B. Discuss participation of faculty in delivery of General Education (disaggregate by tenure system faculty and lecturers). Discussed earlier

C. Discuss pedagogical methods (activities and assignments) used in the program and reflection on their purpose, relationship to learning outcomes, and educational effectiveness. Internship and Senior Exit survey discussed earlier.

D. Discuss relevant learning experiences outside the classroom offered to students in the program (e.g., internships, community-based learning, research experience, study abroad, etc.).

CCJS Internship: The internship experience is an essential opportunity for CCJS students as they “try out” potential future occupations. There is a wide variety of internships available, whether a student is interested in law, law enforcement, some aspect of Corrections, working with victims, working with offenders, working with at-risk youth, or some capacity related to criminal justice. The internship placements include agencies of the criminal justice system and non-profit organizations such as Friends Outside (which works with the families of incarcerated offenders), the Girls Scouts (some of our students have served as Scout Leaders for girls in detention at juvenile hall, and Forget-Me-Not Farm, which provides therapeutic services for neglected and abused children. Students may intern as part of CASA (Court Appointed Special Advocates), or with a bail bonds agency, or working with Verity as a sexual assault hotline resource person.

Dr. Emily Asencio serves as the CCJS Internship Coordinator, and as part of this she supervises all CCJS internships, including researching internship opportunities, matching students with internships, supervising student interns through periodic individual or group meetings during the semester, consulting with internship site supervisors, conducting internship site visits, and evaluating the internship journals and reflection papers that students are required to submit.

Having a dedicated Internship Coordinator position has brought many benefits. It allows for seamless communication between internship providers, students, and members of CCJS, and provides the benefits of uniformity. However, because all CCJS majors are required to have an internship (and a few minors choose to as well), the Internship Coordinator

workload has grown significantly as the major grew. Along with the likelihood of new regulations regarding internship administration (the one semester reqmt., possibly others), it may require more resources than the two courses of release time (8 units) currently allotted.

The founding internship coordinator, Dr. Jackson, noted some of the types of Internship problems that he has had to deal with in the past few years, and how he had developed solutions:

1. an internship site supervision situation that doesn't work for a student.

This kind of situation is unusual and infrequent, in part because we are familiar with internship placements in advance and can anticipate potential problems. Over the years I have, however, seen it happen in internship placements that happen in family owned businesses (such as law) and the internship flounders because of family disagreements. In response to this I warn students that internships in family based businesses may not be in their best interest. This has also happened in one placement in which the site supervisor and student had conflicting opinions about appropriate social boundaries. The student felt so uncomfortable in the placement that I intervened and placed her in a different site. In discussing the problem with the site supervisor I felt it was necessary to stop referring students to the placement for over a year so things could cool off and I renewed referrals after meeting with the supervisor and setting up ground rules for the interns that appeared to me to be associated with student frustration, such as the minimum amounts of time students can intern; days and times for interning that can be known well in advance; and appropriate feedback to provide interns. Some internships may not work out for other kinds of reasons, e.g., one student who was placed in an animal assisted therapy program thorough enjoyed the internship experience but was highly allergic to the hay and other feed for the animals. Now I ask students who wish to intern there that they check to see if there are allergens present that would interfere with their placement.

2. students who have a paid job and don't feel they have time to do an internship

As with the CSU and SSU generally, many of our students work and feel they don't have time to do an internship. This is exacerbated when they wait to complete their internship during the semester they feel they should be graduating. In response to these kinds of situations I have done several things: 1) increased the number of informational meetings with students about the internship process. Informational meetings happen each semester between 3-6 times; 2) provide information to students that it is imperative that they plan their internship well in advance of their planned graduation given the delays caused by background checks, finding an appropriate internship placement, and a need to work. I educate students about the flexibility of internship duties depending on where they intern and discuss,

as one possibility, how they can do internships over a longer time period rather than trying to cram backgrounds, training, and performance into a single semester time frame; 3) in a small number of situations I permit students to complete special projects at their place of work, such as a student who was a full time CHP officer who worked with the chief of his department in his off-duty hours to develop a new community outreach program with local agencies. This solution does not work in all situations.

3. students who are confused about the requirements for the internship.

a. Because most students have no knowledge about what an internship entails, the CCJS Department has a well-developed web page with internship related information on it, which is purposefully designed to answer nearly all questions about the internship process, formal requirements, prompts to complete requirements, strategies for finding internships, lists of available opportunities, and other information. The only problem with this is that students may not or do not read the web page (see 3d below).

b. Faculty are aware that students contemplating internships should meet with and do refer them to the Intern Coordinator. This works well because there is a lack of confusion that can happen when multiple faculty try to educate students about internships.

c. There is a Prospective Intern Form that students complete when they are looking for an internship. I have developed an Internship Checklist for students who are at varying stages of progress in their degree: a) those who are just beginning to explore what the internship is, assessing their own interests, and answering basic questions; b) those who are seeking to find and enroll in an internship; and c) those who are interning and need to complete all of the requirements. This checklist and other information, such as deadlines and new internship openings, is emailed to all CCJS majors and minors at least twice a semester via the Department's CCJS-Announce listserv.

d. There are now two mandatory meetings for interns (at the very beginning and end of the semester they are enrolled) to go over the requirements that will apply to them during the semester they are enrolled. There used to be three, but over time I have learned that a mid-semester survey can be used to both track student progress and identify problems or issues that students may be facing. This appears to work very well and eliminated complaints that a mid-semester meeting with students unnecessarily interfered with their internships. Moreover, the mandatory mid-semester survey requires that students upload a recent entry from their journal and is very helpful in identifying students who confuse a journal with an hourly log. Another problem students have is how to manage so-called

“TBA” internships—which happen when students are unable to complete their background investigation before the deadline for submission of internship agreement forms. Over the years, the date for submitting these internship agreements has been pushed up and there has been a corresponding increase in the number of TBAs. The real problem for students can happen if they fail to resubmit a revised Internship Agreement Form after they have passed their background. The mid-semester survey has been a very useful way to learn about and manage this problem.

a. Compare program curriculum with at least three comparative institutions.

NO LONGER REQUIRED UNDER REVISED PROGRAM REVIEW GUIDELINES.

b. Comment on the adequacy of faculty to maintain program quality, including the following:

As shown in the section on faculty earlier in the document, there is a significant need for more tenure line faculty. The CCJS faculty were assured that we are in line for a new position, once the Provost funds new positions.

1. Number of full-time faculty and the ratio to part-time/lecturer faculty

The ratio has shifted since 2011 to more part-time/lecturer faculty. Because of this, core classes are increasingly taught by adjuncts, and for the last three years Intro, our sole GE course, has only been taught by adjuncts. CCJS faculty wants to pull the ratio back towards more full time tenure track faculty. This is important for several reasons, including keeping core faculty in touch with teaching lower division courses, and for helping mentor majors and potential majors who are in the Intro course.

2. Student-faculty ratio for teaching and advising

Advising ratios are much better than in the past, due to impaction. However, with 365 students and 6 full time faculty, the advising ratio of 73:1 is still higher than it should be for effective, student-centered advising. Even after our newest colleague assumes advising duties in Spring 2020, the advising ratio will be 60:1.

3. Faculty workload (including department, school, university, and community service)

CCJS faculty typically teach three 4-unit courses each term, plus the requisite CSU advising commitments, and service. CCJS faculty are very active in service, including participating as instructors in the School of Social Sciences “Sophomore Year Experience,” and the Freshman Learning Community. Faculty members participate in university governance in various ways, including participation in curriculum decisions, distinction selection, assessment and faculty retreats and the daily issues that arise through student, staff, public and faculty in-person and email contact. Within the department tenured and tenure-track faculty serve on numerous recruitment

and faculty search committees. In the School of Social Sciences, CCJS faculty are serving or have recently served on other department tenure track search committees, as well as the College Elections, Travel, Council of Department Chairs and Curriculum Committees. At the university-wide level, faculty currently serve on the President's Diversity Council, the Senate Subcommittee on Diversity, the University Program Review Subcommittee, The Institutional Review Board (Dr. Jackson, as Chair), the Sonoma State PreLaw Advisor, and others. Moreover, they are or have recently served on the faculty grievance panel, the University RTP Subcommittee, as reviewers for Project Censored, Campus Climate, and as a CFA representative and organizer.

4. Faculty review and evaluation processes

The CCJS department follows the university-wide RTP Policy, which is common practice at SSU. These guidelines recognize the importance of professional contributions as evidence of progress in the attainment of tenure and promotion. Last year, one faculty member was tenured and promoted to Associate Professor. This year, another faculty member is in the final stages of her tenure and promotion process.

5. Availability of faculty mentoring programs

Senior CCJS faculty work to mentor junior faculty, and the Dean will seek mentors for new faculty.

6. Availability of and participation in professional development opportunities

The Faculty Center offers some good professional development opportunities, but there is always a need for more. One of the CCJS faculty, along with a Psychology faculty member, presented several workshops on the online Survey Program Qualtrics that we were able to bring to campus. The workshops were full, and we are scheduled to offer another workshop in Fall 2019.

7. Time allocation for course development, research, scholarship

Senior faculty have noted over the years that publication expectations for junior faculty seem to have increased. Combined with heavy student teaching and advising loads, and expectations of service at all levels of the university and also in the community, faculty are extremely busy. The need for time allocation via course release for new faculty was recognized in the CFA contract, and is a welcome change in the situation for new faculty. However, this does not alleviate the problems of insufficient time that faculty face once they are past the probationary period. CCJS faculty work closely together to try and apportion the workload of department duties, and this is helpful.

g. Comment on student support offered in the program and at the institutional level, including the following:

1. Analysis of advising system in the program (who is responsible for freshmen, majors, prospective majors, graduating students, and GE advising? Who does career advising? Who works with at-risk students?). How is successful advising documented and measured in the program?

CCJS faculty are responsible for all types of advising, although recently (last semester) more resources in the form of a GE advisor for each School were announced. It is hoped that this will help with the advising overload, particularly with respect to the issue of GE advising, which at SSU is particularly complex and frustrating for students and advisors (Source: GE Task Force Subcommittee Report). Student satisfaction with advising in CCJS is measured through questions on the Senior Exit Survey.

2. Analysis of advising and career resources on campus (are resources adequate to meet the needs of your students?)

The graduation evaluation advisors in the Registrar's office serve as invaluable sources of support for faculty and students with regard to issues such as GE transfers, petitions of university requirements, and graduation applications. The Career Center resources do not seem to meet the needs of most CCJS students, who are more likely to find job leads through either their CCJS internship, or making a connection through one of the speakers in the Lecture Series, CCJS 399.

3. Analysis of the availability and need for tutoring, supplemental instruction, writing support, and TA training for students in the program.

There is great need for more support for student writing. The Writing Center is a good resource, but it is under-resourced and often relies on peer tutoring to help students who come in seeking writing help. EOP students have some access to tutoring, but not enough, and other students could use access to tutoring as well. There is no official SSU TA training for undergraduate TAs, and this leaves the training up to supervising faculty. Undergraduate TAs and Readers are very helpful, but limited in their ability to do some key tasks such as enter grades into the course LMS, Moodle. Per IT policy, they cannot have access as editing teachers to course sites to input grades.

4. Discuss the intersection of the GE curriculum with program requirements. Intro (CCJS 201) is our sole GE (Area D1 Individual and Society). It is a requirement for all CCJS students, including transfer students who have taken Intro CJ/AJ classes at their JC's. The rationale for

this is that because our course focuses on CJ and Public Policy, is also a GE course, and is 4 units, it is sufficiently distinct from a typical Intro CJ course. Transfer students are given up to 12 units of credits towards 'electives under advisement' for the CJ/AJ courses they have taken at the JC, with the exception of Investigations and other vocational courses such as report writing. Intro is an excellent recruiting tool for CCJS majors, and it is a very popular D1 Individual and Society GE. The CCJS department typically finds that 3-4 sections with 48 seats each will fill up within two hours of registration, so the Registrar saves seats for freshmen.

4. Discuss the adequacy of orientation, transition, and transfer programs.

SSU offers numerous freshman orientation sessions over summer, and offers in-person and online transfer orientations during both terms and once during summer. In the past couple of years, one of the CCJS faculty (Dr. Emily Asencio) has been the lead for organizing School faculty to participate in the summer freshman orientations, which is very helpful for all of us in CCJS.

5. Discuss the adequacy of financial support (scholarships, fellowships, teaching/research assistantships, etc.)

The SSU scholarships, based on merit, are helpful to many students. The Koret and McNair scholarships are based on merit and are designed for URM students. Judging by the amount of paid work and the amount of student loan debt our students are accumulating, financial support is clearly inadequate. This is especially the case for students who are not academic stars, but maintain a modest C or B GPA.

6. Discuss the adequacy of health, wellness, and psychological support services.

There is inadequate support for mental health services, which the current new administration appears to realize. Students are more anxious and stressed than ever, and there is great need for more health, wellness, and psychological support services.

7. Discuss the support in the department and at the institutional level for research or engagement in the community (fieldwork, internships, community engagement).

The CCJS department provides strong support for student engagement in the community through internships, and provides opportunities for undergraduates to work on their own research and with faculty members on their research. This is made possible by student travel funds and participation in McNair and Koret scholarship opportunities, but with more

extensive institutional support many more students could be offered such research opportunities.

8. Discuss the support the department and the university provides to ensure the success of first-generation, low-income, and under-represented students.

In addition to the efforts of the University as a whole to ensure that students in the above groups succeed, CCJS faculty work diligently to try and 'level the playing field' for our students who are first generation, members of under-represented groups, low income, and other groups (e.g., Dreamers, veterans). CCJS places special emphasis on 'intensive advising,' in order to help ensure that students understand the best pathways to success at University. We work to use the lowest cost texts in our classrooms, and to connect students with available resources (such as scholarship opportunities). Perhaps most importantly, we consistently communicate to our students that they should feel encouraged to ask questions and let us know if they are encountering academic or personal obstacles to their success at Sonoma State. We are increasingly advising students who are returning veterans, DREAMERS or other documentation-challenged students, and we work hard to respond to their questions and link them to needed resources.

9. Discuss the availability and success of the institution's remedial coursework for students in the program. This remains to be seen, given recent CSU decisions regarding remedial math and writing courses.

10. Comment on the adequacy of library and information resources (including library holdings to meet both curricular and research/scholarship needs of students and faculty. The library is a wonderful resource, but in recent years a shortage of librarians has meant far fewer opportunities for librarians to hold workshops for classes on research and information literacy. This term, the library conducted successful searches for three librarians, so the faculty are hopeful that this will help with library support. In terms of journals, cutbacks to some journals have left some faculty to find workarounds to the journals they need. Library multimedia resources have, however, improved a lot in recent years, with many relevant streaming videos available.

11. Comment on the adequacy of technology resources in support of pedagogy and research/scholarship for students and faculty. CCJS faculty have made the switch to Canvas and appreciate the faculty workshops and Canvas support for both faculty and students that is provided. When Stevenson is fully retrofitted, it is hoped that the new

spaces will provide much improved classroom technology. IT workshops and Faculty Center workshops are excellent, but usually aimed only at faculty rather than students.

12. Comment on the adequacy of instructional space and facilities, including the following, as appropriate: [Moot question in view of imminent Stevenson retrofit].

13. Comment on the adequacy of staff support, including clerical and technical staff, to support program operations. CCJS is very fortunate to have excellent, competent colleagues in the front office, with an AA, and AC, and a student assistant shared by CCJS and Sociology.

14. Comment on department needs and trends for operational budget over the review period. Our operational budget has been sufficient for basic office and teaching needs. The CCJS department was able to purchase a department Mac and other needed items last year, due to an unexpected surplus of OE for departments. It resulted from an administrative decision that departments would not be charged for in-house copies (print shop copies still cost), and thus all departments on campus had this extra money at their disposal. It is not clear if this pattern will continue.

VIII. Summary Conclusion (Interpret the significance of the findings presented in the above sections in relation to each of the aspects below).

A. What are the program's strengths and weaknesses? Are program goals and student learning outcomes being achieved at the expected level?

A major strength of the CCJS department is the quality and dedication of its faculty. The faculty is a cohesive interdisciplinary group of teacher-scholars who are passionate about learning and teaching. Faculty SETEs regularly note the competency, commitment, and enthusiasm of CCJS faculty members. The structure of the program is carefully designed and organized in order to introduce students to the field through a rigorous curriculum focusing on research and theory. One of the basic facts of the discipline, and reflected in the teaching of most CCJS courses, is that poor people, minorities and persons of color are overrepresented in the criminal justice system as both victims of crime and also as arrestees, court charges, incarcerated offenders and probationers and parolees. At the same time, we are aware that the causes and harms of white-collar crime are not scrutinized as carefully by our society and that its offenders receive more lenient treatment than other offenders. Given these basic facts about the nature of crime and the official response to it requires that we provide an

adequate understanding of the varied nature and forms of diversity and its implications for understanding crime and criminal justice.

Concern with these issues is fundamental to our introduction to the field, theories of crime causation, official responses to crime, correction and punishment as well as the research methods used to conceptualize the meaning of terms like diversity, crime and punishment. Moreover, due to the broad appeal of the CCJS major, we have students who are interested in Criminology and Criminal Justice processes from the perspective of involvement with the system on both sides of the law. Some of our students have parents, siblings, or close friends who are incarcerated; many others come from families with a history of working in law enforcement, corrections, prevention and the court system. These patterns provide opportunities for students to learn about lived examples of fundamental issues and processes in the field related to diversity. CCJS provides many ways for all students to learn about the application of theory to practice, and to appreciate the importance of evidence-based policies and practices.

Another very strong feature of the CCJS ethos is our commitment to diversity and the ways we work to show our professional and personal commitment to understanding and fostering support for diversity. Diversity is an integral theme of the field, and our curriculum is structured to foster awareness and appreciation of the way diversity in its myriad forms is part of the socio-legal context of criminal justice. As with the SSU student body overall, a number of CCJS majors and minors are "first generation" students who are the first in their families to attend college. The faculty takes extra care during orientation workshops and individual advising sessions to keep this in mind when assisting students with both substantive course material and assignments, and with routine matters such as navigating the registration process. Our Senior Exit Survey results over the years demonstrate that we are effective at this.

The faculty are keenly aware that each student is a unique individual with a particular set of experiences, a particular perspective, and individual expectations and hopes for their college experience and their careers. Our assigned advising system is intended to be flexible so that students can change advisors if there is someone with whom they are more comfortable relating to. Moreover, faculty are aware of minority scholarships and potential opportunities for bilingual students who may not be, which are announced in classes and published over the CCJS Announce listserv. We have had several McNair and Koret Scholars who were mentored by CCJS faculty during the last several years. We have also increased the opportunities for students to work with faculty on research projects through participation in SSURI (Social Sciences Undergraduate Research Initiative) and through mentoring students who wish to present research at conferences in the discipline.

During advising, CCJS faculty take a student-centered focus by asking students questions designed to help them have the most meaningful college experience. Thus, the faculty recognize that the whole student, including academic background and preparedness, career goals, work situation, and personal lives, must be considered together when advising about everything from the nuts and bolts of selecting classes to decisions about whether to apply to graduate or law school, or how to deal with a family emergency or illness that is taking attention away from coursework.

The CCJS department's weaknesses reflect resource constraints. With more faculty resources, CCJS could expand its curricular offerings. Whether more sections of core courses, more opportunities to pilot needed new courses, the prospect of a visiting lecturer, or more resources to support student research, any new resources would be put to good use.

CCJS program goals are being met, according to available assessment data. Student learning outcomes are satisfactory, although information literacy needs continual work. Writing abilities for students who take Research Methods as a WIC course are improving, but there is always need for more opportunities to improve writing. Public speaking remains a challenge for some CCJS students, and CCJS faculty were interested to learn that the Engineering dept. is sponsoring a virtual reality public speaking scenario that it is pilot testing. We plan to investigate how that could be scaled up.

B. Where are the program's opportunities for improvement?

As noted earlier in this document, with additional resources the CCJS department could improve its curricular offerings, continue to support student research, and provide even more support for students as they consider post-graduation plans such as law school or graduate school. Despite impaction, the advising load is still high, and this causes frustration for both students and faculty.

C. Discuss the program's action plan for the next five years. Findings from the prior sections of the self-study serve as the foundation for building an evidence-based plan for program improvement.

Criminology and Criminal Justice Studies Action Plan

Assessment:

We will continue to hold CCJS Department Assessment Retreats, with interim discussions of assessment topics at regular dept. meetings as appropriate.

CCJS 201 – The CCJS department would like to institute a pre-post assessment using the online survey program Qualtrics to survey samples of

students from each section of Intro (CCJS 201) periodically. As this is our only lower division and only GE course, data from a pre-post test would be used to assess the degree to which both the GE and discipline-specific course learning outcomes are being achieved. It would be particularly useful to compare the achievements of native and transfer students, and majors and non-majors, in order to have data to inform curriculum choices for this course. The assessment instrument would be designed by consultation with all faculty members, including the adjuncts who regularly teach the course (they are willing to give feedback to items drafted by core faculty). The instrument would be administered to Intro students in all sections at the beginning and end of selected semesters, and the data for all sections pooled. Use of the online survey program would make this feasible to administer and perform data analysis, which is especially important given that no additional time demands would be made of adjunct faculty teaching the course. The Intro Pre-Post direct assessment instrument is in the process of being developed; to be piloted Fall 2018.

CCJS 499 (Internship) – the department will continue to use internship evaluations completed by students in order to calibrate the internship experience to the department’s learning objective of integrating theory and practice. Internship evaluation forms were redesigned and the submission protocol changed to make the results more accessible to students perusing the internship evaluation file.

The department will continue to seek ways to improve the value of internships for students, including continuing to have one person coordinate internships, seeking feedback from students on how internships contribute to their ability to relate theory to practice, and finding ways to take the needs of students not suited for internships into account (per our 2007 external reviewer’s comments). On this point, CCJS faculty differ from the external reviewer; we believe that every student in the major benefits from participating in an internship, and that all students can be matched with suitable internship opportunities. Thus far, our Internship Coordinator has been successful at finding suitable internships for all of our students, regardless of immigration status or criminal history.

Senior Exit Surveys – CCJS will continue to use this valuable metric as a major source of data, albeit indirect. The department will continue to tweak the survey each year to streamline it and ensure its usefulness. If possible, integrating the findings from each year’s surveys using Qualtrics will be done, so that trends over time can be digitally displayed. This is probably technologically possible but has not been done due to lack of resources.

Alumni Survey - We are still discussing the possibility of conducting a CCJS Alumni survey, using the online survey program Qualtrics. Getting access to

alumni email addresses from the Development office would be essential to do this.

Curriculum:

1. Since the last program review, CCJS has repeatedly discussed the question of whether to create a master's program. Although no doubt this would be a useful addition to the graduate programs available to interested students, given the lack of a similar master's program in this geographic area, at present we have decided that there are too many resource issues. We have decided instead to continue focusing on providing an excellent undergraduate education for our majors. Should the resource picture change, we can revisit the issue.
2. We will develop course content guidelines for the core (or optional core) courses that do not yet have these.
3. CCJS faculty are discussing whether to create an Ethics course, either as a full four-unit course or as a two- unit course. The impetus for this is both faculty and student interest. Currently, there is an ethics portion of Senior Seminar, and the students have often said they would like to see a dedicated ethics course. One of the faculty members is writing a book on ethics, and we are considering piloting the course as a Special Topics offering. Discussions about how to do this while having adequate faculty coverage of the existing curriculum are ongoing.
4. The department would like to be able to offer elective courses on a wider spectrum of criminological topics, including environmental crime, gangs, and others. We would like to have at least one new tenure-track hire with possible specialization in one of these areas and more.

What internal improvements are possible with existing resources?

CCJS is learning to make better use of the new School GE advising program, which existed in limited form already but has recently been scaled up. Together with improvements in the Degree Planner and data available from the Office of Analytics, CCJS is better able to plan for course scheduling needs. Faculty continue to examine how to better advise students, working on the assigned advising framework in place to try and deal with rush times such as pre-registration weeks. [2019 update: It appears that Vanessa Bascherini, who was an invaluable resource to CCJS, has been reassigned to advise undeclared majors. As of August 2019, we do not appear to have an assigned GE advisor, and we expect that this will be remedied as soon as possible].

What improvements can only be addressed through additional resources?

Despite resource constraints on travel budgets for faculty, faculty members regularly participate in academic and professional conferences and work meetings. These allow faculty members to bring some of the latest research questions and findings back to the classroom, enhancing students' understanding of the trends and controversies in the criminology and criminal justice field. In recent years, CCJS faculty have taken groups of students to present their research projects. Some of the students have created their projects as part of CCJS 370 Research Methods, and other students are McNair or Koret Scholars who have conducted research that they present at a conference, and also at the on-campus undergraduate research symposium held each spring. These are invaluable learning opportunities for these undergraduate students, and this is an endeavor that CCJS faculty would like more resources to support, especially greater travel funds for both faculty and students.

In terms of resources required to meet our current action plan, we need support in the areas of:

- A minimum of one new additional hire to replace our retiring tenured faculty member
- Continued adjunct faculty to teach our sections and meet targets
- Continued support for faculty travel to conferences
- Increased support for student travel to conferences
- Support for adding a lab component to our research methods class, which would increase our operating expense allocation

The CCJS department looks forward to receiving comments on this self-study. Please direct comments to Diana.Grant@sonoma.edu