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1. Executive Summary

1.1 Description of the Department and its Programs: The Department of Justice Studies ("JS") offers a B.S. in Justice Studies, an M.S. in Justice Studies, two B.S. degrees in Forensic Science, a minor in Justice Studies, and is one of three sponsoring departments for the interdisciplinary Legal Studies Minor. In Fall 2007, the FTE/F for JS is 13.3, FTEA/C is .6, and the FTE/S is 454.4. JS awarded approximately 159 B.S. degrees (156 in JS and 3 in Forensic Sciences) and 20 M.S. degrees in 2005-2006.

Since the last program review in Fall 2000, the name of the department and its degrees was changed. Formerly the "Administration of Justice Department," in 2004 the department changed its name to "Justice Studies." The name change was undertaken because the faculty felt the new name better reflected the curriculum, the state of the field nationally, the faculty's areas of expertise, and the liberal arts nature of the degree (i.e., its foundation in the social sciences and humanities). Degrees awarded were formerly B.S. and M.S. in Criminal Justice Administration, and are now B.S. and M.S. in Justice Studies. Further discussion is in part 3.1.1 below.

In addition, since the last program review JS participated with the departments of Communication Studies and Political Science to develop and implement an interdisciplinary minor in Legal Studies. JS also added two interdisciplinary B.S. degrees in Forensic Science (one concentration in Chemistry, and one concentration in Biology). The Forensic Science program is not included in this Program Review. It will require a separate review schedule and process, as it is also undergoing the steps necessary to become an accredited program with its national accrediting body, and it was not formally put into place until the 2003-04 academic year. Furthermore, given that program's core curriculum in the sciences, it will likely require a review process that includes the participation of the Biology and Chemistry departments, the Dean of Science, and an external reviewer team with the requisite scientific expertise.

1.2 Synopsis of the Previous Program Review Recommendations

The external reviewer recommended the following: (1) instituting college-based graduate staff support to coordinate with Graduate Studies and serve all CASA grad students; (2) addressing space constraints to enable faculty to work more productively; (3) exploring a college-based central advising system; (4) addressing course overlap between SJ and sociology; (5) and at the university level, acquiring essential library resources (journals, books, data sets, reference materials) to support the continuation of graduate education.

CASA Dean Ego recommended the following for the AJ (now JS) Department: (1) active participation in the joint doctoral program with UC Davis and CSU Fresno; (2) explore ways to fund graduate assistant positions; (3) pursue creative scheduling to meet student demands, including experimenting with offering courses at non-traditional times, at off-campus sites, and using online instructional formats; (4) explore a curriculum emphasis in technology, environmental, and corporate crime to strengthen ties between the local community and the department; (5) explore ways to fund staff assistance for the graduate program; (6) pursue upgrading classrooms to "smart classrooms"; (7) review library resources in order to enhance
crime and justice resources available; (8) talk to Sociology about reducing course overlap to reduce competition for FTES; (9) continue outreach and recruitment efforts to increase number of majors.

The external reviewer’s recommendations were primarily addressed to the college and university (external reviewer recommendations 1, 2, 3, and 5). As noted in the department’s response to her recommendations, recommendation 4 related to a problem outside of the department’s control – university approval of a new sociology course (Soci 151) that overlapped with an existing AJ course (AJ/JS 136). Thus, although the department agreed with and supported the external reviewer’s recommendations, they were largely beyond the department’s ability to pursue directly. To the department’s knowledge, these recommendations were not pursued by the college and university.

In regard to the Dean’s recommendations, the JS Department has pursued each of them to varying degrees. (1) Joint doctoral program. In 2002, JS participated in discussions regarding the proposed joint doctoral program. The degree program proposal had been a joint venture of CSU-Fresno and UC Davis since its inception in 1998, and was approved to move forward to see if it was feasible in 1999. JS’s involvement was solely going to be in offering graduate classes that could be included in the degree program; we were not invited to be full partners in the program. Due to logistical and curricular compatibility issues, our department, in consultation with the other two universities, elected not to participate in the program. (2) Graduate funding. When AIM funds were available under Provost Goodman in 2002-2003, some JS faculty used those funds for paid graduate assistant positions. Faculty with external grants have also used some of their research funds for graduate assistants. However, due to budget constraints and the demands of the undergraduate program, JS has been unable to secure consistent funding for graduate assistants. (3) Creative scheduling. JS has experimented with a number of creative scheduling approaches, including Saturday classes, night classes, online offerings, summer and winter session courses. Many courses currently have web components, and three high-demand undergraduate courses are now regularly taught as fully online courses (JS 100W, JS 105, and JS 132). In addition, JS 132 was also offered as an “online mediated” course with a cable TV component in AY 2006-2007. Given the number of majors served on campus, the department decided it was not a wise use of resources to offer classes off-site, as online courses better serve the needs of distant students. (4) New curriculum emphasis. In several searches JS advertised for new faculty in the areas of corporate, environmental, and “cyber” crime but did not find suitable candidates. The department does address corporate, environmental and white collar crime in its curriculum but given its new direction toward justice, broadly conceived, rather than the narrower area of criminal justice, an “emphasis” in technology, environmental and corporate crime is no longer a priority. (5) Graduate staff. Since our last review, we have been able to increase our departmental staffing from 1.5 to 2.5 positions. As a result, we have been able to devote more staff resources to aid in the graduate program administration. However, due to the imbalance of undergraduate students served and graduate students served within the department (we overwhelmingly serve undergraduates), it has not been feasible to hire dedicated staff for the graduate program. (6) Classroom upgrades. As noted in Section 2, JS has invested in updating one classroom (MH 520) into a smart classroom, added teaching technology to its conference room, and purchased equipment to enable all faculty to use technology in their teaching. A second classroom, MH 523, was selected for university conversion to a smart classroom; that
conversion was completed in August 2007. As additional funding becomes available, JS hopes to update the remaining classroom (MH 525) to become a smart classroom. (7) Library resources. JS department liaisons to the Library have attempted to increase the Library’s holdings in the areas of crime and justice, particularly in regard to scholarly journals, but with little success. The academic librarians report that the library lacks funding to increase its holdings in our area. More recently the library has successfully added several key JS journals to their online holdings. The purchase of books, however, has been more of an issue given the steeply rising cost of scholarly titles. (8) Course overlap. JS has met with Sociology to coordinate new course offerings to avoid future overlap. As JS continues to revise its curriculum toward “justice” the overlap with Sociology’s courses in the area of criminology will continue to decrease. To our knowledge, no new university procedures have been instituted to prevent inadvertent overlap between other departments. (9) Student recruitment. Although JS has always done outreach and recruiting through campus fairs, MUSE courses, and the like, absent additional faculty resources the department feels it is unwise to increase recruiting since student demand is already great. Our FTE/F has not significantly increased since our last program planning and review, yet our majors have grown from 478 in Fall 2001 to 857 in Fall 2006, and our annualized FTE/S increased from 275.3 in 2001-02 to 444.6 in 2005-06.

1.3 Summary of Present Program Review Recommendations

1.3.1 Curricular Recommendations: Undergraduate: Minor changes to JS 159 are under consideration to further strengthen student achievement of SLOs; expansion of internship placements (underway Fall 2007) and assessment of existing placements (to be conducted in Spring 2008); continue survey of student opinions in JS 170 (begun Fall 2007); exploration of integrating internship program with campus career center (discussions underway Fall 2007); revision of curriculum into “core competency areas” (underway Fall 2007). Graduate: continued attention to achievement of SLOs in JS 202, and curricular innovations as warranted; additional course in qualitative methods and in justice and inequality under consideration; minor changes to JS 216 to reflect broader attention to justice issues. These recommendations are discussed in full in Section 3.4.

1.3.2 Student Recommendations: Hire a new staff person to institute central undergraduate advising and provide undergraduate student support and directed retention efforts; increase recruitment of graduate students of color; establish a fund for undergraduate and graduate student research. These recommendations are discussed in more detail in Section 4.6.

1.3.3 Faculty Recommendations: Hire 3 to 5 full-time faculty over the next few years; secure reliable, continued support of faculty research and professional development, including equipment and travel. These recommendations are discussed in full in Section 5.4.

1.3.4 Resource Recommendations: secure additional office space for new faculty and for current faculty now housed in BT instead of MH; secure storage space for department files and equipment; secure additional office, laboratory and storage space for Forensics program; secure space for informal interaction of students and faculty; identify space to enable programs’ growth; hire additional staff person. These recommendations are discussed in more detail in Section 6.3.
2. Context and Scope

The JS Department offers a 120-unit undergraduate major leading to a B.S. degree and a 30-unit master's program leading to an MS degree, along with an 18-unit JS minor. JS also participates in the 18-unit interdisciplinary minor in Legal Studies.

Alignment of JS Programs with University and College Missions, College Goals, and University Strategic Planning Goals

The University mission is to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. JS Department programs are fully consonant with the University’s mission. JS courses at all levels require students to engage in critical inquiry regarding social, economic and criminal justice. Taken as a whole, JS courses are inter- and multi-disciplinary, exploring theory and practice, historical and present-day issues, law and policy, the local and the global. Thus, the undergraduate and graduate programs not only transmit knowledge about justice and justice systems to students, but enrich their intellectual, professional and personal lives. Through required research, writing and evaluation courses, along with the undergraduate and graduate internship courses, students develop skills that enable them to serve society as community advocates, activists, and leaders; justice professionals; attorneys and judges; policymakers; researchers and analysts; teachers and professors; expert witnesses; and engaged citizens, voters, consumers and community members.

The full-time JS faculty engage in a wide variety of justice-related research and scholarship, both basic and applied, that contributes to disciplinary and interdisciplinary fields of knowledge, including biology, criminology, critical pedagogy, cultural studies, forensic sciences, gender studies, history, human rights, Latin American studies, law and jurisprudence, media studies, political science, punishment and penal theory, rhetoric, social theory, socio-legal studies, and sociology. A number of part-time JS faculty also engage in evaluation research at the community level, contributing to knowledge in the areas of criminal justice and social services. JS faculty regularly involve JS students, both graduate and undergraduate, in their research; as such, students are an integral part of the department’s contribution to diverse fields of knowledge.

The mission and goals of the College of Applied Sciences and Arts ("CASA") are to provide liberal and professional education and, through application, to empower graduates to be exemplary members of a diverse and global community. The College is committed to excellence in undergraduate and graduate programs and improving the quality of life for present and future generations. JS programs are again entirely consistent with CASA’s mission and goals. JS courses offer both liberal and professional education, and graduates have served as leaders of local, state and national justice agencies, nonprofit groups, and the like as previously discussed, improving the quality of life, often dramatically, in the communities they join and serve.

The University Strategic Planning Goals are enhancing academic quality, enriching the student experience, improving the campus work environment and infrastructure, and strengthening community alliances.
The JS Department’s 5-year plan, as described elsewhere in the self-study, supports SJSU’s strategic goals. Our curriculum reform, currently underway (see Section 3.1.b), will enhance the quality of the university’s academic offerings not only for JS majors and graduate students, but for all students who enroll in JS courses. The curriculum reform is guided by the following goals: broadening the JS course offerings to increase student appreciation of justice in global and comparative perspectives; reorganizing the curriculum into “core competency” areas to ensure that students acquire not only knowledge but skills which will serve them throughout their lives; and ensuring that Justice Studies at SJSU remains a leader in the field by keeping its curriculum current and forward-looking. As such, curricular reform will also enrich the student experience.

Other departmental initiatives, such as the JS film series, the JS career fair, the Penal California conference, an enhanced curriculum in our internship program, have also been implemented since the last program review to enrich student experiences. Several JS faculty have developed online courses, and one “online mediated” course, and many other “traditional” classes utilize an online (WebCT) component. These new and blended modes of instruction enrich student experiences at SJSU not only by making courses more flexible and interactive, but also by enabling the use of a wider range of instructional materials (video, audio, still photography, rare documents, etc.). We have also, in the last 3 years, made a concerted effort to involve our students in the academic enterprise by initiating course assistant/mentor opportunities for undergraduate and graduate students and increasing student-faculty cooperative research opportunities. Such exposure is part of a larger departmental initiative to encourage our students to consider the possibility of doctoral training.

Improving the campus work environment and infrastructure is largely beyond the department’s control, but in regard to its offices and classrooms the department has recently reorganized and updated its central office to make it both more user-friendly and more accessible to people with disabilities; has updated its conference room to house student reference materials (e.g., career guides, law school information) and to include a projector, DVD player, and laptop hookup; has updated one classroom (MH 520) to a “smart” classroom with its own funds, and had MH 523 updated into a smart classroom through the University upgrading program; has installed DVD players in all three of its fifth floor MH classrooms; has purchased sufficient projectors and laptops so that all instructors can utilize PowerPoint in their classrooms; and has leased a copy machine with fax and scanning capabilities, enabling faculty to post documents online to conserve other resources.

The JS Department has numerous connections to the surrounding community. Examples include the regular participation of our student interns in local, state and national justice related organizations and agencies, the leading role the department has taken in getting Santa Clara County’s Justice Corps program off the ground in the local courts, and the department’s integral role in the SJSU-City of San Jose Public Sector Initiative. JS faculty serve as consultants to a variety of community and government organizations, are members and officers of other community organizations, bring community justice professionals to campus to give guest lectures, participate in numerous national scholarly associations, serve as peer reviewers for scholarly journals and book publishers, serve as editors of scholarly journals, write letters of
recommendation for students going on to further study or seeking justice-related positions, assist justice agencies conducting background checks of job applicants, respond to media inquiries on justice related issues, and speak to local and regional community groups.

3. Curriculum and Achievement of Student Learning Outcomes

3.1 Curriculum

a. Summary of curricula

BS in Justice Studies: JS majors take 51 units in General Education and American Institutions and 2 units of Physical Education, as required by the University for all undergraduates. Within the department, JS majors complete ten courses (32 units) of required courses, two courses (6 units) from a selection of four upper-division courses, and four courses (12 units) of JS electives. Majors also complete a lower-division course in statistics. JS majors are strongly encouraged, but not required, to complete a minor.

Most of the JS undergraduate courses (23 of 27, excluding MUSE classes) are upper-division courses. JS majors are required to complete a 4-unit internship course in which they work a minimum of 90 hours in a justice-related organization, complete a classroom component relating their work to the field of Justice Studies, and complete an evaluative paper about their experience. JS currently serves approximately 900 majors.

MS in Justice Studies: Graduate students complete a 30-unit master’s program which includes 5 required JS graduate courses (15 units), including courses in theory, research methods, policy evaluation, justice organizations and management, and a capstone. “Plan A,” the thesis option, requires an additional 6 units of JS 299 (thesis) plus 3 electives. “Plan B,” the non-thesis option, requires a project and 5 electives (15 units). JS 201 completed with a grade of “B” or better satisfies the “competency in written English” requirement of the university, and JS 216 is the “culminating experience” for all JS graduate students. JS currently serves approximately 50 graduate students.

See Appendix E for the catalog descriptions of the BS and MS programs, and course offerings in both programs.

b. Summary of curricular changes

BS in Justice Studies: Since the last program review, the following changes have been made.

JS 10—Administration of Justice was changed to Introduction to Justice Studies to correspond to the broader focus of study indicated in the department name change.

JS 105—Justice Systems Research was changed to Research Methods in Justice Studies both to identify this course more clearly as a research methods class, and to indicate that research in the field considers aspects of justice beyond the formal justice system.
JS 107—Justice Management was changed to Justice Management and Ethics to include ethical challenges and issues, as well as ethical principles that ideally guide the management of justice related institutions as a more central component to the course.

JS 110—Intervention and Mediation Methods was changed to Crisis Intervention, Mediation and Restorative Justice to include theory, research and skills in communication and problem resolution and to make restorative justice more central to the course.

JS 111—Advanced Criminal and Correctional Law was changed to Special Topics in Law and Justice in order to expand the breadth of possible topical issues dealt with in this elective. The parameters for content in Advanced Criminal and Correctional Law were quite narrow and specialized, and its new incarnation makes the course more broadly relevant to a wider range of our students.

JS 112—Advanced Criminal Investigation was changed to Criminalistics to focus on evidence collection and preservation rather than investigation more generally, as Criminalistics is a required part of the Forensic Science degree programs (although JS 112 is also an elective for JS majors).

JS 115—Contemporary Issues in Criminal Justice was changed to Critical Ideas and Issues in Justice. It was also changed from an elective to a required course. JS 115 is now a required “gateway” course for upper-division majors. It introduces students to various conceptions of justice (moral, social, political, etc.), exposes them to situations of injustice around the world, both historical and present-day, and asks them to consider policies and practices that promote or detract from justice. The course thus creates an intellectual context for students’ considerations of justice in other department courses. It also integrates a series of activities that are designed to make the connections between justice as a theoretical concept and justice in practice. Course activities are coordinated by undergraduate peer mentors who work with the JS 115 students in smaller groups.

JS 117—Questioned Documents Examination was eliminated as dated and not relevant to most majors. Document examination is essentially a vocational skill for a small segment of justice professionals, who are trained in these specialized techniques by their agencies.

JS 118—Nature of Crime was changed to Crime and Delinquency Theory to emphasize the course focus on theories of crime rather than descriptive materials.

JS 122—Narcotics and Drug Abuse was changed to Drugs and Society to move the class from primarily a pharmacology or public health perspective to one that centrally considers the societal implications of and responses to drug use. The course now includes historical perspectives on drug laws, theoretical perspectives on use and abuse, international comparisons of drug policy, and the economic and foreign-policy implications of drug trafficking.

JS 132—Women, Minorities and the Law was changed to Race, Gender, Inequality and the Law to indicate more clearly the course focus on inequality in all its forms, and the consideration of both genders and all races.
JS 133—Terrorism and the Criminal Justice System was changed to Terrorism, Intelligence, and Security to integrate key issues that surround the definition of terrorism and state efforts to combat it.

JS 134—Organized Crime was eliminated because it had become dated as a stand-alone course topic. Much of the material addressed in JS 134 was already addressed in our JS 135—White Collar Crime course, and is touched upon in several other existing courses as well.

JS 136—Violence and Hate in the Family and Community was changed to Family and Community Violence to describe the course more clearly and succinctly.

JS 137—Intelligence—was eliminated from the curriculum since intelligence was subsumed into the revised JS 133 discussed previously.

JS 170—Internship: Administration of Justice was changed to Internship: Justice Studies for clarity and to indicate that internships with non-governmental agencies are allowed and encouraged. The course has also been increased from 3 to 4 units. This change was instituted to strengthen the “bridging the gap” component of the internship, i.e., to help students better integrate their field experience with their academic studies in the department. The additional unit requires students to complete a set of scholarly readings on the process of making field observations, keep detailed “field notes” about their internship experience, attend selected lectures and group meetings on campus that enhance their understandings of the connections between the “real world” and the academic studies in which they are engaged, and engage in regular directed online discussions (requiring approximately 2000 words of writing) about these activities and their internship experiences through the online WebCT component to JS 170.

As a result of the changes listed above, required units in the JS major have increased by 2 (both JS 115 and JS 170 went from 3 to 4 units), so the overall major requirements have increased from 48 to 50, plus a 3 unit support course in statistics.

Finally, the name of the Bachelor’s degree was changed from “B.S., Criminal Justice Administration” to “B.S., Justice Studies,” a change approved in 2005. Because the curriculum considers justice in a broader context than “criminal justice administration” or even “criminal justice,” the faculty sought to change the degree to reflect students’ actual courses of study.

The undergraduate curriculum is currently being further revised this academic year. While some steps have already been taken to move the curriculum beyond a U.S. and criminal justice focus, additional revisions are in the works to further develop this broadening of the curriculum. As noted, the curriculum is simultaneously being reorganized into “core competency areas” to ensure that all undergraduates are fully developing necessary skills in research, writing, analysis, international and comparative inquiry, and ethics.

**MS in Justice Studies:** Changes to the Master’s program since the last review include both admission and curricular changes. In regard to admission requirements, the minimum GPA for admission without GRE scores was raised from 3.0 to 3.2. Prerequisites for fully classified
standing were increased. Previously new graduate students without a degree in criminal justice or criminology were required to complete JS 105, JS 118, and one of JS 102, 103 or 104. Currently, new graduate students without undergraduate equivalents are required to complete a statistics course (Stat 95 or equivalent), an introductory course (JS 10 or equivalent), JS 105, JS 118, and JS 159. The changes in the GPA requirement and prerequisite courses were adopted to ensure that admitted graduate students had both the general academic skills and the specific course background needed to complete graduate school successfully.

Course changes were adopted as follows:

JS 201—Seminar in Theories of Criminal Justice was changed to Seminar in Justice and Social Theory. This change was adopted to indicate that justice studies involves consideration of social theory, including theories of justice, but not limited to theories of crime causation and punishment.

JS 202—Justice Systems Research and Evaluation was changed to Seminar in Justice Research Methods. JS 203—Justice Policy Analysis was changed to Seminar in Justice Evaluation and Policy Analysis. JS 202 and 203 were changed to reflect the faculty’s desire to couple evaluation with policy analysis, and to devote an entire semester to research methods.

JS 204—Seminar in Justice Management was changed to Seminar in Justice Organizations and Behavior. The course title was changed to describe the course content more accurately; management is just one component of organizational behavior. It was changed from an elective to a required course to ensure that all JS graduate students develop an understanding of organizational behavior, as many of them currently work in the justice system and continue to do so following graduate school.

JS 205—Seminar in Courts and Society was changed to Seminar in Law and Courts. This change was adopted to reflect the fact that law is more than what happens in court, and to indicate that the course includes consideration of the social functions of law, law’s potential and limits, its unintended consequences, and the like.

JS 208—Seminar in Corrections was changed to Seminar in Punishment. This change was adopted to move the course beyond a “correctional system” context to consider punishment more broadly.

JS 209—Seminar in Police was changed to Seminar in Police and Social Control. This change was adopted to indicate, again, that the course treats the role of police in society and not simply police as a closed system.

JS 270—Graduate Internship was changed to Criminal Justice Practicum to make a clearer distinction between the undergraduate and graduate internship courses. In the graduate course, an elective, students are required to undertake a research or creative project or otherwise make a significant and unique contribution to the organization, and not simply to learn day-to-day operations.
Since the previous review, the faculty also changed the requirements regarding undergraduate classes taken for graduate credit. The number of units of undergraduate work allowed for graduate credit has been reduced from 9 (3 classes) to 6 (2 classes), and these courses only count for graduate credit if the instructor assigns additional graduate-level work apart from the regular course requirements imposed on undergraduates. (Graduate students may also take two graduate courses in other departments at SJSU, with the approval of the graduate advisor.) As indicated in the Fall 2000 self-study, the decision to allow graduate students to enroll in select undergraduate courses was made at a time when the department lacked sufficient full-time tenured and tenure-track faculty to cover both the undergraduate and graduate programs fully; because of the large demand in the undergraduate program, covering core required undergraduate courses with full-time faculty resources was given priority over the graduate program. Although undergraduate student demand has increased since that time and additional tenure-track hires are needed, the graduate faculty recently decided to eliminate the option for graduate students to enroll in undergraduate courses, and instead to require that all 30 units of the MS program be completed in 200-level courses, with a minimum of 80% (8 courses or 24 units) completed in JS.

A few additional changes to the graduate curriculum are pending. In order to ensure that sufficient graduate courses are offered every semester, to establish a regular graduate course sequencing that will enable students to plan effectively and the department to schedule courses effectively, the department is in the process of changing the graduate course sequence and is considering adding one or two new graduate courses to the curriculum. The graduate faculty is also in the process of reviewing the undergraduate prerequisites to ensure that they are adequate and relevant to graduate study. The title of JS 270 will be changed from “Criminal Justice Practicum” to “Practicum in Justice” to reflect the broadening of the curriculum.

c. **Standard curricula:** There is no standard JS curriculum as this is not an accredited program or professional degree. It is more analogous to a social science degree where specific competency courses are required (e.g., introduction, theory, methods, an advanced or capstone course) and the remainder of the course work is through major freely selected and/or directed electives in areas of interest. In that sense, our program is similar to other Justice Studies and related curricula.

d. **Curricular bottlenecks:** The only major curricular bottleneck in JS is JS 100W, particularly getting students to take the WST test as soon as they are eligible after completing English 1A and 1B and/or upon transferring to the university. This bottleneck has been reduced some through advising; both in TIP advising sessions with transfer students and in individual faculty advising, advisors emphasize the importance of taking the WST as soon as possible.

e. **Interdisciplinarity of Justice Studies:** As noted throughout, Justice Studies is both multi- and inter-disciplinary. JS faculty possess doctoral degrees in Biology, Community & Human Resources, Jurisprudence and Social Policy, Justice & Social Inquiry, Latin American History, Linguistics, Political Science, Psychology, and Sociology and conduct research and publish in an even wider array of fields. Faculty bring their multi-disciplinary perspectives to the classroom; many individual courses are interdisciplinary by design, and even those courses primarily informed by a single discipline contribute to an interdisciplinary curriculum when the curriculum
is considered as a whole. Moreover, JS is not only interdisciplinary but built from several branches of knowledge – the social sciences, the humanities, and the hard sciences.

3.2 General Education and Service Courses

a. General Education courses: JS offers three SJSU Studies (Advanced GE) courses in Area S: JS 132, JS 136, and JS 186 (currently taught by Department of Philosophy and College of Business, but cross-listed in JS). JS also offers multiple sections of JS 100W which satisfy Area Z in SJSU Studies. JS has also offered several core GE MUSE courses in Area B1 (Lee); Area D3 (Lynch); Area D1 (Lucas, Perry, Timmons). Except for JS 100W, discussed in item 3.2.c. below, JS has not experienced bottlenecks in delivering GE courses.

b. Service courses: not applicable.

c. Management/resource challenges: Our only resource challenge relative to GE courses is in being able to offer enough sections of JS 100W to meet student need. We have a difficult time hiring enough qualified instructors, given the extremely low “vacant” rate that the university offers to new faculty, so we allow some students to complete the area Z requirement in selected other departments that teach APA format, including Psychology, Biology, and Political Science.

3.3 Assessment of Student Learning

a. Summary: Assessment of student learning in the B.S. program involves the collection of data in JS 170, the required internship course, and JS 159, the senior capstone course. Assessment of student learning in the M.S. program involves the collection of data in JS 202, the required methods course, and JS 216, the required culminating course. See Appendix D for the assessment plan.

b. Evaluation of procedures: Generally speaking, our assessment measures as currently implemented are working well to directly measure students’ achievement of the department’s learning objectives. We have also instituted, beginning this semester, a confidential survey of students who are participating in our internship program to assess their perceptions of how well that program helps them achieve those learning objectives. This allows us to have both direct and indirect measures of success. Our capstone course, JS 159, is taught by multiple instructors each semester; we have strived over the last two years to further standardize the assessment of learning objectives through the evaluation of the final capstone papers. JS 159 instructors meet periodically to ensure that they are assessing final papers in congruence with one another.

c. Evaluation of results: Since we began collecting assessment data on a continuous basis, in Fall 2005, our results indicated that over 90% of our undergraduate students consistently meet each of the 5 undergraduate learning objectives for our program. In the graduate program, over 90% of our students have consistently met each of the learning outcomes measured in JS 216, our capstone course (SLOs 2-1 through 2-4). The success rate has been somewhat lower for those learning objectives measured in JS 202, Justice Research Methods (SLOs 1-1 through 1-3), ranging from 67% (for SLO 1-2 in Fall 2006) to 87% (for SLO 1-3 in Fall 2005).
3.4 Goals and Plans

Undergraduate program: In order to ensure undergraduate student success in achieving SLOs 1-1 through 1-3, which are measured in our senior capstone course, since Fall 2006, we have instituted a policy that ensures that the prerequisites (JS 100W and JS 105) have been met before students can enroll in the course. This has ensured that students are more fully prepared to undertake the research, analysis and writing required to meet these SLOs, and has resulted in fewer students who do not successfully complete the course each semester.

The undergraduate curriculum committee is currently exploring other potential minor curricular modifications in the JS 159 senior capstone course, including the further integration of writing assignments and revision processes to ensure that the final papers are sufficiently analytical, well researched, and complex in their exposition.

Despite the high success rate indicated by measures of SLO 2-2—Capacity for professional development in the Justice Studies field by successfully integrating theory and practice in a real world, justice related setting—as of Fall, 2006, the department has incorporated a set of activities and assignments (described above in Section 3.1) designed to enhance that curriculum to ensure full, intellectually engaged integration of theory and practice. This addition to the curriculum has improved the quality of the students’ educational experience in the internship, as indicated by their final papers as well as the writing assignments in the new curriculum. It has also likely had the effect of enhancing success in terms of SLO 2-1—Demonstrating oral and written communication skills sufficient for a justice professional within a justice studies internship placement setting—since it has required students to communicate more formally, regularly, and systematically about their ongoing internship experiences.

In order to continue to improve the overall quality of our internship curriculum, we are planning an assessment of our established internship settings to determine the quality of the overall learning experience provided in each. Lecturer Janet Hagemann will be undertaking this process in Spring 2008 so that we can eliminate internship placements that do not adequately serve our students’ learning objectives.

This academic year, we are also initiating an intensified outreach program to local and regional agencies that address a broader range of justice issues and that serve diverse populations in the community to include in our internship program. New Assistant Professors William Armaline and Sang Hea Kil are spearheading that effort by expanding opportunities within the San Jose region in non-criminal justice settings, and by opening up a range of opportunities in the San Francisco area that can serve students who reside there. This semester, as noted in section 3.3.b, we have also begun administering a confidential online survey to internship students that assesses their perceptions of that learning experience, specifically assessing how well they feel it has helped them achieve the stated learning objectives, as well as assessing their perception of its more general value to their educational and career goals. Results of the first survey are reported below, in section 4.2.c.

We are beginning this semester to explore the possibility of more fully integrating our internship program with the campus Career Center. A Career Center presentation is planned for late
November to illustrate the ways that their resources can be used to best serve JS students and internship partners in terms of streamlining the initial part of the internship process. Along these lines, over the past two years, we have brought many more internship partners to campus for our Career and Internship Fair so that students and internship representatives have an increased opportunity to meet each other in person.

Finally, the JS undergraduate curriculum committee is currently in the process of reorganizing the undergraduate curriculum into competency areas. Students will be required to take one or more courses in each competency area, currently envisioned as theory; methodologies; global, historical and comparative perspectives; critical inquiry; analytical research and writing; and field experience/practicum. In the course of this reorganization, both minor and major curriculum changes will also be proposed. This process is underway; several changes will be submitted for department, college and university approval during 2007-2008, and others in the following year.

**Graduate program:** SLOs 1-1 through 1-3 are measured in JS 202, the required research methods class. Data indicate that a notable percentage of students have struggled to meet these learning objectives, especially in Fall 2006. There have been several changes instituted and some proposals made to ensure that all of our graduate students achieve the research and data analysis objectives that we have instituted. Beginning this semester, the instructor, Professor Mark Correia, has incorporated a tremendous amount of hands-on experience with SPSS—from data entry to data organization and analyses. The goal of the assignments is for students to learn how to apply various statistical techniques using SPSS and how to interpret the outcomes to increase achievement of SLO 1-2.

Professor Correia has also included a number of research based assignments in JS 202—providing students the experience of developing a research proposal as the final outcome. This change is intended to help students develop those skills necessary to be critical of the research they read (SLO 1-3). During the first half of each class, attention is given to research methodology, and in the second half of the class, the focus is on statistical tools, logic, and the practical aspects of SPSS. This breakdown is intended to allow students to distinguish the broader issues related to designing good research (SLO 1-1), and translating that knowledge into concrete projects through the application of research tools (SLOs 1-2 and 1-3).

Finally, the graduate curriculum committee is considering other changes to the curriculum to ensure that qualitative and quantitative methodologies are both adequately covered, and that sufficient attention is devoted to statistical methods to enable students to be critical users of quantitative analysis.

SLOs 2-1 to 2-4 are assessed in the graduate capstone seminar, JS 216. Data indicate that these SLOs are being achieved by the vast majority of our students. While the assessment process has not prompted any curricular or pedagogical change, there is a plan to modify the course content to more fully capture aspects of justice beyond the criminal justice system. This change is in keeping with the department’s evolving curricular expansion, and with some of the changes already instated in the graduate curriculum (especially the required theory course, JS 201). Thus, SLO 2-1 will be modified in accordance with the broader substantive curriculum in the graduate
program, as assessed within the capstone course. The graduate curriculum committee is also considering developing an additional topical course in justice and inequality, to ensure that the curriculum remains current and that graduate students have the opportunity to study emerging issues in the field.

4. Students

4.1 Analysis of Student Data

a. Status and trends

Applications. Applicants to the B.S. degree have increased steadily from 2002 to 2006 (the last year for which data is available). There were 304 freshman applicants in Fall 2002, 183 were admitted, and 49 enrolled. There were 805 freshman applicants in Fall 2006, 418 were admitted, and 102 enrolled—more than a doubling of freshman applicants, admissions, and enrollees in a 4-year period. There were 177 transfer applicants in Fall 2002, 77 admissions, and 58 enrolled. In Fall 2006 there were 346 applicants, 233 admissions, and 125 enrolled—not quite a doubling of applicants, but more than doubling of admissions and enrollees. Although there were more transfer applicants in Fall 2005 than 2006 (347 versus 346), there were more transfer admissions and enrollments in 2006 than in any previous semester.

Applications and enrollments in Spring semesters also show growth over time, but the numbers are smaller; 9 frosh applied in Spring 2003, 3 were admitted and 1 enrolled, as compared to 28 freshman applications, 3 admissions and 1 enrollment in Spring 2007. As we would expect, transfer applications, admissions and enrollments in Spring semesters are greater. In Spring 2003 there were 76 applicants, 32 admissions, and 26 enrollees, while in Spring 2007 there were 165 applicants, 97 admissions, and 74 enrollees. The peak for Spring transfer applications was in Spring 2005 (183 applicants), the peak for Spring transfer admissions was in Spring 2006 (116 admitted), and the peak for Spring transfer enrollments was in Spring 2005 (77 enrolled). However, the decrease in enrollments from Spring 2005 to Spring 2007 was quite modest (down from 77 to 74).

Thus, overall the department has shown significant growth in undergraduate enrollments in the last four years.

The M.S. program has seen more modest and uneven growth, from 36 applications, 26 admissions, and 18 enrollees in Fall 2002 to 40 applications, 23 admissions, and 15 enrollees in Fall 2006. Trends in Spring applications show a decrease over time, from 30 applicants, 22 admissions, and 12 enrollments in Spring 2003 to 18 applicants, 9 admissions and 7 enrollments in Spring 2007. It appears that the current trend is for the bulk of graduate students to begin graduate study in the fall semester. Changes in application and enrollment rates in the M.S. program likely also reflect the higher GPA required for admission that was adopted during the review period. Do we need to elaborate on this here if we cut it in the above section? No – it’s also covered in section 3.1.b. so I removed it from the executive summary.
Majors. Excluding the Forensic Science programs, JS again shows steady growth in the number of undergraduate majors for both fall and spring semesters, from 487 in Spring 2003 to 768 in Fall 2007. Graduate students show a decrease from 45 in Spring 2003 to 28 in Fall 2007.


Gender and ethnicity. In the BS program (excluding Forensics), there is no consistent trend in regard to the gender balance. Female undergraduates were the majority in Fall 2003, Fall 2006, and Fall 2007, and males were the majority in Fall 2004 and Fall 2005. However, in the MS program women have been the majority of graduate students throughout the review period.

In regard to race/ethnicity, in the BS program (excluding Forensics) during the review period, the undergraduate student body has consistently been majority Latino, with 177 Latino undergraduates in Fall 2003 and 357 in Fall 2007. The next largest group is consistently white undergraduates, with 123 in Fall 2003 and 245 in Fall 2007. The third largest group is consistently Asian/Pacific Islander students, with 79 in Fall 2003 and 193 in Fall 2007 (figures represent the total of students identifying as Asian, Filipino, and Pacific Islander). Undergraduates identifying as “other” race/ethnicity were a low of 72 in Fall 2006 and a high of 86 in Fall 2005. African American undergraduates numbered 45 in Fall 2005 and Fall 2006 (the low), and 53 in Fall 2007 (the high). Native American undergraduates were just 5 in Fall 2005 (the low) and 10 in Fall 2004 (the high).

Among graduate students, probably because the number of students is so much smaller, there are less consistent patterns. In Fall 2003, there were 15 whites, 12 other, 9 Asians, 6 Latinos, 2 Blacks, and 0 Native Americans. In Fall 2004, there were 13 whites, 10 Asians, 10 other, 5 Latinos, 1 Native American, and 0 Blacks. In Fall 2005, there were 15 whites, 8 Asians, 5 Blacks, 4 Latinos, 3 other, and 0 Native Americans. In Fall 2006, there were 10 other, 8 whites, 6 Blacks, 6 Asians, 5 Latinos, and 0 Native Americans. In Fall 2007, there were 8 Latinos, 8 whites, 5 other, 4 Asian, 2 Blacks, and 1 Native American. Thus, with the exception of Fall 2006 and Fall 2007, whites have tended to predominate, with Asians second. Native American graduate students have been the smallest ethnic cohort in every year but one.

See Appendix C for the data from which the above summaries were drawn.

The most recent data for the university as a whole (Fall 2006) indicates that 54% of the SJSU student body is female, 39% is Asian/Filipino/Pacific Islander, 28% are white, 15% are Latino/a, 5% are African American and less than 1% are American Indian/Alaskan. JS majors in Fall 2006 were 52% female, 29% Latino/a, 27% white, 22% Asian/Filipino/Pacific Islander, 6% African American, and less than 1% American Indian. Thus, the JS student body is as plural and demographically diverse as the campus as a whole. However, JS serves a significantly larger Latino population, and a significantly smaller percentage of Asian students, than does the university as a whole.
b. Student endeavors post-JS: After completing the B.S. degree, graduates engage in a variety of pursuits. Many, perhaps a majority, begin careers in justice-related organizations in the areas of social services, juvenile justice, community organizing, crime prevention, nonprofit justice advocacy, law enforcement, investigations, law and courts, local government, corrections, and the like. Others enroll in master’s, doctoral and professional degree programs; among this group, most enter law school or master’s programs in justice studies or a closely related field. After completing the M.S. degree, most graduate students embark or continue their careers in justice, many moving into management positions. Others enroll in doctoral programs or law school. Examples of organizations in which B.S.- and M.S.-degree holders work include the nonprofit Fresh Lifelines for Youth (FLY), Santa Clara County Department of Child Support Services, Juvenile Probation/Victim Services, the Milpitas Police (whose Chief of Police holds an M.S. in Justice Studies), Monterey County Sheriff’s, Target Corporation, Google, Cisco Systems, the U.S. Postal Service, the U.S. Marshals, the Bureau of Immigration and Customs Enforcement, Homeland Security, the U.S. Secret Service, the California Department of Insurance, the California Department of Motor Vehicles, the California Highway Patrol, Kern County Crime Laboratory, the Santa Clara Public Defender’s Office, the Federal Public Defender’s Office, U.S. Probation and Pretrial Services, and Childquest International.

4.2 Student Experiences

a. Student advising: Advising is provided on a drop-in basis in the fall and spring semesters. All full-time faculty, excluding the graduate coordinator but including the chair, provide undergraduate advising; the graduate coordinator provides graduate advising. Advising is also provided at the career fair, by the chair, graduate coordinator and select summer faculty during the summer session, and by the chair, graduate coordinator and winter session FT faculty during winter session. In summer 2007, the JS Department began offering training to new faculty in how to advise students effectively. In Fall 2007, JS initiated a new “Open House” orientation and advising session for new and returning undergraduates and graduate students, enabling students to connect with several advisors at one time and place. The Open House took place in the University Room on the day before classes started, and provided full service advising as well as an opportunity for students and faculty to connect in a less formal setting. Thus, advisors with expertise in the WST and 100W requirements, the Forensics major, the graduate program, applying to law school, etc., could refer students to one another to get multiple questions answered for multiple students in an efficient and effective way. The orientation/advising session was well-received by students and faculty, and will become a regular event. The graduate coordinator also offers three separate orientation and advising sessions at the beginning of each semester to assist incoming graduate students, and encourages incoming graduate students to attend the university’s orientation as well.

Information and forms are also placed on the JS Department home page in regard to new requirements, advising availability, graduation deadlines and the like. Numerous documents assisting current and prospective graduate students are also available through links on the department homepage. See Appendix F for urls.

b. Tutoring, special assistance, services or activities regularly provided to students to assist in achieving academic goals: JS MUSE courses help frosh transition from high school to
university, learn about campus resources, organizations, activities, develop study skills, and the like. Peer mentors are employed in these courses to assist students further in having a successful university experience. JS 115 also utilizes peer mentors and provides guidance similar to that offered in MUSE to juniors who have just transferred from community college to SJSU. JS 100W helps students develop appropriate research and writing skills and prepare résumés. JS 170 gives students field experience, assists them in connecting their academic studies to the “real world” in regard to justice, and requires attendance at guest lectures given by speakers from local and national justice organizations.

c. Analysis of student surveys: This semester, we have instituted an optional confidential online survey for currently enrolled internship students. The survey assesses the students’ perceptions of how well the internship experience enhances their oral communication skills, written communication skills, their ability to bridge theory and real world experience, and their overall educational experience in Justice Studies. It also asks students how useful the internship experience is to help them establish, prepare for, and achieve career goals. It asks several open ended questions about their experiences, and concludes by asking them how the internship has shed light on how justice/injustice operates in the real world.

Out of 97 students enrolled, 85 responded to the survey this term, so we achieved an 88% response rate. Results indicate that the students have found the internship program to be an exceptionally valuable experience in all respects. Over three quarters of the students indicated that they were regularly given opportunities to enhance their oral and written communication skills, and 80% felt that their oral communication skills had improved as a result (53% agreed that their written skills had improved). Nearly 85% of the students felt that their JS classes had prepared them well for the internship and 92% agreed that they were able to apply their “theoretical” knowledge to understanding what occurs in their internship setting. Nine out of ten students felt that the internship experience was an important component of Justice Studies education, and nearly that many agreed that it “rounded out their educational experience.”

In regard to career goals, all but one student (99%) felt that the internship helped them decide on career goals, almost all of them (95%) felt that the experience would help them obtain a position in their desired field, and 84% felt that the internship was helpful in preparing them for their careers. Respondents were asked to select up to three terms or phrases that best described their internship from a list of positive and negative descriptors. The most frequently selected were, “A valued learning experience,” “beneficial for career,” “interesting,” and “eye-opening.” Finally, when asked to rate the level of insight they had achieved in terms of how justice/injustice works in the real world, the mean response was 4.02 on a 1-5 scale, with 1 equaling no insight, and 5 indicating complete insight.

These data indicate that the JS internship program has been very successful in helping students bridge the gap between the classroom and the real world, has helped students improve their communication skills through multiple modes, and is providing students with a very useful and practical tool to prepare them for careers in justice related fields.
4.3 Student Recruitment and Retention

a. Recruitment: JS actively participates in the university-wide summer orientation and year-round TIP programs, recruits potential students at the now-named SJSU "Preview Day," offers an Open House at the start of the academic year, and a Career and Internship Fair every spring. Our student groups generally also participate in the department events and the Preview Days. The career fair often draws students from local high schools and community colleges; academic advising is provided to prospective and current students at the fair. Individual faculty also do outreach to some area high schools and community colleges through guest lecturing and classroom visits. Given the profile of JS students in regard to gender and ethnicity, and the number of undergraduate majors in the department, these recruitment activities seem sufficient.

b. Retention: JS is strongly committed to improving retention. The department feels that retention could be markedly strengthened through a change in advising procedures, specifically, the hiring and training of a central advisor to provide initial advising to all undergraduates. Such an advisor would also address JS curricular issues such as JS 100W ensuring that students take the WST in a timely way, understand how to prepare for the test, and the like. The central advisor would also perform directed retention/intervention efforts with struggling students, such as students on academic probation, before they leave the department or university.

In addition, the department’s efforts to increase the diversity of internship placements (see section 3.4) and to broaden the curriculum’s consideration of cross-cultural issues are also, in part, efforts to improve student retention.

c. Time to graduation: Course scheduling and effective advising are the main ways in which JS ensures that students graduate in a timely way. In the undergraduate program, multiple sections of required courses are offered each semester on different days and at different times both to ensure adequate space in required courses, and to assist students with work/family constraints to find courses that fit their schedules. All required classes are also offered at night at least once each year, and every semester where resources allow. Advisors emphasize the need to take and pass the WST as soon as possible, to take prerequisites and required courses as soon as students are eligible to take them, to complete SJSU Studies courses for graduation, to submit major forms on time for graduation, and the like. Notices about deadlines, new requirements, etc., are posted on the 5th floor of MacQuarrie Hall, on the department homepage, and announced in class.

Two courses, JS 100W and JS 159 (the senior capstone), have been bottlenecks in the past. To alleviate that problem, more sections of JS 100W have been offered (including in summer session where student demand warrants) and instructors carefully check student standing and completion of prerequisites to ensure that available spaces are reserved for students with the greatest need. For JS 159, the department has adopted a procedure in which students cannot pre-enroll but instead attend the first class with the necessary documentation. First priority for enrollment is reserved for seniors graduating that semester, and new graduate students needing JS 159 as a prerequisite for graduate study. Second priority is given to seniors graduating the following semester. This procedure has ensured that students do not enroll in JS 159 "early" and take the spaces needed by graduating seniors.
In graduate courses, the department adopted a standard course sequence to ensure that graduate students could complete their degrees in a timely way and plan their graduate program of study accordingly (see url in Appendix F). Because JS 204 was recently changed from an elective to a required course, the graduate course sequence needs to be revised further. This process is underway, and will be completed as soon as other changes to the graduate program are adopted and approved.

Samples of outreach brochures and website urls are in Appendix F.

4.4 Student Scholarly and Creative Achievements: In the period under review, both undergraduate and graduate students have served as research assistants with the following faculty: Mark Correia, Janet Johnston, Steven Lee, Ann Lucas, Mona Lynch, Inger Sagatun-Edwards.

Graduate students Jaimee Tsim and Georgie Unwin (interdisciplinary major) completed theses, and Milani Fisher is beginning her thesis research this semester.

Graduate student Scott Bonn co-authored an article with JS professor Roy Roberg in the peer-reviewed journal Policing in 2004. He went on to pursue doctoral studies at University of Miami upon graduating from our program. Graduate student Soyoung Lee co-authored an article with JS professor Janet Johnston in the peer-reviewed journal Family Court Review in 2005. Current student S.K. Hamilton co-authored an encyclopedia entry with JS professor Janet Johnston in 2007. Sociology graduate student Judith Banker (now Randle) worked closely with JS faculty and took several courses in the department; JS professor Lynch served on Ms. Randle’s thesis committee. Randle published a sole-authored article in the annual, Studies in Law, Politics and Society in 2003. She also presented a paper as an SJSU student at the 2003 Law and Society Annual meeting.

Graduate student Heidi Anderson and undergraduate Michelle Graves were selected to participate in the Sally Casanova pre-doctoral program through CSU; both worked with Professor Lynch as pre-doctoral program advisor. Both are now enrolled in doctoral programs, at SUNY-Albany and UC Irvine, respectively. Graduate student Nathalie Goldrnan was selected as a CSU Chancellor’s Doctoral Fellow, and is now enrolled in a doctoral program at University of San Francisco. Professor Timmons serves as her advisor in this program. Ms. Goldrnan also received the Spirit of Excellence Award from the National Gang Crime Research Center.

Graduate student Soyoung Lee co-authored a paper with Professor Janet Johnston which was presented at the Western Society of Criminology in 2004. Undergraduate Claudia Lopez will be presenting a paper next April at the Annual Central California Research Symposium held at CSU Fresno. Undergraduates Kimberly Clabaugh, Arturo Aguilar and Kingsley Odigie presented co-authored papers at the California Association of Criminalists Meeting in May 2007, the International Symposium on Human Identification in October 2007, and also will present their papers at the American Academy of Forensic Sciences in February 2008. Aguilar and Odigie also received National Science Foundation Research Scholarships. Undergraduate Keri Smith (Larsen) co-presented poster presentations at the 2004 and 2005 Symposia on Human
Identification. Undergraduate Sal Murillo co-presented a poster presentation at the 2006 American Academy of Forensic Sciences meeting, and co-presented a paper at the California Association of Criminalists meeting which received a “most outstanding research presentation” award. Students Kristy Ballinger and Erica Villa co-presented a poster at the 2006 Symposium on Human Identification.

Undergraduate Jun Wan participated in the Salzburg Seminar in 2007, presenting papers on the global economy’s impact on the third world and on the rape of Nanking.

4.5 Student Engagement Activities

a. Student service to the university: Many JS students are involved in our 3 student groups, Alpha Phi Sigma, which is the national criminal justice honor society, the co-ed justice fraternity, Chi Pi Sigma, and the forensic science student group. As noted above, students in these clubs participate in department events and activities that aim to recruit and retain students, they assist in supporting the department on other events, including our graduation ceremonies and with the logistics of our larger public speaking events. Alpha Phi Sigma co-sponsored a talk by a University of Santa Clara School of Law faculty member, and has been active in planning events with the Pre-Law student club on campus.

JS students have also been actively involved in college and university governance issues. JS student Michelle Graves, for instance, was deeply involved in the peer mentoring programs on campus, serving as a peer mentor in multiple MUSE courses, as a peer mentor service learning specialist, and as a member of the First Year Readings Project Committee. She also served on the campus judicial committee. Former undergraduate and graduate student Susie Rivera was actively involved in CASA governance, working closely with former Dean Ego on several initiatives. More recently, JS students have been actively involved in the Inclusive Excellence and Vision 2010 activities, and have served on the CASA student affairs committee.

b. Student engagement with the community, professional field, and other groups: As noted above, JS graduate students and undergraduates have presented at several academic conferences (see section 4.4). Also as noted above, JS undergraduates have regular and sustained interaction with the community and the professional field through the JS internship program. A number of graduate students take the elective JS 270 “Criminal Justice Practicum,” which is similar to the undergraduate internship program, except that it requires graduate students to undertake a project that contributes to the organization, rather than simply exposing students to the agency’s work. For example, in AY 2006-2007, Kristin Janiak completed a practicum with the Santa Clara County YWCA Rape Crisis Center, during which she conducted a survey on volunteer satisfaction and retention and analyzed the results for the YWCA.

Two current part-time JS faculty, Maureen Lowell and Pamela Serrano, also have recruited JS graduate students to help perform research for Santa Clara County community organizations – one in conjunction with a new “parenting without violence” program in the county, and the other to do research on teen suicide for the Department of Social Services. Assistant Professor Patrick Timmons has been instrumental in developing the partnership with the new Santa Clara County JusticeCorps program. JusticeCorps is an AmeriCorps funded program that trains and places
volunteers in Superior Courts to assist clients who are using Self-Service Centers to represent themselves in a variety of litigation. Volunteers complete a minimum of 300 hours over an academic year. The program was brought to Santa Clara County last year, and placed its first volunteers in the local courts this fall; 26 Justice Studies students are members of that inaugural group of volunteers. Students of Professor Timmons also serve underperforming elementary schools (e.g., Gardner Elementary) to assist children with reading comprehension and math skills.

All three of our student groups engage in community service and fundraising activities for community groups. For example, Alpha Phi Sigma (APS) students volunteered at the Second Harvest Food Bank in Fall 2006, and regularly participate in the “toys for tots” drive with the SJSU police department. In Fall 2007, APS students gave a workshop about transferring to SJSU, WST information, internship info, financial aid, and APS to students at San Jose City College, and plan to offer similar workshops to other local community colleges. Three Chi Pi Sigma (CPS) members went to Washington DC in Fall 2006 to walk in memory of slain SJPD Office Jeffrey Fontana (B.S., Justice Studies, ’00) in the Concerns of Police Survivors walk. CPS also conducted fundraisers in 2006-2007 to help organizations and individuals in law enforcement, and brought speakers from local justice organizations to speak to students. The Forensic Science student group also brought speakers to campus, toured the Santa Clara County medical examiner’s office, volunteered at the 2005 and 2006 California Association of Criminalists semi-annual meetings, co-sponsored a Red Cross blood drive, held a bake sale to raise funds for Katrina disaster relief, and volunteered at numerous department events including the career fair, the 75th anniversary celebration, and the department Open House.

JS graduate student Nathalie Goldrain tutored and mentored at-risk youth, inmates in San Mateo County’s Juvenile Hall, and inmates at Central California Women’s Facility; worked with at-risk and gang-involved youth at the Restorative Justice Project at Santa Clara County Juvenile Probation; taught at CHOICES Vocational Charter School (for youth released from California Youth Authority and local Detention Centers); taught life skills to women at Central California Women’s Facility in Chowchilla; volunteered at Amnesty International; served on the board of directors of the YWCA; and founded “Free from the Inside Out,” a program bridging inmates with educational services and the community.

4.6 Goals and Plans

Undergraduates. As noted in section 4.3.b., one key goal is to institute central advising, student support and directed retention efforts through the hiring and training of a new staff advisor. A second goal is to establish a fund to enable students to engage in research. The department has attempted to raise funds for such a program in its last two alumni newsletters, but has instead primarily received donations for scholarships.

Graduate students. Although the current cohort of graduate students is not dominated by whites, in past cohorts whites have been the largest ethnic group. As a result, one department goal is to increase the representation of students of color in the graduate program through informal recruiting by individual faculty, and more formal recruiting at the career/internship fair. Should
the department succeed in establishing a fund for student research, these funds would be used for both undergraduates and graduate students.

5. Faculty

5.1 Faculty Profile

a. Tenured and tenure-track faculty: The current JS tenured and tenure-track faculty is composed of five women and six men. Four are tenure-track assistant professors, two are associate professors with tenure, and five are full professors with tenure. Two are Asian American, one is Latino, and eight are white. All of the current full-time faculty of color joined us during the review period; we hope to continue to diversify the faculty in the next five years. One of the full-time faculty members is in the FERP program, and will fully retire in Spring 2011. The department anticipates that another senior faculty member will retire in the next three years, and a third in the next five to ten years. A fourth senior faculty member is leaving the department in July 2008 to join another university.

b. Full-time and part-time lecturers: The current JS lecturer faculty is composed of twelve women and five men; four have Ph.D.s and the others possess M.S., M.A. and J.D. degrees. One has worked in the department for 25 years, one for 17 years, one for 10 years, one for 6 years, one for 5 years, one for 4 years, and the remaining have been hired within the last 3 years. Three are Latina/o, one is Native American/Alaska Native, one is Asian/Pacific Islander, and 12 are white. Again, all of the current part-time faculty of color have joined JS during the review period, and again, we hope to build on this diversification effort in the coming years. We have strived in recent years to hire proportionately more part-time faculty members who have advanced academic training and research skills, rather than relying predominantly on experienced practitioners. This has been a priority since our curriculum is increasingly emphasizing theory, critical analysis and research competence. In the last eighteen months, we have employed 5 lecturers with Ph.D.s, 2 more lecturers who were advanced doctoral students, and one J.D. with substantial university teaching experience. A major obstacle to hiring more highly trained part time faculty is the very low “vacant rate” that SJSU offers new instructors.

c. Issues: Based on the profiles of the tenured and tenure-track faculty, the Department anticipates the need to hire 3-5 additional tenure-track faculty to continue to meet student demand, maintain/enhance academic quality, and maintain/enrich student experience. In regard to full- and part-time lecturers, the Department anticipates the need to hire additional lecturers with expertise in the newly-emerging areas of the curriculum. The Department anticipates that such hiring at both levels will enable us to maintain and/or strengthen our ties with the surrounding community. We do not foresee any issues relating to the final strategic planning goal, improving the campus work environment and infrastructure. (Although additional office space is greatly needed by the JS Department, this need is independent of the faculty profile; moreover, space allocations are not within the Department’s control.)
5.2 Faculty Scholarly and Creative Activities

a. Research, publications, creative works, grant activity: JS faculty are engaged in a variety of research and publishing activity, including peer-reviewed articles and book reviews in *American Journal of Forensic Psychology; Berkeley Journal of Gender, Law and Justice; Biotechniques; California Legal History; Canadian Journal of Criminology and Criminal Justice; Canadian Journal of Police and Security Services; Child and Adolescent Psychiatric Clinics of North America; Contemporary Justice Review; Criminal Justice Review; Current Anthropology; Deviant Behavior; Family Court Review; Family Law Quarterly; International History Review; Journal of the American Academy of Psychiatry and the Law; Journal of Child Custody; Journal of Contemporary Criminal Justice; Journal of Emotional Abuse; Journal of Family Studies; Latin American Research Review; Law and Human Behavior; Law and Policy; Law and Social Inquiry; Miami Law Review; Policing; Political and Legal Anthropology Review; Professional Issues in Criminal Justice; Punishment and Society; Radical History Review; Sexuality and Culture; Studies in Law, Politics and Society; Symbolic Interaction; Theoretical Criminology; Violence against Women; Virginia Quarterly Review*, as well as book chapters, scholarly monographs, textbooks and encyclopedia entries. Professor Timmons was also a freelance writer for the *Texas Observer* from 2002-2006. Professor Johnston has had three peer-reviewed articles translated into German, and a book translated into Spanish. JS faculty are also engaged in grant-seeking, including receipt of $15,000 from the CSUPERB C&I Advanced Forensic Biotechnology Program (Lee); $50,000 from the National Institutes of Justice & National Forensic Science Training Center (Lee); $52,000 from the National Science Foundation (Lynch); $67,000 from the Amini Foundation (Johnston); $204,000 from the National Science Foundation (Lee); $240,000 from the Zellerbach Family Foundation (Johnston); and from the University of Minnesota and the Spanish Embassy. JS faculty have also been funded through numerous SJSU and CSU grants, including Lottery Grants, Junior Faculty grants, Mini and Pair grants. In addition, Professors Lynch and Johnston were selected as the CASA Outstanding Scholar in 2002 and 2007, respectively, and Professor Sagatun-Edwards was selected as the SJSU President’s Scholar in 2004-2005. See Appendix G for faculty vitae for more detail.

b. Collaborations between JS faculty and faculty outside JS: Several JS faculty have engaged in research, co-authored articles, co-authored textbooks, co-edited books, and co-edited journal special issues with colleagues from other universities (see Appendix G for more details). Within SJSU and CASA, Professor Kil is currently working with 2 colleagues from Social Work to secure a grant for research on identity, multicultural environments and pedagogy.

5.3 Service and Community Engagement

a. Service to the University: JS faculty serve the University in a wide variety of ways. During the review period, JS faculty served on and/or chaired the following college committees:

- Research and Faculty Development (including subcommittees),
- Curriculum, Committee to Enhance Equity and Diversity,
- Professional Leaves, and Retention,
- Tenure and Promotion.

JS faculty have also represented the department, the college and the University in the CASA vision statement workshop, the University Information Technology Board, the California Faculty
Association and its Affirmative Action Committee, and the CSU Systemwide Lower Division Transfer Project.

JS faculty served on University-level committees including the General Education Advisory Panel (GEAP) for Arts & Humanities, the GEAP for Human Understanding, the GEAP for Oral Communication, the SERB University Committee, and as JS representatives to the new Faculty Grievance Hearing Panels. Professor Perry has served on the SJSU Faculty Senate since 2005, and is a member of the Senate’s Professional Standards Committee. From 2001-2003, Professors Lynch and Lucas served on the steering committee to develop the interdisciplinary Legal Studies minor.

In 2006, Professor Timmons initiated the JS Department film series, open to all students and faculty on campus. In Spring 2007, the JS Department also organized and convened the Penal California conference, which brought scholars from around the US to SJSU for a day-long conference on the past and future of punishment practices in California and beyond. Professor Johnston participated in the SJSU Teacher-Scholar program in 2001-2002 and presented a paper at SJSU’s Center for Faculty Development and Support Teacher-Scholar Annual Conference. Professor Lynch delivered the Institute for Social Responsibility, Ethics, and Education Annual Lecture at SJSU in 2000. Professor Sagatun-Edwards participated in the Presidential Search Committee following President Caret’s departure from SJSU. JS faculty have participated in CASA research panel presentations in AY 2005-2006, 2006-2007 and 2007-2008.

This record of service indicates that the JS Department is integrally involved in supporting the University mission, promoting the University’s health and vitality, and contributing to a diverse, enriching and rigorous academic environment.

b. Involvement with community, professional field, and outside groups: JS faculty are also involved in a variety of community, governmental and professional organizations. For example, at the local and state level, Professor Armaine serves on the Advisory Board of the Youth Trust Institute (CA); Professor Correia co-chaired the Crime Prevention Committee of the Montclair Safety and Improvement Council (Oakland, CA); Professor Lucas serves on the board of directors of the Gordon Kusayanagi Memorial Music Scholarship Foundation (Gilroy, CA); and Professor Lynch was appointed by California State Senator Alquist to the Public Safety Advisory Committee for the California Senate Public Safety Committee. Nationally, Professor Lynch previously served on the Board of Directors of the Center for Juvenile and Criminal Justice and is currently consulting with the ACLU’s National Drug Law Reform Project. Professor Lucas consulted with the National Center for State Courts on a grant proposal submitted to the National Institute of Justice. Other JS faculty are members of the Association of Family and Conciliation Courts, the Ella Baker Community Center/Books Not Bars initiative, the National Association of Social Workers, the National Council of Juvenile and Family Court Judges (NCJFCJ), Physicians for Human Rights, and the State Bar of California.

JS faculty belong to the following scholarly and professional organizations and regularly present papers at the annual meetings of many of these organizations: the Academy of Criminal Justice Sciences, the American Anthropological Association, the American Educational Research Association, the American Educational Studies Association, the American Historical
Association, the American Society of Criminology (ASC), the American Sociological Association, the Association for Political and Legal Anthropology, the Conference on Critical Legal Studies, the Consortium of Undergraduate Law and Justice Programs (CULJP), the Future of Minority Studies Consortium, the Latin American Studies Association, the Law and Society Association (LSA), the Society for Cultural Anthropology, the Society for the Study of Social Problems, the Society for the Study of Symbolic Interaction, the Western Society of Criminology, and the Working Group on Law, Culture, and Humanities. JS faculty have served on a variety of subcommittees within these organizations, such as LSA’s Dissertation Prize Committee, Book Prize Committee, Development Committee, and Summer Institute Committee and NCJFCJ’s Advisory Committee on Custody and Domestic Violence. Professor Lee is on the Molecular Biology Specialty Exam Panel of the American Board of Criminalistics. Professor Lucas served as CULJP Treasurer and is currently CULJP President. Professor Lynch has served as a trustee of LSA, was associate chair on the Program Committee for LSA’s annual meeting in Berlin, Germany, in 2007, was one of the faculty at LSA’s Summer Institute in 2003, served on the program committee for the 2001 Miami meeting, and served on the CULJP Board of Directors. She has also served as chair of the LSA Committee for Development and External Relations for two terms, and as chair of the LSA Summer Institute Committee for two terms. Professor Perry was the ASC’s 2001 Program Division Chair on Globalization and serves on the Advisory Board of the University of California Atlas of Global Inequality. Professor Timmons was the Curator of the library exhibit La Última Pena: Five Centuries of Capital Punishment in Mexico at the University of Texas, Austin and organized the International Symposium, The Death Penalty and Mexico-U.S. Relations: Historical Continuities, Present Dilemmas at the University of Texas, Austin.

In regard to scholarly publications, Professor Lynch is the Book Review Editor and a co-editor for the peer-reviewed, international journal Punishment and Society. She previously served on the editorial boards of Law and Social Inquiry, Law and Society Review, and Justice Policy Journal. Professor Johnston is Associate Editor of the peer-reviewed journal Family Court Review and served as guest editor for the Family Court Review. Professor Timmons served as guest co-editor of Radical History Review. Professor Lucas serves on the Editorial Board for a new peer-reviewed international journal currently in development, the International Journal of Prostitution and Sex Work Research.

JS faculty have served as ad hoc peer reviewers for myriad scholarly publications, including journals American Anthropologist; American Indian Quarterly; Contexts; Criminal Justice Review; Criminology; Cultural Critique; Family Court Review; Journal of Child Custody; Law and Policy; Journal of Race, Gender and Class; Journal of Research in Crime and Delinquency; Law and Human Behavior; Law and Social Inquiry: Law and Society Review; Political and Legal Anthropology Review; Punishment and Society; Radical History Review; Social Justice Research; Social Problems; Sociological Perspectives; Studies in Law, Politics, and Society; Theoretical Criminology and book publishers Allyn & Bacon, Prentice Hall, Roxbury, Sage, Thomson, University of North Carolina Press, Wadsworth, and Worth. JS faculty have also served as external reviewers for granting organizations such as the National Science Foundation. JS faculty also regularly give interviews to local and national media organizations, including the New York Times, Wall Street Journal, San Jose Mercury News, Sacramento Bee, California Monthly, SF Weekly, and Spartan Daily.
In the review period, JS faculty have been visiting scholars at the Center for the Study of Law and Society at UC Berkeley, the Department of Plant and Microbial Biology at UC Berkeley, the Lozano Long Institute of Latin American Studies at the University of Texas at Austin, the Instituto de Investigaciones Juridicas, Universidad Nacional Autónoma de Mexico, and given presentations and workshops at the following community organizations and conferences: Alameda County Public Defenders Office; Alameda Family Court Services; Ann Martin Children’s Center (Piedmont, CA); Association of Family and Conciliation Courts Annual Regional Conferences California Chapter; California Attorneys for Criminal Justice/California Public Defenders Association Capital Case Defense Annual Seminar; California Family Law Institute, Los Angeles; Center for Judicial Education & Research, Los Angeles; Child Custody Colloquium, Los Angeles County Bar Association (Family Law Section) & Superior Court; Conference for Family Court Services, sponsored by the Judicial Council of the State of California; Contra Costa Domestic Violence Conference; First Five (Santa Clara County); International Conference on Mobility and Transportation for Elderly and Disabled People (TRANSEED); Los Angeles Family Court Services; People’s Democratic Club, Santa Cruz; San Mateo Collaborative Law; San Mateo Family Service; Santa Clara Domestic Violence Conference; Santa Clara Psychological Association; Stanford Cowell Health Center; University of California, Berkeley Extension/Judith Wallerstein Center for the Family in Transition. Professor Timmons was a Transnationalism Fellow at Mexico-North in 2005, and Professor Lee is a Fellow of Criminalistics at the American Academy of Forensic Sciences. Professor Lee also serves on the Advisory Boards of the AJ Department at West Valley College, and the AJ Bureau at SJSU.

Again, this record of service and engagement with the community and numerous professional fields demonstrates that the JS faculty is fully engaged with identifying injustice and promoting justice at the local, state, national and international levels.

5.4 Goals and Plans: Based on 3 anticipated retirements and one other departure, JS plans to hire 3 to 5 more full-time faculty over the next few years. To support that plan, the department’s goal is to secure reliable, continued support of faculty research and professional development, including equipment and travel. As noted in Sections 5.2 and 5.3, the JS faculty are heavily involved in academic research and professional/community service but continue to lose university support (such as lottery funds) that enable them to continue to pursue these activities. Obtaining reliable support for faculty research and development is essential to attract and retain high quality faculty and thereby maintain the JS Department’s strong reputation. The current faculty are well-regarded within Justice Studies and related fields, and the department has successfully begun to diversify both demographically and in regard to areas of interest and training. Equally important, the department’s strengths have enabled us to retain young faculty; all of the faculty departures during the review period (Holscher, Kuykendall, Sagatun-Edwards, Simon, Unsinger, Wong Yang) involved retirements or moves within the University. To continue this record of success, securing support for faculty is crucial.
6. Resources

6.1 Program Support

a. Clerical, technical and instructional support: Given the level of student demand, particularly at the undergraduate level, JS support staff are stretched extremely thin. While the department is fortunate to have extremely dedicated and talented staff who keep the department running, their workload is often overwhelming. The department has one full-time resource analyst, one full-time coordinator, a 50% time office assistant and a part-time (approximately 25%) work study student assistant. The department has also experienced significant service delays for services provided by the college and the university, such as computer support, procurement, and facilities management. This has been a campus-wide issue, particularly in terms of facilities management, when it is absolutely crucial for faculty and staff to have operable modes of communication (telephone, internet, working computer systems) and offices that contain desks, chairs, shelves and cabinets, yet service is often very slow when such resources need delivering, installation, connection or repair.

b. Equipment and facilities: The major constraint facing the JS department in this area is inadequate space, particularly faculty office space. Currently, three JS professors are housed outside the department in a different part of campus, hampering the faculty’s ability to interact with one another and with students, limiting the sharing of information and resources, and increasing the isolation of these faculty from the rest of the department. JS is in the process of recruiting two additional faculty this academic year, which will again create a “space crunch.” JS also lacks sufficient space for its lecturer faculty; currently as many as five lecturers share small offices, making it difficult for them to meet with students or complete work on campus. In addition, the department is in desperate need of storage space. The department also has no space for informal interaction for students and faculty.

c. External funding received to support instructional programs: JS currently has nine scholarships that support undergraduate and graduate students: the Charles “Pat” Casey Memorial Scholarship ($500 annually), the Kristofer Boaz Claspill Memorial Scholarship (beginning 2008) ($6000), the Theresa Edel Memorial Scholarship ($1000), the Jeffrey Fontana Memorial Scholarship ($1500), the Paula Stone Hubbell Memorial Scholarship ($1500), the Daniel P. Lomio Memorial Scholarship ($1000), the Willard “Huek” Schmidt Memorial Scholarship ($1000), the Gene Simpson & Gordon Silva Memorial Scholarship ($1500), and the California Association of Criminalists McLaughlin Endowment Scholarship ($2000). Last year, the department received about $34,000 in support of scholarships, and perhaps $800-1000 in general donations.

d. Library holdings and related informational resources: In regard to instruction, online library resources are adequate for most purposes. The library’s collection of scholarly monographs and related materials is inadequate in some areas of Justice Studies, and the latest books are not always purchased. In regard to faculty research, physical and online library resources are also incomplete, although online resources have improved recently. Several key scholarly journals (e.g., Deviant Behavior; Studies in Law, Politics and Society; Symbolic Interaction) in the field are unavailable at the campus library or online in full text; while the
LINK+ and Interlibrary Loan staff do an excellent job obtaining most of these materials from other libraries, the delay in obtaining them nonetheless detracts from the faculty’s productivity. We have tried to work with the library staff to increase holdings in our areas, but due to increasing subscription and book title costs, we have actually seen a decrease rather than increase in the number of current holdings.

6.2 Resource Management

a. Distribution and allocation of resources within the programs: The department receives a single budget for all programs, and makes decisions on allocations based on need. Because the graduate program is small, but nonetheless requires a significantly higher level of workload per FTE/S than does the undergraduate program, we have allocated some resources to that program above and beyond what is allocated to the undergraduate program. For instance, we allocate .2 FTE/F per semester for the graduate coordinator since the responsibilities in that role are extensive, including managing the admissions process, handling all advising, overseeing the policy-making and implementation processes, holding orientations, and managing the independent studies and other supervisory graduate level courses. Furthermore, for the past two years, we have allocated a small amount (.10 FTE/F) to cover summer advising and coordinating in that program since the duties of the Graduate Coordinator continue throughout the summer. Funding the science-based forensics program within what is essentially a low cost social science program has been the biggest challenge to the department. Despite efforts by the department to get FTE/S funding and space allocations for that program that are consistent with space and funding in the College of Science, JS has not been able to secure such resources to maintain the forensics program adequately. Thus, the general budget and department resources (including staff) must be stretched to meet that program’s needs, shortchanging the overwhelming majority of students who are undergraduate JS majors. Moreover, the forensics program simply cannot grow without adequate lab and specialized classroom space that JS is unable to provide, and thus far, has been unable to secure from the university.

b. Resource utilization in relation to instruction: With instructional assignments, JS policy is that graduate courses be taught by a full time faculty member with a Ph.D. We have only deviated from that policy on rare occasions, and when we have, a part time instructor has had to have a Ph.D. to be appointed. Graduate courses are also small relative to the undergraduate classes, in that they are capped at 20 and generally range in size from 7-20 students. Our undergraduate classes are thus disproportionately taught by part time faculty, since the graduate program is resource intensive in terms of FT faculty assignments. Faculty teaching primarily undergraduate courses also generally carry a significant number of students per semester. While we offer two seminars that are capped at 25 for enrollments (JS 159—senior seminar and JS 100W—writing workshop), most undergraduate course enrollments range from 40-65 per course.

c. Instructional support needs in priority order: The single largest need we have is for a full time undergraduate coordinator and advisor. As of 2005-06 (the latest year data is available) JS has the highest SFR ratio on campus, and the majority of those students are majors. We have also operated for the past few years well under the optimal ratio of FT to PT faculty, so our 9.5 FT faculty members who are responsible for all the duties associated with the undergraduate program generally spend well over the .20 allocation of their assignment on service to our
students and advisement. Our faculty advisors are overwhelmed with student advisees, and students get variable levels of support as a result. The department’s functioning as a whole, and the students’ academic experience, would be greatly enhanced by such an investment, which would aid in retention, and shorten the time to graduation for many of our students. Ideally, this person could also function to lend administrative support to the internship program, which requires significant staffing and coordination, and could help oversee the writing program, in terms of increasing the accessibility of JS 100W classes and ensuring that we have sufficient numbers of sections to serve our students.

6.3 Goals and Plans

Space issues: Despite the large and robust size of our general program (in students and faculty), we have a TOTAL allocation of space of just over 2300 square feet that serves the JS program (excluding forensics, described below), which includes all staff areas; storage, equipment, and copying areas; department conference room; and faculty office space. Actual faculty office space is comprised of 5 singles in MH and BT (one of which is substandard in size at 96 square feet), 1 double that must be used as a single due to ADA compliance issues for a disabled full-time faculty member, and 2 doubles. Additionally, three former storage spaces have been converted into part-time faculty space. At this point we have nowhere to house our incoming faculty in Fall 2008, and we have run out of room for storage and equipment, especially since we have lost all of our former storage space to accommodate part-time faculty. Thus, additional office and storage space is very high priority for the department: at a minimum, additional office space is needed for two incoming full-time faculty in Fall 2008, and at least 300 square feet of storage space.

The Forensic Science program, which began development in 2002 at the request of the former provost, Marshall Goodman, is housed in two spaces—a 336 square foot office/equipment room and a 392 square foot laboratory that is very outdated and in need of renovation. The program is currently staffed by one tenure track faculty member and a part time lecturer. Despite its interdisciplinary curriculum, this program is at base an applied hard science program, and is expected to have lab and resource allocations that are equivalent to those in the sciences in order to achieve accreditation. The current allocation is not sufficient, and allows for no growth for the program itself. The program director can no longer accept the many equipment donations he is offered because there is no room to house more instrumentation; there is insufficient space in the lab to allow students in the forensics course to complete their lab work at the same time; there is not enough room in the office to add the new faculty member next year who will need his/her own specialized equipment and lab space; and the size and quality of the space currently prevent the program from achieving initial accreditation.

The deficiency in JS’s space allocation across the two programs may be the single largest impediment to our continued success. Despite ever-increasing student demand, we cannot continue to hire new faculty to restore the balance of our full-time/part-time ratio, much less plan for growth and expansion, when we have no place to house new people and their workspace furnishings. Furthermore, our general program faculty is now split between two distant buildings—three of our FT faculty members who serve as major advisors are currently housed across campus on the 5th floor of the Business Tower, while the remainder are in MacQuarrie
Hall. This physical separation has some significant programmatic disadvantages. Our goal is to be housed in a single space together, with adequate space for all faculty offices, adequate staff space allocation, adequate storage space, and ideally some space for informal interaction between students and faculty. Should student interest and college/university priorities continue to demand growth in the JS program, space allocations should also be sufficient to accommodate such growth.

The other high priority is the hiring of the central advisor, who would help the department achieve its other plans and goals in regard to students, faculty, and curriculum.
actually collecting and analyzing data. In addition, I encourage the faculty to be creative in devising assessment tools, giving as much attention to text as scales, and efficient by drawing upon materials generated by the faculty in the course of their instructions. From what I can discern, JS is pursuing its next move to assess learning both creatively and efficiently.

Respectfully submitted,

Michael Musheno
19 November 2007

Dr. Michael C. Musheno, Ph.D.
Department of Criminal Justice Studies
San Francisco State University
1600 Holloway Drive
San Francisco, CA 94132

Dear Dr. Musheno:

Thank you for agreeing to serve as the external reviewer for San José State University’s Program in Justice Studies. Reviewers take on such a task only out of love for the profession and respect for their colleagues, definitely not as a way of building a retirement income. SJSU will pay an honorarium of $1,000 in appreciation of your willingness to serve as a reviewer, and from that amount you are expected to cover your own expenses. Typically the host department provides at least some meals. The Chair of the program, Dr. Mona Lynch, will help you complete the necessary paperwork, and will see that you are paid promptly.

In accepting this assignment, you agree to review the self-study prepared by the program. The self-study will be mailed to you by January 2008. Please feel free to ask Dr. Lynch or this office for any additional materials you need. Additionally, the university web site has much information, especially on the College of Applied Science and Arts at http://www.oir.sjsu.edu/assessment/progrev/.

The visit itself should take about a day and a half to two days. It typically begins with an administrative overview that includes me, the College Interim Dean Barbara Conry, the Associate VP for Graduate Studies and Research Dr. Pamela Stacks and the Vice Provost for Academic Planning and Budgets Bill Nance. This will be a good opportunity for you to clarify with us the key university goals of your visit. You will then meet with faculty, staff, students, and graduates of the program. I encourage you to be forthright in your questioning and probing. Please let me know if, having seen the schedule for the visit, you would like to have any additions made to that schedule.

The visit ends with your presenting an exit interview of around an hour. Some reviewers prefer to make a statement that is then open to questions; others prefer an interactive format throughout the interview. That choice is yours. The interview may be recorded for the use of faculty who are not able to attend. Your exit interview will be attended by several administrators, the College Dean, the liaison faculty member from the Program Planning Committee, the Director of Assessment and as many program faculty as are available. Reviewers normally do not have meetings with the Provost.

San José State’s review process emphasizes planning rather than retrospective evaluation. The Dean and the Provost want to ensure that the program is making realistic plans for curricular development, for faculty hiring and for strategies to garner whatever additional resources might be necessary for the program’s success. In the CSU, a program’s
intentions must match the probability that there will in fact continue to be students desirous of enrolling in the program, so it is important to take into account the SJSU student in evaluating the plans.

The Program Planning guidelines, which I enclose, require that the program have a definite plan for collecting evidence of student learning. As you are aware, regional and specialized accreditation agencies now insist that programs document their educational successes, and show how they are making program modifications based on data rather than anecdote. SJSU believes that assessment of student learning must be carried out by faculty, and that the program level is the most effective place for faculty to undertake this work. As of the spring 2006 all programs were expected to have collected and analyzed data on at least some student learning outcomes. Please address the program’s strengths and weaknesses in systematic assessment of student learning in the exit interview and in your written report. Such assessment often takes different forms in graduate programs, yet such typically undergraduate “general education” issues as communication skills, team-work, global and cultural sensitivity, environmental awareness, and the like, remain critical. Also, a program’s encouragement for and success in research and scholarship is essential at the graduate level. In all events, the program’s assessments should be closely matched to its specific goals.

We will expect a written report within three weeks of your visit. Please send that report to me. The written report, and any comments the program cares to make, will then provide the basis for recommendations to the Provost by a College committee, the College Dean, and the Program Planning committee.

Again, thank you for your assistance in this process, and I encourage you to call or email me (Robert.cooper@sj-su.edu) should you have questions or should you like to engage in any preliminary discussion about your visit. I look forward to meeting you, and I thank you for your assistance in this important planning task. Dr. Lynch will contact you directly about scheduling the date of the visit.

Sincerely,

Robert Cooper, Ph.D
Associate Vice President

Attachments

Cc: Mona Lynch, Chair, Department of Justice Studies
    Barbara Conry, Interim Dean, College of Applied Sciences & Arts
    Greg Payne, Acting Associate Dean, College of Applied Sciences & Arts
    Pamela Stacks, AVP, Graduate Studies & Research
    Dan Perales, Chair, Program Planning Committee
November 14, 2007

To: Bob Cooper, Associate VP of Undergraduate Studies

From: Barbara Conry, Interim Dean  
College of Applied Sciences and Arts

Re: External Reviewer for JS Program Planning

Dr. Mona Lynch, Chair of Justice Studies, submitted three possible external reviewers for the Department of Justice Program Planning Review. The following three are all viable potential external reviewers; however, I would rank Michael Musheno and David Reichard equally and before Doris Provine.

Thank you and please feel free to reach me at bjconry@casa.sjsu.edu or 4-2957 if you need any further information.

C: Mona Lynch, Chair
DATE: November 20, 2007

TO: Robert Cooper, Associate VP Undergraduate Studies

FROM: Barbara J. Conry, Interim Dean, College of Applied Sciences & Arts

SUBJECT: Self-Study – Department of Justice Studies

The purpose of this memorandum is to notify you that the Self-Study from the Department of Justice Studies has been reviewed and approved. Please let me know if you have any questions or concerns.

C: Mona Lynch, Chair, Department of Justice Studies
SAN JOSE STATE UNIVERSITY
PROGRAM PLANNING SELF-STUDY

Department of Justice Studies
College of Applied Sciences and Arts

B.S. in Justice Studies
M.S. in Justice Studies

November 15, 2007

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Mona Lynch, Department Chair

Date

Draft has been read and deemed ready for external review by:

Barbara J. Conry, Interim Dean

Date
SAN JOSE STATE UNIVERSITY
PROGRAM PLANNING SELF-STUDY

Department of Justice Studies
College of Applied Sciences and Arts

B.S. in Justice Studies
M.S. in Justice Studies

November 15, 2007

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Mona Lynch, Department Chair 11/14/07

Draft has been read and deemed ready for external review by:

Barbara J. Coury, Interim Dean 11/16/07
SAN JOSE STATE UNIVERSITY
PROGRAM PLANNING SELF-STUDY

Department of Justice Studies
College of Applied Sciences and Arts

B.S. in Justice Studies
M.S. in Justice Studies

November 15, 2007

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Mona Lynch, Department Chair

Date

Draft has been read and deemed ready for external review by:

Barbara J. Coury, Interim Dean

Date
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crime and justice resources available; (8) talk to Sociology about reducing course overlap to reduce competition for FTES; (9) continue outreach and recruitment efforts to increase number of majors.

The external reviewer’s recommendations were primarily addressed to the college and university (external reviewer recommendations 1, 2, 3, and 5). As noted in the department’s response to her recommendations, recommendation 4 related to a problem outside of the department’s control – university approval of a new sociology course (Soci 151) that overlapped with an existing AJ course (AJ/JS 136). Thus, although the department agreed with and supported the external reviewer’s recommendations, they were largely beyond the department’s ability to pursue directly. To the department’s knowledge, these recommendations were not pursued by the college and university.

In regard to the Dean’s recommendations, the JS Department has pursued each of them to varying degrees. (1) Joint doctoral program. In 2002, JS participated in discussions regarding the proposed joint doctoral program. The degree program proposal had been a joint venture of CSU-Fresno and UC Davis since its inception in 1998, and was approved to move forward to see if it was feasible in 1999. JS’s involvement was solely going to be in offering graduate classes that could be included in the degree program; we were not invited to be full partners in the program. Due to logistical and curricular compatibility issues, our department, in consultation with the other two universities, elected not to participate in the program. (2) Graduate funding. When AIM funds were available under Provost Goodman in 2002-2003, some JS faculty used those funds for paid graduate assistant positions. Faculty with external grants have also used some of their research funds for graduate assistants. However, due to budget constraints and the demands of the undergraduate program, JS has been unable to secure consistent funding for graduate assistants. (3) Creative scheduling. JS has experimented with a number of creative scheduling approaches, including Saturday classes, night classes, online offerings, summer and winter session courses. Many courses currently have web components, and three high-demand undergraduate courses are now regularly taught as fully online courses (JS 100W, JS 105, and JS 132). In addition, JS 132 was also offered as an “online mediated” course with a cable TV component in AY 2006-2007. Given the number of majors served on campus, the department decided it was not a wise use of resources to offer classes off-site, as online courses better serve the needs of distant students. (4) New curriculum emphasis. In several searches JS advertised for new faculty in the areas of corporate, environmental, and “cyber” crime but did not find suitable candidates. The department does address corporate, environmental and white collar crime in its curriculum but given its new direction toward justice, broadly conceived, rather than the narrower area of criminal justice, an “emphasis” in technology, environmental and corporate crime is no longer a priority. (5) Graduate staff. Since our last review, we have been able to increase our departmental staffing from 1.5 to 2.5 positions. As a result, we have been able to devote more staff resources to aid in the graduate program administration. However, due to the imbalance of undergraduate students served and graduate students served within the department (we overwhelmingly serve undergraduates), it has not been feasible to hire dedicated staff for the graduate program. (6) Classroom upgrades. As noted in Section 2, JS has invested in updating one classroom (MH 520) into a smart classroom, added teaching technology to its conference room, and purchased equipment to enable all faculty to use technology in their teaching. A second classroom, MH 523, was selected for university conversion to a smart classroom; that
2. Context and Scope

The JS Department offers a 120-unit undergraduate major leading to a B.S. degree and a 30-unit master's program leading to an MS degree, along with an 18-unit JS minor. JS also participates in the 18-unit interdisciplinary minor in Legal Studies.

Alignment of JS Programs with University and College Missions, College Goals, and University Strategic Planning Goals

The University mission is to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. JS Department programs are fully consonant with the University's mission. JS courses at all levels require students to engage in critical inquiry regarding social, economic and criminal justice. Taken as a whole, JS courses are inter- and multi-disciplinary, exploring theory and practice, historical and present-day issues, law and policy, the local and the global. Thus, the undergraduate and graduate programs not only transmit knowledge about justice and justice systems to students, but enrich their intellectual, professional and personal lives. Through required research, writing and evaluation courses, along with the undergraduate and graduate internship courses, students develop skills that enable them to serve society as community advocates, activists, and leaders; justice professionals; attorneys and judges; policymakers; researchers and analysts; teachers and professors; expert witnesses; and engaged citizens, voters, consumers and community members.

The full-time JS faculty engage in a wide variety of justice-related research and scholarship, both basic and applied, that contributes to disciplinary and interdisciplinary fields of knowledge, including biology, criminology, critical pedagogy, cultural studies, forensic sciences, gender studies, history, human rights, Latin American studies, law and jurisprudence, media studies, political science, punishment and penal theory, rhetoric, social theory, socio-legal studies, and sociology. A number of part-time JS faculty also engage in evaluation research at the community level, contributing to knowledge in the areas of criminal justice and social services. JS faculty regularly involve JS students, both graduate and undergraduate, in their research; as such, students are an integral part of the department's contribution to diverse fields of knowledge.

The mission and goals of the College of Applied Sciences and Arts ("CASA") are to provide liberal and professional education and, through application, to empower graduates to be exemplary members of a diverse and global community. The College is committed to excellence in undergraduate and graduate programs and improving the quality of life for present and future generations. JS programs are again entirely consistent with CASA's mission and goals. JS courses offer both liberal and professional education, and graduates have served as leaders of local, state and national justice agencies, nonprofit groups, and the like as previously discussed, improving the quality of life, often dramatically, in the communities they join and serve.

The University Strategic Planning Goals are enhancing academic quality, enriching the student experience, improving the campus work environment and infrastructure, and strengthening community alliances.
recommendation for students going on to further study or seeking justice-related positions, assist justice agencies conducting background checks of job applicants, respond to media inquiries on justice related issues, and speak to local and regional community groups.

3. Curriculum and Achievement of Student Learning Outcomes

3.1 Curriculum

a. Summary of curricula

**BS in Justice Studies:** JS majors take 51 units in General Education and American Institutions and 2 units of Physical Education, as required by the University for all undergraduates. Within the department, JS majors complete ten courses (32 units) of required courses, two courses (6 units) from a selection of four upper-division courses, and four courses (12 units) of JS electives. Majors also complete a lower-division course in statistics. JS majors are strongly encouraged, but not required, to complete a minor.

Most of the JS undergraduate courses (23 of 27, excluding MUSE classes) are upper-division courses. JS majors are required to complete a 4-unit internship course in which they work a minimum of 90 hours in a justice-related organization, complete a classroom component relating their work to the field of Justice Studies, and complete an evaluative paper about their experience. JS currently serves approximately 900 majors.

**MS in Justice Studies:** Graduate students complete a 30-unit master’s program which includes 5 required JS graduate courses (15 units), including courses in theory, research methods, policy evaluation, justice organizations and management, and a capstone. “Plan A,” the thesis option, requires an additional 6 units of JS 299 (thesis) plus 3 electives. “Plan B,” the non-thesis option, requires a project and 5 electives (15 units). JS 201 completed with a grade of “B” or better satisfies the “competency in written English” requirement of the university, and JS 216 is the “culminating experience” for all JS graduate students. JS currently serves approximately 50 graduate students.

See Appendix E for the catalog descriptions of the BS and MS programs, and course offerings in both programs.

b. Summary of curricular changes

**BS in Justice Studies:** Since the last program review, the following changes have been made.

JS 10—Administration of Justice was changed to Introduction to Justice Studies to correspond to the broader focus of study indicated in the department name change.

JS 105—Justice Systems Research was changed to Research Methods in Justice Studies both to identify this course more clearly as a research methods class, and to indicate that research in the field considers aspects of justice beyond the formal justice system.
JS 133—Terrorism and the Criminal Justice System was changed to Terrorism, Intelligence, and Security to integrate key issues that surround the definition of terrorism and state efforts to combat it.

JS 134—Organized Crime was eliminated because it had become dated as a stand-alone course topic. Much of the material addressed in JS 134 was already addressed in our JS 135—White Collar Crime course, and is touched upon in several other existing courses as well.

JS 136—Violence and Hate in the Family and Community was changed to Family and Community Violence to describe the course more clearly and succinctly.

JS 137—Intelligence—was eliminated from the curriculum since intelligence was subsumed into the revised JS 133 discussed previously.

JS 170—Internship: Administration of Justice was changed to Internship: Justice Studies for clarity and to indicate that internships with non-governmental agencies are allowed and encouraged. The course has also been increased from 3 to 4 units. This change was instituted to strengthen the “bridging the gap” component of the internship, i.e., to help students better integrate their field experience with their academic studies in the department. The additional unit requires students to complete a set of scholarly readings on the process of making field observations, keep detailed “field notes” about their internship experience, attend selected lectures and group meetings on campus that enhance their understandings of the connections between the “real world” and the academic studies in which they are engaged, and engage in regular directed online discussions (requiring approximately 2000 words of writing) about these activities and their internship experiences through the online WebCT component to JS 170.

As a result of the changes listed above, required units in the JS major have increased by 2 (both JS 115 and JS 170 went from 3 to 4 units), so the overall major requirements have increased from 48 to 50, plus a 3 unit support course in statistics.

Finally, the name of the Bachelor’s degree was changed from “B.S., Criminal Justice Administration” to “B.S., Justice Studies,” a change approved in 2005. Because the curriculum considers justice in a broader context than “criminal justice administration” or even “criminal justice,” the faculty sought to change the degree to reflect students’ actual courses of study.

The undergraduate curriculum is currently being further revised this academic year. While some steps have already been taken to move the curriculum beyond a U.S. and criminal justice focus, additional revisions are in the works to further develop this broadening of the curriculum. As noted, the curriculum is simultaneously being reorganized into “core competency areas” to ensure that all undergraduates are fully developing necessary skills in research, writing, analysis, international and comparative inquiry, and ethics.

MS in Justice Studies: Changes to the Master’s program since the last review include both admission and curricular changes. In regard to admission requirements, the minimum GPA for admission without GRE scores was raised from 3.0 to 3.2. Prerequisites for fully classified
Since the previous review, the faculty also changed the requirements regarding undergraduate classes taken for graduate credit. The number of units of undergraduate work allowed for graduate credit has been reduced from 9 (3 classes) to 6 (2 classes), and these courses only count for graduate credit if the instructor assigns additional graduate-level work apart from the regular course requirements imposed on undergraduates. (Graduate students may also take two graduate courses in other departments at SJSU, with the approval of the graduate advisor.) As indicated in the Fall 2000 self-study, the decision to allow graduate students to enroll in select undergraduate courses was made at a time when the department lacked sufficient full-time tenured and tenure-track faculty to cover both the undergraduate and graduate programs fully; because of the large demand in the undergraduate program, covering core required undergraduate courses with full-time faculty resources was given priority over the graduate program. Although undergraduate student demand has increased since that time and additional tenure-track hires are needed, the graduate faculty recently decided to eliminate the option for graduate students to enroll in undergraduate courses, and instead to require that all 30 units of the MS program be completed in 200-level courses, with a minimum of 80% (8 courses or 24 units) completed in JS.

A few additional changes to the graduate curriculum are pending. In order to ensure that sufficient graduate courses are offered every semester, to establish a regular graduate course sequencing that will enable students to plan effectively and the department to schedule courses effectively, the department is in the process of changing the graduate course sequence and is considering adding one or two new graduate courses to the curriculum. The graduate faculty is also in the process of reviewing the undergraduate prerequisites to ensure that they are adequate and relevant to graduate study. The title of JS 270 will be changed from “Criminal Justice Practicum” to “Practicum in Justice” to reflect the broadening of the curriculum.

c. **Standard curricula:** There is no standard JS curriculum as this is not an accredited program or professional degree. It is more analogous to a social science degree where specific competency courses are required (e.g., introduction, theory, methods, an advanced or capstone course) and the remainder of the course work is through major freely selected and/or directed electives in areas of interest. In that sense, our program is similar to other Justice Studies and related curricula.

d. **Curricular bottlenecks:** The only major curricular bottleneck in JS is JS 100W, particularly getting students to take the WST test as soon as they are eligible after completing English 1A and 1B and/or upon transferring to the university. This bottleneck has been reduced some through advising; both in TIP advising sessions with transfer students and in individual faculty advising, advisors emphasize the importance of taking the WST as soon as possible.

e. **Interdisciplinarity of Justice Studies:** As noted throughout, Justice Studies is both multi- and inter-disciplinary. JS faculty possess doctoral degrees in Biology, Community & Human Resources, Jurisprudence and Social Policy, Justice & Social Inquiry, Latin American History, Linguistics, Political Science, Psychology, and Sociology and conduct research and publish in an even wider array of fields. Faculty bring their multi-disciplinary perspectives to the classroom; many individual courses are interdisciplinary by design, and even those courses primarily informed by a single discipline contribute to an interdisciplinary curriculum when the curriculum
3.4 Goals and Plans

**Undergraduate program:** In order to ensure undergraduate student success in achieving SLOs 1-1 through 1-3, which are measured in our senior capstone course, since Fall 2006, we have instituted a policy that ensures that the prerequisites (JS 100W and JS 105) have been met before students can enroll in the course. This has ensured that students are more fully prepared to undertake the research, analysis and writing required to meet these SLOs, and has resulted in fewer students who do not successfully complete the course each semester.

The undergraduate curriculum committee is currently exploring other potential minor curricular modifications in the JS 159 senior capstone course, including the further integration of writing assignments and revision processes to ensure that the final papers are sufficiently analytical, well researched, and complex in their exposition.

Despite the high success rate indicated by measures of SLO 2-2—Capacity for professional development in the Justice Studies field by successfully integrating theory and practice in a real world, justice related setting—as of Fall, 2006, the department has incorporated a set of activities and assignments (described above in Section 3.1) designed to enhance that curriculum to ensure full, intellectually engaged integration of theory and practice. This addition to the curriculum has improved the quality of the students’ educational experience in the internship, as indicated by their final papers as well as the writing assignments in the new curriculum. It has also likely had the effect of enhancing success in terms of SLO 2-1—Demonstrating oral and written communication skills sufficient for a justice professional within a justice studies internship placement setting—since it has required students to communicate more formally, regularly, and systematically about their ongoing internship experiences.

In order to continue to improve the overall quality of our internship curriculum, we are planning an assessment of our established internship settings to determine the quality of the overall learning experience provided in each. Lecturer Janet Hagemann will be undertaking this process in Spring 2008 so that we can eliminate internship placements that do not adequately serve our students’ learning objectives.

This academic year, we are also initiating an intensified outreach program to local and regional agencies that address a broader range of justice issues and that serve diverse populations in the community to include in our internship program. New Assistant Professors William Armaline and Sang Hea Kil are spearheading that effort by expanding opportunities within the San Jose region in non-criminal justice settings, and by opening up a range of opportunities in the San Francisco area that can serve students who reside there. This semester, as noted in section 3.3.b, we have also begun administering a confidential online survey to internship students that assesses their perceptions of that learning experience, specifically assessing how well they feel it has helped them achieve the stated learning objectives, as well as assessing their perception of its more general value to their educational and career goals. Results of the first survey are reported below, in section 4.2.c.

We are beginning this semester to explore the possibility of more fully integrating our internship program with the campus Career Center. A Career Center presentation is planned for late...
program, as assessed within the capstone course. The graduate curriculum committee is also considering developing an additional topical course in justice and inequality, to ensure that the curriculum remains current and that graduate students have the opportunity to study emerging issues in the field.

4. Students

4.1 Analysis of Student Data

a. Status and trends

Applications. Applicants to the B.S. degree have increased steadily from 2002 to 2006 (the last year for which data is available). There were 304 freshman applicants in Fall 2002, 183 were admitted, and 49 enrolled. There were 805 freshman applicants in Fall 2006, 418 were admitted, and 102 enrolled—more than a doubling of freshman applicants, admissions, and enrollees in a 4-year period. There were 177 transfer applicants in Fall 2002, 77 admissions, and 58 enrolled. In Fall 2006 there were 346 applicants, 233 admissions, and 125 enrolled—not quite a doubling of applicants, but more than doubling of admissions and enrollees. Although there were more transfer applicants in Fall 2005 than 2006 (347 versus 346), there were more transfer admissions and enrollments in 2006 than in any previous semester.

Applications and enrollments in Spring semesters also show growth over time, but the numbers are smaller; 9 frosh applied in Spring 2003, 3 were admitted and 1 enrolled, as compared to 28 freshman applications, 3 admissions and 1 enrollment in Spring 2007. As we would expect, transfer applications, admissions and enrollments in Spring semesters are greater. In Spring 2003 there were 76 applicants, 32 admissions, and 26 enrollees, while in Spring 2007 there were 165 applicants, 97 admissions, and 74 enrollees. The peak for Spring transfer applications was in Spring 2005 (183 applicants), the peak for Spring transfer admissions was in Spring 2006 (116 admitted), and the peak for Spring transfer enrollments was in Spring 2005 (77 enrolled). However, the decrease in enrollments from Spring 2005 to Spring 2007 was quite modest (down from 77 to 74).

Thus, overall the department has shown significant growth in undergraduate enrollments in the last four years.

The M.S. program has seen more modest and uneven growth, from 36 applications, 26 admissions, and 18 enrollees in Fall 2002 to 40 applications, 23 admissions, and 15 enrollees in Fall 2006. Trends in Spring applications show a decrease over time, from 30 applications, 22 admissions, and 12 enrollments in Spring 2003 to 18 applicants, 9 admissions and 7 enrollments in Spring 2007. It appears that the current trend is for the bulk of graduate students to begin graduate study in the fall semester. Changes in application and enrollment rates in the M.S. program likely also reflect the higher GPA required for admission that was adopted during the review period. Do we need to elaborate on this here if we cut it in the above section? No – it's also covered in section 3.1.b. so I removed it from the executive summary.
b. Student endeavors post-JS: After completing the B.S. degree, graduates engage in a variety of pursuits. Many, perhaps a majority, begin careers in justice-related organizations in the areas of social services, juvenile justice, community organizing, crime prevention, nonprofit justice advocacy, law enforcement, investigations, law and courts, local government, corrections, and the like. Others enroll in master’s, doctoral and professional degree programs; among this group, most enter law school or master’s programs in justice studies or a closely related field. After completing the M.S. degree, most graduate students embark or continue their careers in justice, many moving into management positions. Others enroll in doctoral programs or law school. Examples of organizations in which B.S.- and M.S.-degree holders work include the nonprofit Fresh Lifelines for Youth (FLY), Santa Clara County Department of Child Support Services, Juvenile Probation/Victim Services, the Milpitas Police (whose Chief of Police holds an M.S. in Justice Studies), Monterey County Sheriffs, Target Corporation, Google, Cisco Systems, the U.S. Postal Service, the U.S. Marshals, the Bureau of Immigration and Customs Enforcement, Homeland Security, the U.S. Secret Service, the California Department of Insurance, the California Department of Motor Vehicles, the California Highway Patrol, Kern County Crime Laboratory, the Santa Clara Public Defender’s Office, the Federal Public Defender’s Office, U.S. Probation and Pretrial Services, and Childquest International.

4.2 Student Experiences

a. Student advising: Advising is provided on a drop-in basis in the fall and spring semesters. All full-time faculty, excluding the graduate coordinator but including the chair, provide undergraduate advising; the graduate coordinator provides graduate advising. Advising is also provided at the career fair, by the chair, graduate coordinator and select summer faculty during the summer session, and by the chair, graduate coordinator and winter session FT faculty during winter session. In summer 2007, the JS Department began offering training to new faculty in how to advise students effectively. In Fall 2007, JS initiated a new “Open House” orientation and advising session for new and returning undergraduates and graduate students, enabling students to connect with several advisors at one time and place. The Open House took place in the University Room on the day before classes started, and provided full service advising as well as an opportunity for students and faculty to connect in a less formal setting. Thus, advisors with expertise in the WST and 100W requirements, the Forensics major, the graduate program, applying to law school, etc., could refer students to one another to get multiple questions answered for multiple students in an efficient and effective way. The orientation/advising session was well-received by students and faculty, and will become a regular event. The graduate coordinator also offers three separate orientation and advising sessions at the beginning of each semester to assist incoming graduate students, and encourages incoming graduate students to attend the university’s orientation as well.

Information and forms are also placed on the JS Department home page in regard to new requirements, advising availability, graduation deadlines and the like. Numerous documents assisting current and prospective graduate students are also available through links on the department homepage. See Appendix F for urls.

b. Tutoring, special assistance, services or activities regularly provided to students to assist in achieving academic goals: JS MUSE courses help frosh transition from high school to
4.3 Student Recruitment and Retention

a. Recruitment: JS actively participates in the university-wide summer orientation and year-round TIP programs, recruits potential students at the now-named SJSU "Preview Day," offers an Open House at the start of the academic year, and a Career and Internship Fair every spring. Our student groups generally also participate in the department events and the Preview Days. The career fair often draws students from local high schools and community colleges; academic advising is provided to prospective and current students at the fair. Individual faculty also do outreach to some area high schools and community colleges through guest lecturing and classroom visits. Given the profile of JS students in regard to gender and ethnicity, and the number of undergraduate majors in the department, these recruitment activities seem sufficient.

b. Retention: JS is strongly committed to improving retention. The department feels that retention could be markedly strengthened through a change in advising procedures, specifically, the hiring and training of a central advisor to provide initial advising to all undergraduates. Such an advisor would also address JS curricular issues such as JS 100W ensuring that students take the WST in a timely way, understand how to prepare for the test, and the like. The central advisor would also perform directed retention/intervention efforts with struggling students, such as students on academic probation, before they leave the department or university.

In addition, the department’s efforts to increase the diversity of internship placements (see section 3.4) and to broaden the curriculum’s consideration of cross-cultural issues are also, in part, efforts to improve student retention.

c. Time to graduation: Course scheduling and effective advising are the main ways in which JS ensures that students graduate in a timely way. In the undergraduate program, multiple sections of required courses are offered each semester on different days and at different times both to ensure adequate space in required courses, and to assist students with work/family constraints to find courses that fit their schedules. All required classes are also offered at night at least once each year, and every semester where resources allow. Advisors emphasize the need to take and pass the WST as soon as possible, to take prerequisites and required courses as soon as students are eligible to take them, to complete SJSU Studies courses for graduation, to submit major forms on time for graduation, and the like. Notices about deadlines, new requirements, etc., are posted on the 5th floor of MacQuarrie Hall, on the department homepage, and announced in class.

Two courses, JS 100W and JS 159 (the senior capstone), have been bottlenecks in the past. To alleviate that problem, more sections of JS 100W have been offered (including in summer session where student demand warrants) and instructors carefully check student standing and completion of prerequisites to ensure that available spaces are reserved for students with the greatest need. For JS 159, the department has adopted a procedure in which students cannot pre-enroll but instead attend the first class with the necessary documentation. First priority for enrollment is reserved for seniors graduating that semester, and new graduate students needing JS 159 as a prerequisite for graduate study. Second priority is given to seniors graduating the following semester. This procedure has ensured that students do not enroll in JS 159 "early" and take the spaces needed by graduating seniors.
Identification. Undergraduate Sal Murillo co-presented a poster presentation at the 2006 American Academy of Forensic Sciences meeting, and co-presented a paper at the California Association of Criminalists meeting which received a “most outstanding research presentation” award. Students Kristy Ballinger and Erica Villa co-presented a poster at the 2006 Symposium on Human Identification.

Undergraduate Jun Wan participated in the Salzburg Seminar in 2007, presenting papers on the global economy’s impact on the third world and on the rape of Nanking.

4.5 Student Engagement Activities

a. Student service to the university: Many JS students are involved in our 3 student groups, Alpha Phi Sigma, which is the national criminal justice honor society, the co-ed justice fraternity, Chi Pi Sigma, and the forensic science student group. As noted above, students in these clubs participate in department events and activities that aim to recruit and retain students, they assist in supporting the department on other events, including our graduation ceremonies and with the logistics of our larger public speaking events. Alpha Phi Sigma co-sponsored a talk by a University of Santa Clara School of Law faculty member, and has been active in planning events with the Pre-Law student club on campus.

JS students have also been actively involved in college and university governance issues. JS student Michelle Graves, for instance, was deeply involved in the peer mentoring programs on campus, serving as a peer mentor in multiple MUSE courses, as a peer mentor service learning specialist, and as a member of the First Year Readings Project Committee. She also served on the campus judicial committee. Former undergraduate and graduate student Susie Rivera was actively involved in CASA governance, working closely with former Dean Ego on several initiatives. More recently, JS students have been actively involved in the Inclusive Excellence and Vision 2010 activities, and have served on the CASA student affairs committee.

b. Student engagement with the community, professional field, and other groups: As noted above, JS graduate students and undergraduates have presented at several academic conferences (see section 4.4). Also as noted above, JS undergraduates have regular and sustained interaction with the community and the professional field through the JS internship program. A number of graduate students take the elective JS 270 “Criminal Justice Practicum,” which is similar to the undergraduate internship program, except that it requires graduate students to undertake a project that contributes to the organization, rather than simply exposing students to the agency’s work. For example, in AY 2006-2007, Kristin Janiak completed a practicum with the Santa Clara County YWCA Rape Crisis Center, during which she conducted a survey on volunteer satisfaction and retention and analyzed the results for the YWCA.

Two current part-time JS faculty, Maureen Lowell and Pamela Serrano, also have recruited JS graduate students to help perform research for Santa Clara County community organizations – one in conjunction with a new “parenting without violence” program in the county, and the other to do research on teen suicide for the Department of Social Services. Assistant Professor Patrick Timmons has been instrumental in developing the partnership with the new Santa Clara County JusticeCorps program. JusticeCorps is an AmeriCorps funded program that trains and places
the department succeed in establishing a fund for student research, these funds would be used for both undergraduates and graduate students.

5. Faculty

5.1 Faculty Profile

a. Tenured and tenure-track faculty: The current JS tenured and tenure-track faculty is composed of five women and six men. Four are tenure-track assistant professors, two are associate professors with tenure, and five are full professors with tenure. Two are Asian American, one is Latino, and eight are white. All of the current full-time faculty of color joined us during the review period; we hope to continue to diversify the faculty in the next five years. One of the full-time faculty members is in the FERP program, and will fully retire in Spring 2011. The department anticipates that another senior faculty member will retire in the next three years, and a third in the next five to ten years. A fourth senior faculty member is leaving the department in July 2008 to join another university.

b. Full-time and part-time lecturers: The current JS lecturer faculty is composed of twelve women and five men; four have Ph.D.s and the others possess M.S., M.A. and J.D. degrees. One has worked in the department for 25 years, one for 17 years, one for 10 years, one for 6 years, one for 5 years, one for 4 years, and the remaining have been hired within the last 3 years. Three are Latina/o, one is Native American/Alaska Native, one is Asian/Pacific Islander, and 12 are white. Again, all of the current part-time faculty of color have joined JS during the review period, and again, we hope to build on this diversification effort in the coming years. We have strived in recent years to hire proportionately more part-time faculty members who have advanced academic training and research skills, rather than relying predominantly on experienced practitioners. This has been a priority since our curriculum is increasingly emphasizing theory, critical analysis and research competence. In the last eighteen months, we have employed 5 lecturers with Ph.D.s, 2 more lecturers who were advanced doctoral students, and one J.D. with substantial university teaching experience. A major obstacle to hiring more highly trained part-time faculty is the very low “vacant rate” that SJSU offers new instructors.

c. Issues: Based on the profiles of the tenured and tenure-track faculty, the Department anticipates the need to hire 3-5 additional tenure-track faculty to continue to meet student demand, maintain/enhance academic quality, and maintain/enrich student experience. In regard to full- and part-time lecturers, the Department anticipates the need to hire additional lecturers with expertise in the newly-emerging areas of the curriculum. The Department anticipates that such hiring at both levels will enable us to maintain and/or strengthen our ties with the surrounding community. We do not foresee any issues relating to the final strategic planning goal, improving the campus work environment and infrastructure. (Although additional office space is greatly needed by the JS Department, this need is independent of the faculty profile; moreover, space allocations are not within the Department’s control.)
Association and its Affirmative Action Committee, and the CSU Systemwide Lower Division Transfer Project.

JS faculty served on University-level committees including the General Education Advisory Panel (GEAP) for Arts & Humanities, the GEAP for Human Understanding, the GEAP for Oral Communication, the SERB University Committee, and as JS representatives to the new Faculty Grievance Hearing Panels. Professor Perry has served on the SJSU Faculty Senate since 2005, and is a member of the Senate’s Professional Standards Committee. From 2001-2003, Professors Lynch and Lucas served on the steering committee to develop the interdisciplinary Legal Studies minor.

In 2006, Professor Timmons initiated the JS Department film series, open to all students and faculty on campus. In Spring 2007, the JS Department also organized and convened the Penal California conference, which brought scholars from around the US to SJSU for a day-long conference on the past and future of punishment practices in California and beyond. Professor Johnston participated in the SJSU Teacher-Scholar program in 2001-2002 and presented a paper at SJSU’s Center for Faculty Development and Support Teacher-Scholar Annual Conference. Professor Lynch delivered the Institute for Social Responsibility, Ethics, and Education Annual Lecture at SJSU in 2000. Professor Sagatun-Edwards participated in the Presidential Search Committee following President Caret’s departure from SJSU. JS faculty have participated in CASA research panel presentations in AY 2005-2006, 2006-2007 and 2007-2008.

This record of service indicates that the JS Department is integrally involved in supporting the University mission, promoting the University’s health and vitality, and contributing to a diverse, enriching and rigorous academic environment.

b. Involvement with community, professional field, and outside groups: JS faculty are also involved in a variety of community, governmental and professional organizations. For example, at the local and state level, Professor Armalone serves on the Advisory Board of the Youth Trust Institute (CA); Professor Correia co-chaired the Crime Prevention Committee of the Montclair Safety and Improvement Council (Oakland, CA); Professor Lucas serves on the board of directors of the Gordon Kusayanagi Memorial Music Scholarship Foundation (Gilroy, CA); and Professor Lynch was appointed by California State Senator Alquist to the Public Safety Advisory Committee for the California Senate Public Safety Committee. Nationally, Professor Lynch previously served on the Board of Directors of the Center for Juvenile and Criminal Justice and is currently consulting with the ACLU’s National Drug Law Reform Project. Professor Lucas consulted with the National Center for State Courts on a grant proposal submitted to the National Institute of Justice. Other JS faculty are members of the Association of Family and Conciliation Courts, the Ella Baker Community Center/Books Not Bars initiative, the National Association of Social Workers, the National Council of Juvenile and Family Court Judges (NCJFCJ), Physicians for Human Rights, and the State Bar of California.

JS faculty belong to the following scholarly and professional organizations and regularly present papers at the annual meetings of many of these organizations: the Academy of Criminal Justice Sciences, the American Anthropological Association, the American Educational Research Association, the American Educational Studies Association, the American Historical
In the review period, JS faculty have been visiting scholars at the Center for the Study of Law and Society at UC Berkeley, the Department of Plant and Microbial Biology at UC Berkeley, the Lozano Long Institute of Latin American Studies at the University of Texas at Austin, the Instituto de Investigaciones Jurídicas, Universidad Nacional Autónoma de México, and given presentations and workshops at the following community organizations and conferences: Alameda County Public Defenders Office; Alameda Family Court Services; Ann Martin Children’s Center (Piedmont, CA); Association of Family and Conciliation Courts Annual Regional Conferences California Chapter; California Attorneys for Criminal Justice/California Public Defenders Association Capital Case Defense Annual Seminar; California Family Law Institute, Los Angeles; Center for Judicial Education & Research, Los Angeles; Child Custody Colloquium, Los Angeles County Bar Association (Family Law Section) & Superior Court; Conference for Family Court Services, sponsored by the Judicial Council of the State of California; Contra Costa Domestic Violence Conference; First Five (Santa Clara County); International Conference on Mobility and Transportation for Elderly and Disabled People (TRANSEED); Los Angeles Family Court Services; People’s Democratic Club, Santa Cruz; San Mateo Collaborative Law; San Mateo Family Service; Santa Clara Domestic Violence Conference; Santa Clara Psychological Association; Stanford Cowell Health Center; University of California, Berkeley Extension/Judith Wallerstein Center for the Family in Transition. Professor Timmons was a Transnationalism Fellow at Mexico-North in 2005, and Professor Lee is a Fellow of Criminalistics at the American Academy of Forensic Sciences. Professor Lee also serves on the Advisory Boards of the AJ Department at West Valley College, and the AJ Bureau at SJSU.

Again, this record of service and engagement with the community and numerous professional fields demonstrates that the JS faculty is fully engaged with identifying injustice and promoting justice at the local, state, national and international levels.

5.4 Goals and Plans: Based on 3 anticipated retirements and one other departure, JS plans to hire 3 to 5 more full-time faculty over the next few years. To support that plan, the department’s goal is to secure reliable, continued support of faculty research and professional development, including equipment and travel. As noted in Sections 5.2 and 5.3, the JS faculty are heavily involved in academic research and professional/community service but continue to lose university support (such as lottery funds) that enable them to continue to pursue these activities. Obtaining reliable support for faculty research and development is essential to attract and retain high quality faculty and thereby maintain the JS Department’s strong reputation. The current faculty are well-regarded within Justice Studies and related fields, and the department has successfully begun to diversify both demographically and in regard to areas of interest and training. Equally important, the department’s strengths have enabled us to retain young faculty; all of the faculty departures during the review period (Holscher, Kuykendall, Sagatum-Edwards, Simon, Unsinger, Wong Yang) involved retirements or moves within the University. To continue this record of success, securing support for faculty is crucial.
LINK+ and Interlibrary Loan staff do an excellent job obtaining most of these materials from other libraries, the delay in obtaining them nonetheless detracts from the faculty’s productivity. We have tried to work with the library staff to increase holdings in our areas, but due to increasing subscription and book title costs, we have actually seen a decrease rather than increase in the number of current holdings.

6.2 Resource Management

a. Distribution and allocation of resources within the programs: The department receives a single budget for all programs, and makes decisions on allocations based on need. Because the graduate program is small, but nonetheless requires a significantly higher level of workload per FTE/S than does the undergraduate program, we have allocated some resources to that program above and beyond what is allocated to the undergraduate program. For instance, we allocate .2 FTE/F per semester for the graduate coordinator since the responsibilities in that role are extensive, including managing the admissions process, handling advising, overseeing the policy-making and implementation processes, holding orientations, and managing the independent studies and other supervisory graduate level courses. Furthermore, for the past two years, we have allocated a small amount (.10 FTE/F) to cover summer advising and coordinating in that program since the duties of the Graduate Coordinator continue throughout the summer. Funding the science-based forensics program within what is essentially a low cost social science program has been the biggest challenge to the department. Despite efforts by the department to get FTE/S funding and space allocations for that program that are consistent with space and funding in the College of Science, JS has not been able to secure such resources to maintain the forensics program adequately. Thus, the general budget and department resources (including staff) must be stretched to meet that program’s needs, shortchanging the overwhelming majority of students who are undergraduate JS majors. Moreover, the forensics program simply cannot grow without adequate lab and specialized classroom space that JS is unable to provide, and thus far, has been unable to secure from the university.

b. Resource utilization in relation to instruction: With instructional assignments, JS policy is that graduate courses be taught by a full time faculty member with a Ph.D. We have only deviated from that policy on rare occasions, and when we have, a part time instructor has had to have a Ph.D. to be appointed. Graduate courses are also small relative to the undergraduate classes, in that they are capped at 20 and generally range in size from 7-20 students. Our undergraduate classes are thus disproportionately taught by part time faculty, since the graduate program is resource intensive in terms of FT faculty assignments. Faculty teaching primarily undergraduate courses also generally carry a significant number of students per semester. While we offer two seminars that are capped at 25 for enrollments (JS 159—senior seminar and JS 100W—writing workshop), most undergraduate course enrollments range from 40-65 per course.

c. Instructional support needs in priority order: The single largest need we have is for a full time undergraduate coordinator and advisor. As of 2005-06 (the latest year data is available) JS has the highest SFR ratio on campus, and the majority of those students are majors. We have also operated for the past few years well under the optimal ratio of FT to PT faculty, so our 9.5 FT faculty members who are responsible for all the duties associated with the undergraduate program generally spend well over the .20 allocation of their assignment on service to our
Hall. This physical separation has some significant programmatic disadvantages. Our goal is to be housed in a single space together, with adequate space for all faculty offices, adequate staff space allocation, adequate storage space, and ideally some space for informal interaction between students and faculty. Should student interest and college/university priorities continue to demand growth in the JS program, space allocations should also be sufficient to accommodate such growth.

The other high priority is the hiring of the central advisor, who would help the department achieve its other plans and goals in regard to students, faculty, and curriculum.
Program Planning Committee Report to the Provost
Department of Justice Studies
2006-2007 Cycle
February 12, 2009

The Program Planning Committee (PPC) commends the Department of Justice Studies (JS) for a well-written, concise, and informative self study. The Department offers a B.S. and M.S. in Justice Studies, two B.S. degrees in Forensic Science, a minor in Justice Studies, and is one of three sponsoring departments for the interdisciplinary Legal Studies Minor. In 2004, the Department name was changed from “Administration of Justice Department” to “Justice Studies.” The name change was made to better reflect the curriculum, the state of the field nationally, faculty expertise, and the liberal arts nature of the degree. Degrees awarded were formerly B.S. and M.S. in Criminal Justice Administration and now are B.S. and M.S. in Justice Studies.

The Department should also be acknowledged for nearly doubling total student enrollment and number of majors from Fall 2001 to Fall 2006. However, the number of faculty, staff, and resources has not significantly increased during this same period. This large increase in students is creating a significant strain on their current resources, particularly in the areas of space and advising.

Since the last program review, JS participated with the Communication Studies and Political Science Departments to develop and implement an interdisciplinary minor in Legal Studies. JS also added two interdisciplinary B.S. degrees in Forensic Science (one concentration in Chemistry and one in Biology). The Forensic Science program was only put into place in 2003-2004 and is currently undergoing the accreditation process with a national accrediting body.

The Department of Justice Studies has laid a good foundation for its assessment activities, having not only developed student learning outcomes and assessment plans, and collected data for all its programs, but also having made changes to the program based on the data collected. The WASC team in their March 2007 visit encouraged all programs to put greater focus on program (rather than course) assessment and use of data (course and other sources) to evaluate the achievement of program outcomes at graduation. Should the Department of Justice Studies need help with assessment activities, the Director of Assessment and College Facilitators are available to provide support and suggestions. In accordance with the 2006 Program Planning Guidelines, in the next program cycle, the self study should include program assessment plans, the university assessment reports, and an evaluation of the results of assessment efforts with particular attention to modifications that have been made to improve student achievement of learning goals and outcomes.

The final step in the program planning process is a meeting with Provost Carmen Sigler (or her designee), Vice Provost for Academic Budgets and Planning Bill Nance, AVP of Undergraduate Studies Bob Cooper, AVP of Graduate Studies and Research Pam Stacks, Interim Dean Barbara Conry, and Department Chair Ann Lucas. The department should contact Ryoko Goldston in the Office of Undergraduate Studies to schedule the final meeting. The following topics for discussion are summarized from the reports:
• Convene a task force to develop a university strategy for advancing forensics at SJSU. The task force should arrive at a conclusion about where forensics should be located, laboratory and equipment requirements, community needs, faculty hiring, and staff support.
• Effective advising to be addressed.
• Align resources to increased student demands. Consider possible impaction. If looking at impaction, contact the Office of Institutional Research.
• Parallels between Sociology’s and Justice Studies’ curriculum should be thoroughly reviewed and opportunities for development of unique courses, collaborative research projects, and funding opportunities should be explored.

If the Department would like to propose other issues for the meeting, please discuss the appropriateness of the topics with your Dean.

The Program Planning Committee recommends acceptance of the self-study. The self-study provided a good examination of the issues for subsequent reviewers. The next program review for all programs in the Department of Justice Studies is scheduled for AY 2011-20012.

2008 - 2009 members:

Debra Caires
Mary Calegari
Peter Chua
Elaine Collins
Bob Cooper
Beverly Grindstaff
Xiaolu Hu
Thuy Le
Quynh Lu
Berkeley Miller
Bill Nance
Dan Perales
Lori Rodriguez
Jackie Snell
Pam Stacks
Gary Stebbins
Patricia Stroh
Sutee Sujitparapataya
Ashwini Wagle

CC: Ann Lucas, Chair, Department of Justice Studies
Charles Bullock, Dean, College of Applied Sciences and Arts
Barbara Conry, Associate Dean, College of Applied Sciences and Arts
Beth Von Till, Chair, Curriculum and Research
Bob Cooper, AVP Undergraduate Studies
Pam Stacks, AVP Graduate Studies
Bill Nance, Vice-Provost
Appendix: Summary of Program Planning Report for the Department of Justice Studies

Self-Study -- AY 2006-2007 (Submitted November 15, 2007)

Overview

The Department of Justice Studies (JS) offers a B.S. and M.S. in Justice Studies, two B.S. degrees in Forensic Science, a minor in Justice Studies, and is one of three sponsoring departments for the interdisciplinary Legal Studies Minor. JS awarded approximately 159 B.S. degrees (156 in JS and 3 in Forensic Sciences) and 20 M.S. degrees in 2005-2006. The Department’s majors have increased from 478 in Fall 2001 to 857 in Fall 2006 and annualized FTE/S increased from 275.3 in 2001-02 and 444.6 in 2005-06. However, their FTE/F has not significantly increased since the last program review.

In 2004, the Department name was changed from “Administration of Justice Department” to “Justice Studies.” The name change was made to better reflect the curriculum, the state of the field nationally, faculty expertise, and the liberal arts nature of the degree. Degrees awarded were formerly B.S. and M.S. in Criminal Justice Administration and now are B.S. and M.S. in Justice Studies.

Since the last program review, JS participated with the Communication Studies and Political Science Departments to develop and implement an interdisciplinary minor in Legal Studies. JS also added two interdisciplinary B.S. degrees in Forensic Science (one concentration in Chemistry and one in Biology). The Forensic Science program is NOT included in this Program Review since the program was only put into place in 2003-2004 and is currently undergoing the accreditation process with a national accrediting body.

Curriculum

- JS offers a 120-unit undergraduate major leading to a B.S. degree, a 30-unit master’s program leading to an M.S. degree, and an 18-unit JS minor.
- JS participates in the 18-unit interdisciplinary minor in Legal Studies.
- Numerous undergraduate curricular changes were made during the review period in terms of course names, course content, and course offerings to reflect the Department’s change in focus (name change) and to keep the program current in its field.
  - Undergraduate curriculum is currently being further revised to move the curriculum beyond a U.S. and criminal justice focus.
  - Curriculum is being reorganized into “core competency areas” to ensure that all graduates are fully developing necessary skills in research, writing, analysis, international and comparative inquiry, and ethics.
- Both admission and curricular changes were made to the Master’s program.
- The minimum GPA for admission without GRE scores was raised from 3.0 to 3.2 and prerequisites for fully classified standing was increased.

- The changes were adopted to ensure that admitted graduate students had both the general academic skills and the specific course background needed to complete graduate school successfully.

- Curricular changes involved course name changes and course content changes.

- Option for graduate students to enroll in undergraduate courses for graduate credit was eliminated.

- All 30 units of the MS program must now be completed in the 200-level courses.

**Assessment**

- Assessment of student learning in the BS program involves the collection of data in JS 170, the required internship course, and JS 159, the senior capstone course.

- Assessment of student learning in the MS program involves the collection of data in JS 202, the required methods course, and JS216, the required culminating course.

- Current assessment measures appear to be working well in directly measuring students’ achievement of program learning objectives.

- To obtain an indirect measure of success, JS instituted in Fall 2007 an optional confidential on-line survey for students currently enrolled in the internship program to assess their perceptions of how well the internship program helps them achieve the learning objectives.

  - The survey data indicates that the JS internship program has been very successful in helping students to bridge the gap between the classroom and the real world, has helped students improve their communication skills, and is providing students with a very useful and practical tool to prepare them for careers in justice related fields.

- JS began collecting assessment data on a continuous basis in Fall 2005. Evaluation of the assessment data results indicate the following:

  - Over 90% of the Dept.’s undergraduate students consistently meet each of the 5 undergraduate learning objectives for the program.

  - Over 90% of the graduate students consistently meet each of the learning outcomes measured in JS 216, the capstone course.

  - The success rate is lower (67%-87%) for the learning outcomes measured in JS 202, Justice Research Methods.

- Based on the assessment results, policy and curricular changes are currently being made to ensure that students are able to achieve all program learning objectives.

**Students**
• Applications, admissions, and enrollment have steadily increased for the BS degree.
  o Fall 2002 – 304 freshmen applications, 183 admissions, 49 enrolled
  o Fall 2006 – 805 freshmen applications, 418 admissions, 102 enrolled
  o Fall 2002 – 177 transfer applications, 77 admissions, 58 enrolled
  o Fall 2006 – 346 applications, 233 admissions, 125 enrolled
• MS program has experienced more modest and uneven growth.
  o Fall 2002 – 36 applications, 26 admissions, 18 enrolled
  o Fall 2006 – 40 applications, 23 admissions, 15 enrolled
  o Changes in application and enrollment rates probably reflect the higher GPA requirement for admission that was adopted during the review period.
• Advising - In Fall 2007, JS initiated a new “Open House” orientation and advising session for new and returning undergraduate and graduate students, enabling students to connect with several advisors at one time and place. Event was well received by students and faculty, and will become a regular event.
• Retention – JS feels that retention could be markedly strengthened through a change in advising procedures, specifically, the hiring and training of a central advisor to provide initial advising to all undergraduate students. Currently, advising is provided by all full-time faculty for undergraduates and by the graduate coordinator for graduate students.
• Two courses, JS100W and JS159 (senior capstone), have been bottlenecks in the past. To alleviate the problem, more sections of JS100W have been offered and new enrollment procedures have been adopted for JS159.
• The Dept. has 3 student groups: Alpha Phi Sigma (national criminal justice honor society), Chi Pi Sigma (co-ed justice fraternity), and Forensic Science student group.
• Goals and plans
  o Institute central advising, student support and directed retention efforts through the hiring and training of a new staff advisor.
  o Establish fund to enable students to engage in research at both the undergraduate and graduate levels.
  o Increase the representation of students of color in the graduate program through informal recruiting by individual faculty, and more formal recruiting at the career/internship fair.

Faculty
• JS had 11 tenured and tenure-track faculty
  o One member is in the FERP program and will fully retire in Spring 2011.
  o One member will retire in the next 3 years.
• One member will retire in the next 5-10 years.
• One member is leaving in July 2008 to join another university.

• JS has 17 full-time and part-time lecturers
  • Dept. anticipates the need to hire additional lecturers with expertise in the newly emerging areas of the curriculum.

• Goals and plans
  • JS plans to hire 3-5 more full-time faculty over the next few years.
  • Secure reliable, continued support of faculty research and professional development, including equipment and travel.
    • JS faculty are heavily involved in academic research and professional/community service but continue to lose university support
    • Essential to attracting and retaining high quality faculty and maintaining the Dept.’s strong reputation

Resources
• Dept. has 1 full-time resource analyst, 1 full-time coordinator, a 50%-time office assistant
  • work study student assistant
    • Given the level of student demand, JS support staff is stretched extremely thin.
• Dept. has experienced significant service delays for services provided by the college and university, such as computer support, procurement, and facilities management.
• Inadequate space
  • Office space - 3 JS professors are housed outside the department in a different part of campus, hampering the faculty’s ability to interact with one another and with students, limiting the sharing of information and resources, and increasing the isolation of these faculty from the rest of the dept. JS is currently in the process of recruiting 2 additional faculty, which will exacerbate this problem.
  • Office space – as many as 5 lecturers share one small office, making it difficult to meet with students or complete work on campus
  • Need more storage space
  • Need space for informal interaction for students and faculty
• JS currently has 9 scholarships that support undergraduate and graduate students
• Goals and plans
  • Additional office space and storage space is very high priority for the Dept.: at a minimum, additional office space is needed for 2 incoming full-time faculty in Fall 2008, and at least 300 square feet of storage space.
Forensics program cannot grow without adequate lab and specialized classroom space. There is insufficient space in the lab to allow students to complete their lab work at the same time; there is not enough room in the office to add the new faculty member next year; the size and quality of the space currently prevent the program from achieving initial accreditation.

Largest need is for a full time undergraduate coordinator and advisor.


The External Review was conducted by Dr. Michael Musheno, Professor and Chair, Department of Criminal Justice Studies, San Francisco State University. Dr. Musheno made the following general comments.

- The Dept.'s transformation into a “third generation” justice program is proceeding successfully while retaining its status as a premier program in its field in the CSU system and gaining in national reputation while doing so without the resource advantages of the top tier public and private universities.

- The Dept. is properly situated in the college structure of SJSU.

- Encouraged boundary crossing over boundary setting with JS playing a leading role in forging curricular, research, and service intersections with other units within its college and across colleges.

Holding onto Traditional Student Base

Dr. Musheno commented that the Dept.'s current transformation will neither drive away “traditional” criminal justice students nor diminish their educational experience.

Faculty Hiring Continuity and Change

Dr. Musheno commented that JS has a dynamic, growing faculty attuned with the direction that it is pursuing and comfortable with its historical mission. **Recommendation: Consider cohort hiring of at least two faculty members when the department departs from its longstanding focus of recruiting faculty from the social sciences.** Department Response: While the dept.'s most recent search did not result in hiring a second scholar from the humanities, the dept. did broaden its recruitment strategies. As for physical science, hiring another physical scientist in JS is an insurmountable obstacle due to monetary, space, and resource demands.
Undergraduate Education and Curriculum

Dr. Musheno commented that the core competency areas identified by the dept. made good intellectual sense. **Recommendation:** Translate areas of emphasis into phrases and descriptions easily accessible to students, families of students, and people in the community. Also, shift the competency area identified as “critical inquiries” to the identification of substantive areas of study for which there will be critical inquiries. **Department Response:** The dept. expects such translation to occur organically over time, as faculty and students together develop a more detailed understanding of how the core competencies are addressed in the classroom. The dept. has refined the “critical inquiries” competency area to make it more specific.

Graduate Education and Curriculum

Dr. Musheno commented that communication with the graduate student body about the move to justice studies could be improved. There were also concerns about graduate course availability and unevenness of preparation of entering students. **Department Response:** The dept. is currently considering either offering a required 1 unit graduate class to help students acclimate to the dept. and brush up on needed skills or building this information into required courses. In regards to course availability, the graduate faculty had already agreed (prior to Dr. Musheno’s visit) to require that graduate students take only graduate courses to earn their MS degree.

Forensics Program in JS

Dr. Musheno commented that the scale of decision making related to the future of forensics is beyond the scope and capacity of JS. **Recommendation:** Encourages the university administration to convene a task force to develop a university strategy for advancing forensics at SJSU. The task force should arrive at a conclusion about where forensics should be located, laboratory and equipment requirements, community needs, faculty hiring, and staff support.

Hiring a Full-Time Academic Advisor

Dr. Musheno commented that the current staff is extraordinary in their competency and dedication to the dept. He also observed that staff are called on to perform student services and advising which are not part of the assigned duties of the current staff nor are they trained advisors. **Recommendation:** Dr. Musheno urges that the administration provide JS with a full-time, academic advisor. **Department Response:** JS fully concurs with this recommendation and has stated this as a need in their self-study report.

Justice Studies and Cultures of Expectation

Dr. Musheno commented that with the shift to justice studies comes a new challenge in terms of the culture of expectation for the department. **Recommendation:** Decisions about recruitment of faculty, students, and staff, as well as distribution of benefits and burdens, need to be conducted with the highest degree of sensitivity and the strongest commitment to building a
just dept. Department Response: JS concurs with this recommendation and will proceed accordingly.

Spatial Dynamics and Place

Recommendation: The dept. should be housed under one roof to maximize the dept.’s potential to generate collaboration among its faculty. Department Response: JS concurs with this recommendation.

Assessment of Student Learning

Dr. Musheno views the strategy of JS to engage in the assessment of student learning to be equivalent to the efforts demonstrated in the other top flight critical crime, law and justice programs of the CSU. Recommendation: Dr. Musheno encourages the faculty to be creative in devising assessment tools and efficient by drawing upon materials generated by faculty. Department Response: JS agrees with this recommendation.

Summary of College Committee Report dated April 21, 2008 (Signed by Dean, April 21, 2008)

Strengths

- Smooth transition in the focus of the JS Dept.
- Continued education of the majority of Santa Clara County’s law enforcement personnel
- Strong involvement by the Dept.’s students and faculty in service to the community
- Qualified and dedicated full-time and part-time faculty
- Reported satisfaction, by undergraduate students, with their JS program and faculty

Recommendations

- Parallels between Sociology’s and Justice Studies’ curriculum should be thoroughly reviewed and opportunities for development of unique courses, collaborative research projects, and funding opportunities should be explored.
- With the shift in the JS program focus, increased marketing efforts and updated advising materials to reflect the change should be considered.
- Effectiveness of the Program’s student learning objectives is primarily assessed in one capstone course. If students do not continue to meet dept. goals in the future, it may be difficult to implement the change unless other courses are also assessed before the capstone course.
- Strategies to increase integration of the Forensic Science program into the dept. and the budget should be explored.
- Dept. is encouraged to actively and creatively seek additional funding for advising activities.
April 21, 2008

To: Barbara Conry, PhD
Interim Dean, College of Applied Science & Arts

From: Anne L. Roesler Demers, EdD, MPH, CHES
Diane L. Stuenkel EdD, RN
Kathryn Sucher ScD, RD
College of Applied Sciences and Arts
Curriculum Sub-Committee

As representatives of the College of Applied Sciences and Arts Curriculum Committee, we have reviewed the 5-year program planning documents submitted by the Justice Studies Department, including the program planning materials submitted by the Department, the external reviewer’s report, and the Department’s response to the external review. We commend the faculty and director of Justice Studies for their thoughtful and comprehensive program plan.

This committee notes the following program strengths:

**Strengths**

- A smooth transition in the focus of the Justice Studies Department over the last five years and institutionalization of said changes;
- Continued education of the majority of Santa Clara County’s law enforcement personnel; thus, contributing to the safety and quality of life for all members of our community;
- Strong involvement by the Department’s students and faculty in service to the community;
- A qualified and dedicated full and part time faculty; and
- Reported satisfaction, by undergraduate students, with their Justice Studies program and faculty.

This committee proposes the following recommendations:

- Parallels between Sociology’s and Justice Studies’ curriculum should be thoroughly reviewed and opportunities for development of unique courses, collaborative research projects, and funding opportunities should be explored;
- With the shift in the Justice Studies program focus, increased marketing efforts and updated advising materials to reflect the change should be considered. This will raise the awareness of alumni, and graduate
students, and may facilitate recruitment of graduate program applicants who are connected with law enforcement;

- Effectiveness of the Program’s student learning outcomes (SLOs) is primarily assessed in one capstone course. Currently, the percentage of students accomplishing the outcomes is impressive; however, if students do not continue to meet department goals in the future, it may be difficult to implement change unless other courses are also assessed before the capstone course;

- Strategies to increase integration of the Forensic Science program into the Department and the budget should be explored; and

- In light of the current budget cuts, the Department is encouraged to actively and creatively seek additional funding for advising activities.

We conclude that the Justice Studies Department’s mission is congruent with the University’s and the College of Applied Sciences and Arts. Moreover, the Department’s programs are of high quality, and related learning experiences are led by very competent faculty members. Both faculty and students have strong connections to the surrounding community through research and service learning. The Justice Studies Department fulfills a crucial role in preparing graduates to meet the societal need for an ethical and culturally competent law enforcement workforce.

Thank you for the opportunity to review this 5 year program plan. We wish our colleagues in the Justice Studies Department continued success as they move forward with implementing their plan.
External reviewer Professor Michael Musheno visited the Justice Studies Department on February 13 and 14, 2008, and issued his written report on March 19, 2008. This document responds to his written observations and recommendations as part of the department’s self-study for academic year 2007-2008.

First and foremost, the department thanks Professor Musheno for the seriousness with which he approached the review, and the thoughtfulness of his oral and written comments. The department could not have hoped for a more conscientious and perceptive review. In preparation for the review, Professor Musheno read our self-study document carefully and composed 29 preliminary questions, which were the subject of a 3-hour telephone conversation between himself and Department Chair Mona Lynch prior to his site visit. During his visit, Professor Musheno met with faculty, undergraduate and graduate students, department staff, and university administrators; these meetings and conversations informed his final report.

In regard to the content of his report, the department is gratified with Professor Musheno’s conclusion that the department’s transformation into a “third generation” justice program is proceeding successfully (p. 2), and the department agrees with his conclusion that the department is “properly situated in the college structure of SJSU” (p. 5).

The department also agrees with Professor Musheno’s judgment that its current transformation will neither drive away “traditional” criminal justice students nor diminish their educational experience (p. 5). Our judgment is bolstered by our experience over the last several years of undergoing this transformation: the number of majors has steadily increased, demand for our classes from both majors and non-majors continues unabated, departmental student groups remain enthusiastic and robust in membership, and other indicators of student interest and satisfaction (e.g., SOTES, participation in graduation ceremonies, relationships between students and faculty, student involvement in faculty research, and attendance at departmental events, including guest lectures and colloquia, film series, and career fair) also remain consistent. Moreover, many students continue to find internships and pursue careers in “traditional” justice agencies; in this regard, the broadening of the department simply adds more non-traditional opportunities for students wishing to promote justice through non-governmental organizations, community organizing, and the like.

In regard to faculty, the department appreciates Professor Musheno’s suggestion about cohort hiring from non-social science disciplines (p. 7). While our most recent search did not result in the hiring of a second scholar from the humanities, the department did broaden its
recruitment strategies and was happy to have 6 humanities scholars apply (1/7 of the applicant pool), of which I made the short list (1/6 of short-list candidates, with two additional humanities scholars as alternates). In regard to the physical sciences, the department is keenly aware that Professor Steven Lee is the only physical scientist on the faculty. Because of the monetary, space, and resource demands of the forensic sciences program in JS, the requirements for accreditation of the forensic sciences program, as well as the wide divergence in training between the social sciences and humanities on the one hand, and physical sciences such as chemistry and biology on the other, the department cannot improve Professor Lee's situation on its own. (That is, because the current faculty cannot adequately evaluate scholarship in chemistry and biology, another hire of a physical scientist in JS is a nearly insurmountable obstacle. Moreover, the resource and accreditation needs of forensic sciences also cannot be served if it continues to be housed as a program within JS.) The department’s view is that in order to ensure the maintenance and long-term success of forensic sciences at SJSU, the university must guarantee the funding of forensic sciences consistent with funding of departments in the College of Science, establish parity between CASA and the College of Science in regard to burden-sharing in forensics, and fast-track the hiring of a chemist, with a tenure home in the Department of Chemistry, who can help build the forensic sciences program. To help the university move in these directions, the department agrees with Professor Musheno’s recommendation that the administration convene a forensics task force to resolve the many unresolved issues surrounding forensic sciences at SJSU (p. 11).

In regard to curriculum, the transformation of JS courses remains underway, and the department again appreciates Professor Musheno’s suggestions to translate its definitions of “competency areas” into language more accessible to students, their families, and the community (p. 8). The department expects such translation to occur organically over time, as faculty and students together develop a more detailed understanding of how the core competencies are addressed in the classroom. Consistent with Professor Musheno’s recommendation, however, the JS undergraduate curriculum committee did recently refine the “critical inquiries” competency area to make it more specific; the revised label is “critical inquiries into law, justice and society.”

As for graduate study, graduate faculty have made many of the same observations as Professor Musheno reports (p. 9), and have entertained several proposals regarding how better to socialize new graduate students about the department’s goals and expectations. Much of this information is conveyed in JS orientation sessions for new graduate students, but although these sessions are “mandatory,” many new students do not attend. The difficulty of serving a graduate student population which largely works full-time and is on campus only on different evenings has also complicated the faculty’s response to this issue. The department is currently considering either offering a required 1-unit graduate class to help new students acclimate to the department and brush up on needed skills, if a time can be found to offer such a course that students can attend, or building this information into required courses. Because graduate students start the program in both the fall and spring semesters, and required courses can be offered only once per year, this solution is also imperfect; thus, the faculty are still weighing how best to respond to this issue. In any case, the faculty are aware of students’ desire for more clearly communicated information and expectations when they begin graduate school, and we agree that providing such information would improve graduate students’ experiences. In regard
to course availability, prior to Professor Musheno’s visit the graduate faculty had already agreed to require that graduate students take only graduate courses to earn their master’s degree, and such requirement was recently submitted to the university. As it does not take effect until approved by the university (i.e., it will only affect future grad student cohorts), not all of the current graduate students are aware of this change.

The department further agrees with Professor’s Musheno’s assessment of current JS staff as “extraordinary in the competency and dedication” (p. 11) and his observation that staff are called on to perform student services and advising not part of their assigned duties. As noted in the original self-study document, the department greatly needs a full-time academic advisor and thus fully concurs with Professor Musheno’s recommendation to the university administration in this regard (p. 12). Such an advisor would help relieve the demands on JS’s few staff members (2 full-time, 1 half-time, and 1 student assistant), improve students’ experiences at SJSU and facilitate their progress through the bachelor’s degree, and also relieve the demands on JS faculty for advising. As noted in the self-study, the JS Department has the highest student-faculty ratio (SFR) in the entire university, so student demands on JS faculty and staff are immense.

The department is cognizant of the “cultures of expectation” regarding equity and justice raised by Professor Musheno (p. 12), agrees with him that decisions must be made with such expectations foremost in mind, and affirms that it will proceed accordingly.

The department’s space needs are longstanding, and we appreciate Professor Musheno’s concurrence that housing the entire department faculty and staff under one roof is essential to the department’s ability to realize its full potential (p. 13).

Finally, the department agrees with Professor Musheno’s recommendation that assessment be creative and efficient rather than unduly burdensome, and we value his conclusion that our current assessment efforts are consistent with other well-regarded CSU law and justice programs.

The department looks forward to working with the college dean and university administrators to implement many of the recommendations in the self-study report and the external reviewer’s report.
March 19, 2008

TO: Robert Cooper, Associate Vice President
   Undergraduate Studies
   San Jose State University
   1 Washington Square
   San Jose, CA 95192-0030

Mona Lynch, Professor and Chair
Department of Justice Studies
San Jose State University
1 Washington Square
San Jose, CA 95192-0030

FROM: Michael Musheno, Professor and Chair
Department of Criminal Justice Studies
San Francisco State University
And
Distinguished Affiliated Scholar
Center for the Study of Law and Society
Boalt Law School, University of California at Berkeley

SUBJECT: Report of External Review
Department of Justice Studies
San Jose State University
Process of Review

In January of 2008, I received and reviewed the self-study document generated by the Department of Justice Studies at SJSU. Based on a close reading of the document, I generated a series of 29 questions. On January 31, 2008, I conducted a three hour phone interview with Professor Lynch, Chair of Justice Studies (JS) to acquire preliminary responses to my questions. These questions (attached), with minor modification, also guided my inquiry during the two day visit to JS and SJSU on February 13-14, 2008. During that visit, I held conversations with: five JS assistant professors (Armaline, Correia, Harris, Kil, Timmons); two associate professors (Baroody-Hart, Lucas); three professors (Johnston, Lee, Lynch); three staff members (Gutierrez, Villareal, Velasquez); one long-time lecturer (Jan Hagemann); a class of graduate students (JS 202); a gathering of undergraduates; and four administrators (Conroy, Cooper, Nance and Snell). Also, I toured the facilities of the department. My site visit ended with an exit interview in which I presented my preliminary evaluation of the department, heard comments, and fielded questions.

Historical Context and Stages of Transformation

Justice Studies at SJSU represents a third phase of transformation of a historically significant program in the CSU system and nationally. Its origins as a law enforcement program pre-dates the explosion of similar programs fueled in part by federal government funding and prompted by crises in policing associated with struggles over civil rights, urban unrest and social movements spanning the 1950s through the 1970s. Many of the programs developed during this era, like the program already established at SJSU, were
intended to produce a new generation of personnel in the criminal justice system that were sensitized to issues of race, ethnicity and class, who were more immune to corruption and abuse, and who more technologically capable. Many of these programs carried the name, administration of criminal justice, or some derivative thereof.

Over time and due in part to the intellectual agenda of faculty in these programs who, more often than not, were trained as criminologists and held professional membership in the American Society of Criminology (ASC), these programs transformed their curriculums and research foci to include attention to criminal behavior, crime policy evaluation and in some cases, critical inquiry of the institutions and processes associated with how people, including the accused, are handled by the criminal justice system. This phase of transformation, still the practice of many "criminal justice programs" throughout the United States, is also associated with the behavioral "revolution" in the social sciences, including a heavy reliance on quantitative positivist empiricism to study these issues, and a nationalistic focus on the uniqueness of American criminal justice. The SJSU program moved lock step with this transformation while successfully maintaining its historical ties with law enforcement and the administration of criminal justice.

The 21st Century is seeing the emergence of a third generation of programs in this field of study signified by name shifts away from criminal justice to: criminal justice studies; crime, law and justice; or justice studies. Substantively, these programs: are overtly critical in focus; cast a wider net in terms of attracting students with career ambitions; pay attention to the scales of the local and the global as well as the national; hold that criminal justice is a sphere of social, economic and cultural power influenced by and influencing a host of other spheres of power; are acquiring their faculty from across
the social sciences and humanities; seeking to push teaching and scholarship as trans-disciplinary; and emphasize qualitative field methods as much as quantitative analyses of institutional data. At this point in time, the shift in this direction is being led by the top tiers of research universities, public and private. However, Justice Studies is one of three programs in the CSU that is pursuing this transformation with fewer resources than most, along with the programs at San Diego State University and San Francisco State University. The JS Department’s self study makes it clear that that its faculty is fully engaged in this third stage of transformation: “JS Department programs are fully consonant with the University’s mission. JS courses at all levels require students to engage in critical inquiry regarding social, economic and criminal justice. Taken as a whole, JS courses are inter-disciplinary and multi-disciplinary, exploring theory and practice, historical and present-day issues, law and policy, the local and the global. Students develop skills that enable them to serve society as community advocates, activists and leaders; justice professionals; attorneys and judges; policymakers; researchers and analysts; teachers and professors; expert witnesses; ad engaged citizens, voters, consumers and community members” (p. 4).

In my judgment Justice Studies at SJSU is in the process of making this transition successfully while retaining its status as a premier program in this field in the CSU system and gaining in national reputation while doing so without the distinctive resource advantages of the top tier public and private universities. The capacity building underway is attributable to the vision, harmony and effort of its faculty as well as the dollar-based budgeting system of the University that is enabling the program to grow and therefore manage increasing demands on its curriculum and
faculty. Moreover, what is underway in JS is organizationally embedded rather than
driven by a particular leader’s imagination and the succession of chairs that is about to
take place is a strong indication of this embeddedness.

The Department is properly situated in the college structure of SJSU. At least
one member of the central administration team I met expressed concern about whether
the boundaries of the department are being properly set, referencing in particular
overlap with sociology’s focus on criminology. My judgment is that this particular
issue is resolved and more fundamentally, I would encourage boundary crossing over
boundary setting with Justice Studies playing a leading role in forging curricular,
research and service intersections with other units within its college and across
colleges. The move to horizontal programming in the social and behavioral sciences,
both basic and applied, is well underway at top research universities and should be
encouraged, whenever possible, at major CSU universities, like SJSU. I see the porous
nature of Justice Studies at SJSU as a strategic opportunity for the department, college
and university. The remainder of my report focuses on more specific observations of
performance and suggestions, where appropriate, for enhancing performance in the
venues discussed below.

**Holding onto Traditional Student Base**

In my initial meeting with VPs Cooper and Nance, and Dean Conry, the issue
arose about whether the move underway to justice studies will result in a diminishment in
the traditional student population and attention to them, specifically those already
professionals in the American criminal justice system and those seeking professional
careers in criminal justice. I see no likelihood of this happening. The institutions,
organizations and professions of American criminal justice are themselves in transformation in a way fully consistent with the third generation of programming in universities. For example, professional law enforcement personnel are expected to be problem solvers as much as crime fighters who operate in organizations that are diversifying at a rate faster than the diversification of universities, and these agencies are looking for critical thinkers more than bureaucratic followers and want employees who have as much control of their prose as their physical prowess.

My meeting with undergraduate students included a number with ambitions to join the criminal justice professions as well as individuals already working in the professions. All of these students are supportive of the department’s move to justice studies and even more important, able to articulate why the move to justice studies would enhance their pursuits of careers in these professions. Site visits afford opportunities for observation. Two observations come to mind regarding the expressed concern about the future for the traditional student base of the program. When meeting with Professor Lynch in her office, a student in full police uniform knocked on her door which was half open. The student asked if Professor Lynch would have time to meet with her related to a scheduling issue and as I moved to my next meeting, she and the student were already engaged in conversation about his needs. When I went to leave SJSU after my two-day visit, I encountered a dead battery in my car while facing a time constraint to get to the Oakland Airport. I called Professor Lynch who told me the program had a special relationship with the campus police and she would contact them immediately. A campus police officer came quickly, used jump cables to start my car, and told me that Justice Studies and law enforcement in the region retain strong ties. As chair of Criminal Justice
Studies at SFSU, I can assure you that I would not have received such a quick response, even if made personally and under duress.

**Faculty Hiring Continuity and Change**

At least two recent hires (Correia, Harris) have teaching and research agendas consistent with the long-term focus of JS on criminal justice while at the same time, have areas of expertise reflective of the new direction of the current transformation underway. Other new hires personify new directions associated with the transformative agenda to justice studies (Armalone, Kil, and Timmons). All of these faculty members appear to have intersecting interests when one takes into account research topics, modes of inquiry, and positioning with regard to community service. While some programs in rapid transformation have points of tension and gaps between new and long-established faculty, this does not appear to be a point of division for JS. For example, both the current chair (Lynch) and the incoming chair (Lucus) have cross-over intellectual agendas consonant with traditions of inquiry and new directions. Overall, JS has a dynamic, growing faculty fully attuned with the direction that it is pursuing and comfortable with its historical mission.

The only issue worth considering is whether there should be cohort hiring of at least two faculty members when the department departs from its longstanding focus of recruiting faculty from the social sciences. Currently, the department has one recent hire whose training is in the humanities (Timmons; History) and a longstanding hire who hails from the physical sciences (Lee; Biology). If there is strong interest in the department to give emphasis to either or both of these approaches to justice studies, then complementary faculty should be hired. The alternative is to make sure that there are
social science members of the faculty who share related research and teaching interests with these faculty members. Complementary faculty members may already be on board who share some intersection with Timmons (Lucus, Perry), but I do not see an intellectual linkage of any existing faculty or projected hires with Lee. Consequently, Lee has to carry his program emphasis in the department even when on sabbatical leave.

**Undergraduate Education and Curriculum**

As mentioned above, the undergraduate students I met with seem fully comfortable with the transformation to Justice Studies and are able to articulate what this means consistent with the general perspective generated by the faculty to date. While I was on campus, the JS committee that is drafting the new, core competency areas that will provide more intensive understanding of what undergraduate education will look like with the shift to justice studies released a draft document. The core competency areas identified — theories, methodologies, critical inquiries, local-transnational-historical analyses, analytical research/writing, and experiential learning — make good intellectual sense to me. At the same time, there is a need to further translate these areas of emphasis into phrases and descriptions that will be easily accessible to students, families of students, and people in the community. At this point, the names and descriptions, while fully accessible to academics engaged in building a third generation program, may not be easily comprehended by members of the key audiences identified above. In addition, I see no identification of substantive areas of emphasis, including criminal justice, in this formulation. The curriculum group may want to shift the competency area identified generally as “critical inquiries” to the identification of substantive areas of study for which there will be critical inquiries.
Graduate Education and Curriculum

The graduate students I met seem less sanguine about the shift to justice studies. Some feel that entered the graduate program to study criminal justice and are unsettled about what the shift to justice studies portends for their interests. It appears to me that communication with the graduate student body about the move to justice studies could be improved, perhaps calling a meeting with the graduate students in stream. Also, it appears that revision of the graduate curriculum is going to come after the undergraduate curriculum is revised. This makes good sense to me, but should be communicated and phased in over time as new cohorts enter more fully aware of what justice studies means for graduate studies.

In addition to a greater level of uncertainty among graduate students about the transformation underway in comparison to the undergraduates I met, I heard some additional concerns expressed about graduate course availability and unevenness of preparation of entering students. As for course availability, the students would like to reduce their dependency on filling in their programs of study with undergraduate courses. It should be noted that this concern was expressed in the context of their high assessment of graduate courses and seminars like the one I attended and their high esteem for the faculty’s expertise and availability for thesis work.

The group noted that they enter the graduate program from many different background and degrees of undergraduate preparation for graduate studies, particularly related to doing full-fledged theses. Brainstorming with them about this issue led to a suggestion, derived as much from their thinking as mine, that all entering students should be required to take a workshop (perhaps for credit, perhaps not) that would in the first six
weeks of their arrival present students with an overview of doing graduate level work, including what it means to do a graduate level thesis. All of the students agreed that such a workshop could create a baseline of understanding across an entering cohort and would likely position more graduate students to pursue their degrees with theses.

**Forensics Program in JS**

I was not asked to evaluate the forensics program nor do I have the competency to do so. Frankly, I am of two minds about forensics in JS. On the one hand, I noted the high esteem and respect that Professor Lee enjoys with his colleagues. I too am impressed with his dedication to the program as well as his record of scholarship and grant acquisition to support the program. I am also impressed with the ties he has developed in the community, both as a source of support for the program and as a place in which he, and the program, are making a difference.

On the other hand, I am unable to see clearly how JS is imagining the forensics program in relation to its transformation to justice studies. Certainly, it would be fully consistent with a justice studies framework to search for a social or behavioral scientist or a scholar of law and culture who looks critically at forensics as practice in the justice system and/or forensics and popular culture. Recruiting a law and technology or law and culture person with such areas of emphasis would be very challenging and could require more than a year to complete, with the possibility of failure due to the potential pool being small. Moreover, such a hire may not complement Professor Lee given the thrust of the program. He, in fact, makes a very strong case for needing a second physical scientist, particularly with a chemistry background.
It is apparent to me that the scale of decision making related to the future of forensics is beyond the scope and capacity of JS. I encourage the university administration to convene a task force that includes Professor Lee, the chair of JS, chairs and faculty from the relevant departments in the physical sciences, community members, the development office, and an outside consultant to develop a university strategy for advancing forensics at SJSU. It should arrive at a conclusion about where forensics should be located, laboratory and equipment requirements, community needs, faculty hiring, and staff support.

**Hiring a Full-Time Academic Advisor**

Regardless of whether forensics stays in Justice Studies or moves to a new institutional home, the department will continue to require a great deal of its two, full-time and one, part-time staff members. The current staff is extraordinary in their competency and dedication to the department as well as their team orientation towards the provision of administrative support services. This assessment is a result of my interview with the chair, comments volunteered by students and faculty, a group session with the staff, and observations of the staff in action. The growth of the faculty and the expanding research orientation of Justice Studies is putting additional demands on the staff, demands that they seem fully capable of handling. However, the staff also handles a great deal of student needs, due to their continuous presence throughout the day and the crush of students that circulate to the department for immediate needs. These tasks, while vital to student relations in the department, are not part of the assigned duties of the current staff nor are they trained advisors. Staff members recognize their limited abilities even as they try and respond to needs.
The department has a very large, undergraduate major population. Faculty offer valuable mentoring to undergraduates who approach them for remedial classroom help and those students who are intellectually expansive in their interests. In addition to serving the undergraduates in these ways during office hours, the faculty spends a great deal of one-on-one time with graduate students, particularly those working on research related to faculty projects and/or engaging in master's theses. However, the faculty is no better equipped than the staff in handling basic academic, undergraduate advising.

Therefore, the one new resource need I urge the administration to provide Justice Studies is a full-time, academic advisor. Hiring an academic advisor will enable both the staff and faculty of Justice Studies perform the responsibilities they are most suited to deliver and ensure that the hundreds of undergraduate majors are receiving quality advising related to their needs to choose classes and move towards graduation effectively.

**Justice Studies and Cultures of Expectation**

With the shift to justice studies comes a new challenge in terms of the culture of expectation for the department as a living organization. Taking up issues of equity and justice in conjunction with concerns about race, ethnicity, gender and sexuality in multiple social spheres places a substantial burden on the department to practice its visions in the everyday. Judgments about the fairness of departmental decisions are likely to be scrutinized by its members, faculty, staff, students, in light of the shift to justice studies. Decisions about recruitment of faculty, students and staff as well as the distribution of benefits and burdens need to be conducted with the highest degree of sensitivity and the strongest commitment to building a just department. The department
has a strong record of accommodation and affirmative action and therefore, well situated to assume this more intensive scrutiny from within as much as without its organizational environment.

**Spatial Dynamics and Place**

The department will be in a much better potential to maximize its potential to generate collaboration among its faculty if the department is housed under one roof. The university should make every effort to create a place for Justice Studies and by doing so, will see tangible benefits related to a faster and deeper movement to joint projects, from research-grounded to community-based.

**Assessment of Student Learning**

University assessment strategies have pushed in the direction of collecting and analyzing quantifiable data. This is particularly the case in the CSU and driven, in part, by its regional accreditation agencies. Resources to support this thrust have lagged and consequently, the burdens associated with measurement, data collection and analysis have fallen on departments already stressed by high student demands and faculty who are increasingly expected to increase research productivity while maintaining high teaching loads. With this context, I view the strategy of JS to engage in the assessment of student learning to be equivalent to the efforts demonstrated in the other, top flight critical crime, law and justice programs of the CSU.

Given the curricular transformation underway in JS, I regard the very careful planning the department is engaging in to revise the undergraduate curriculum as a crucial step in the assessment process and encourage the faculty to give as much time as necessary to determine what should be measured, even if that means a slower pace in
SAN JOSE STATE UNIVERSITY
PROGRAM PLANNING SELF-STUDY

Department of Justice Studies
College of Applied Sciences and Arts

B.S. in Justice Studies
M.S. in Justice Studies

November 15, 2007

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Mona Lynch, Department Chair
11/14/07
Date

Draft has been read and deemed ready for external review by:

Barbara J. Conry, Interim Dean
11/16/07
Date
Hall. This physical separation has some significant programmatic disadvantages. Our goal is to be housed in a single space together, with adequate space for all faculty offices, adequate staff space allocation, adequate storage space, and ideally some space for informal interaction between students and faculty. Should student interest and college/university priorities continue to demand growth in the JS program, space allocations should also be sufficient to accommodate such growth.

The other high priority is the hiring of the central advisor, who would help the department achieve its other plans and goals in regard to students, faculty, and curriculum.
April 21, 2008

To: Barbara Conry, PhD  
Interim Dean, College of Applied Science & Arts

From: Anne L. Roesler Demers, EdD, MPH, CHES  
Diane L. Stuenkel EdD, RN  
Kathryn Sucher ScD, RD  
College of Applied Sciences and Arts  
Curriculum Sub-Committee

As representatives of the College of Applied Sciences and Arts Curriculum Committee, we have reviewed the 5-year program planning documents submitted by the Justice Studies Department, including the program planning materials submitted by the Department, the external reviewer’s report, and the Department’s response to the external review. We commend the faculty and director of Justice Studies for their thoughtful and comprehensive program plan.

This committee notes the following program strengths:

Strengths

- A smooth transition in the focus of the Justice Studies Department over the last five years and institutionalization of said changes;
- Continued education of the majority of Santa Clara County’s law enforcement personnel; thus, contributing to the safety and quality of life for all members of our community;
- Strong involvement by the Department’s students and faculty in service to the community;
- A qualified and dedicated full and part time faculty; and
- Reported satisfaction, by undergraduate students, with their Justice Studies program and faculty.

This committee proposes the following recommendations:

- Parallels between Sociology’s and Justice Studies’ curriculum should be thoroughly reviewed and opportunities for development of unique courses, collaborative research projects, and funding opportunities should be explored;
- With the shift in the Justice Studies program focus, increased marketing efforts and updated advising materials to reflect the change should be considered. This will raise the awareness of alumni, and graduate
students, and may facilitate recruitment of graduate program applicants who are connected with law enforcement;

- Effectiveness of the Program's student learning outcomes (SLOs) is primarily assessed in one capstone course. Currently, the percentage of students accomplishing the outcomes is impressive; however, if students do not continue to meet department goals in the future, it may be difficult to implement change unless other courses are also assessed before the capstone course;

- Strategies to increase integration of the Forensic Science program into the Department and the budget should be explored; and

- In light of the current budget cuts, the Department is encouraged to actively and creatively seek additional funding for advising activities.

We conclude that the Justice Studies Department's mission is congruent with the University's and the College of Applied Sciences and Arts. Moreover, the Department's programs are of high quality, and related learning experiences are led by very competent faculty members. Both faculty and students have strong connections to the surrounding community through research and service learning. The Justice Studies Department fulfills a crucial role in preparing graduates to meet the societal need for an ethical and culturally competent law enforcement workforce.

Thank you for the opportunity to review this 5 year program plan. We wish our colleagues in the Justice Studies Department continued success as they move forward with implementing their plan.
Departmental Response to the External Reviewer's Report
March 26, 2008

External reviewer Professor Michael Musheno visited the Justice Studies Department on February 13 and 14, 2008, and issued his written report on March 19, 2008. This document responds to his written observations and recommendations as part of the department’s self-study for academic year 2007-2008.

First and foremost, the department thanks Professor Musheno for the seriousness with which he approached the review, and the thoughtfulness of his oral and written comments. The department could not have hoped for a more conscientious and perceptive review. In preparation for the review, Professor Musheno read our self-study document carefully and composed 29 preliminary questions, which were the subject of a 3-hour telephone conversation between himself and Department Chair Mona Lynch prior to his site visit. During his visit, Professor Musheno met with faculty, undergraduate and graduate students, department staff, and university administrators; these meetings and conversations informed his final report.

In regard to the content of his report, the department is gratified with Professor Musheno’s conclusion that the department’s transformation into a “third generation” justice program is proceeding successfully (p. 2), and the department agrees with his conclusion that the department is “properly situated in the college structure of SJSU” (p. 5).

The department also agrees with Professor Musheno’s judgment that its current transformation will neither drive away “traditional” criminal justice students nor diminish their educational experience (p. 5). Our judgment is bolstered by our experience over the last several years of undergoing this transformation: the number of majors has steadily increased, demand for our classes from both majors and non-majors continues unabated, departmental student groups remain enthusiastic and robust in membership, and other indicators of student interest and satisfaction (e.g., SOTES, participation in graduation ceremonies, relationships between students and faculty, student involvement in faculty research, and attendance at departmental events, including guest lectures and colloquia, film series, and career fair) also remain consistent. Moreover, many students continue to find internships and pursue careers in “traditional” justice agencies; in this regard, the broadening of the department simply adds more non-traditional opportunities for students wishing to promote justice through non-governmental organizations, community organizing, and the like.

In regard to faculty, the department appreciates Professor Musheno’s suggestion about cohort hiring from non-social science disciplines (p. 7). While our most recent search did not result in the hiring of a second scholar from the humanities, the department did broaden its...
recruitment strategies and was happy to have 6 humanities scholars apply (1/7 of the applicant pool), of which 1 made the short list (1/6 of short-list candidates, with two additional humanities scholars as alternates). In regard to the physical sciences, the department is keenly aware that Professor Steven Lee is the only physical scientist on the faculty. Because of the monetary, space, and resource demands of the forensic sciences program in JS, the requirements for accreditation of the forensic sciences program, as well as the wide divergence in training between the social sciences and humanities on the one hand, and physical sciences such as chemistry and biology on the other, the department cannot improve Professor Lee's situation on its own. (That is, because the current faculty cannot adequately evaluate scholarship in chemistry and biology, another hire of a physical scientist in JS is a nearly insurmountable obstacle. Moreover, the resource and accreditation needs of forensic sciences also cannot be served if it continues to be housed as a program within JS.) The department's view is that in order to ensure the maintenance and long-term success of forensic sciences at SJSU, the university must guarantee the funding of forensic sciences consistent with funding of departments in the College of Science, establish parity between CASA and the College of Science in regard to burden-sharing in forensics, and fast-track the hiring of a chemist, with a tenure home in the Department of Chemistry, who can help build the forensic sciences program. To help the university move in these directions, the department agrees with Professor Musheno's recommendation that the administration convene a forensics task force to resolve the many unresolved issues surrounding forensic sciences at SJSU (p. 11).

In regard to curriculum, the transformation of JS courses remains underway, and the department again appreciates Professor Musheno's suggestions to translate its definitions of "competency areas" into language more accessible to students, their families, and the community (p. 8). The department expects such translation to occur organically over time, as faculty and students together develop a more detailed understanding of how the core competencies are addressed in the classroom. Consistent with Professor Musheno's recommendation, however, the JS undergraduate curriculum committee did recently refine the "critical inquiries" competency area to make it more specific; the revised label is "critical inquiries into law, justice and society."

As for graduate study, graduate faculty have made many of the same observations as Professor Musheno reports (p. 9), and have entertained several proposals regarding how better to socialize new graduate students about the department's goals and expectations. Much of this information is conveyed in JS orientation sessions for new graduate students, but although these sessions are "mandatory," many new students do not attend. The difficulty of serving a graduate student population which largely works full-time and is on campus only on different evenings has also complicated the faculty's response to this issue. The department is currently considering either offering a required 1-unit graduate class to help new students acclimate to the department and brush up on needed skills, if a time can be found to offer such a course that students can attend, or building this information into required courses. Because graduate students start the program in both the fall and spring semesters, and required courses can be offered only once per year, this solution is also imperfect; thus, the faculty are still weighing how best to respond to this issue. In any case, the faculty are aware of students' desire for more clearly communicated information and expectations when they begin graduate school, and we agree that providing such information would improve graduate students' experiences. In regard
to course availability, prior to Professor Musheno’s visit the graduate faculty had already agreed to require that graduate students take only graduate courses to earn their master’s degree, and such requirement was recently submitted to the university. As it does not take effect until approved by the university (i.e., it will only affect future grad student cohorts), not all of the current graduate students are aware of this change.

The department further agrees with Professor’s Musheno’s assessment of current JS staff as “extraordinary in the competency and dedication” (p. 11) and his observation that staff are called on to perform student services and advising not part of their assigned duties. As noted in the original self-study document, the department greatly needs a full-time academic advisor and thus fully concurs with Professor Musheno’s recommendation to the university administration in this regard (p. 12). Such an advisor would help relieve the demands on JS’s few staff members (2 full-time, 1 half-time, and 1 student assistant), improve students’ experiences at SJSU and facilitate their progress through the bachelor’s degree, and also relieve the demands on JS faculty for advising. As noted in the self-study, the JS Department has the highest student-faculty ratio (SFR) in the entire university, so student demands on JS faculty and staff are immense.

The department is cognizant of the “cultures of expectation” regarding equity and justice raised by Professor Musheno (p. 12), agrees with him that decisions must be made with such expectations foremost in mind, and affirms that it will proceed accordingly.

The department’s space needs are longstanding, and we appreciate Professor Musheno’s concurrence that housing the entire department faculty and staff under one roof is essential to the department’s ability to realize its full potential (p. 13).

Finally, the department agrees with Professor Musheno’s recommendation that assessment be creative and efficient rather than unduly burdensome, and we value his conclusion that our current assessment efforts are consistent with other well-regarded CSU law and justice programs.

The department looks forward to working with the college dean and university administrators to implement many of the recommendations in the self-study report and the external reviewer’s report.
March 19, 2008

TO: Robert Cooper, Associate Vice President
Undergraduate Studies
San Jose State University
1 Washington Square
San Jose, CA 95192-0030

Mona Lynch, Professor and Chair
Department of Justice Studies
San Jose State University
1 Washington Square
San Jose, CA 95192-0030

FROM: Michael Musheno, Professor and Chair
Department of Criminal Justice Studies
San Francisco State University
And
Distinguished Affiliated Scholar
Center for the Study of Law and Society
Boalt Law School, University of California at Berkeley

SUBJECT: Report of External Review
Department of Justice Studies
San Jose State University
**Process of Review**

In January of 2008, I received and reviewed the self-study document generated by the Department of Justice Studies at SJSU. Based on a close reading of the document, I generated a series of 29 questions. On January 31, 2008, I conducted a three hour phone interview with Professor Lynch, Chair of Justice Studies (JS) to acquire preliminary responses to my questions. These questions (attached), with minor modification, also guided my inquiry during the two day visit to JS and SJSU on February 13-14, 2008. During that visit, I held conversations with: five JS assistant professors (Armaline, Correia, Harris, Kil, Timmons); two associate professors (Baroody-Hart, Lucas); three professors (Johnston, Lee, Lynch); three staff members (Gutierrez, Villareal, Velasquez); one long-time lecturer (Jan Hagemann); a class of graduate students (JS 202); a gathering of undergraduates; and four administrators (Conroy, Cooper, Nance and Snell). Also, I toured the facilities of the department. My site visit ended with an exit interview in which I presented my preliminary evaluation of the department, heard comments, and fielded questions.

**Historical Context and Stages of Transformation**

Justice Studies at SJSU represents a third phase of transformation of a historically significant program in the CSU system and nationally. Its origins as a law enforcement program pre-dates the explosion of similar programs fueled in part by federal government funding and prompted by crises in policing associated with struggles over civil rights, urban unrest and social movements spanning the 1950s through the 1970s. Many of the programs developed during this era, like the program already established at SJSU, were
intended to produce a new generation of personnel in the criminal justice system that were sensitized to issues of race, ethnicity and class, who were more immune to corruption and abuse, and who more technologically capable. Many of these programs carried the name, administration of criminal justice, or some derivative thereof.

Over time and due in part to the intellectual agenda of faculty in these programs who, more often than not, were trained as criminologists and held professional membership in the American Society of Criminology (ASC), these programs transformed their curriculums and research foci to include attention to criminal behavior, crime policy evaluation and in some cases, critical inquiry of the institutions and processes associated with how people, including the accused, are handled by the criminal justice system. This phase of transformation, still the practice of many “criminal justice programs” throughout the United States, is also associated with the behavioral “revolution” in the social sciences, including a heavy reliance on quantitative positivist empiricism to study these issues, and a nationalistic focus on the uniqueness of American criminal justice. The SJSU program moved lock step with this transformation while successfully maintaining its historical ties with law enforcement and the administration of criminal justice.

The 21st Century is seeing the emergence of a third generation of programs in this field of study signified by name shifts away from criminal justice to: criminal justice studies; crime, law and justice; or justice studies. Substantively, these programs: are overtly critical in focus; cast a wider net in terms of attracting students with career ambitions; pay attention to the scales of the local and the global as well as the national; hold that criminal justice is a sphere of social, economic and cultural power influenced by and influencing a host of other spheres of power; are acquiring their faculty from across
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In my judgment Justice Studies at SJSU is in the process of making this transition successfully while retaining its status as a premier program in this field in the CSU system and gaining in national reputation while doing so without the distinctive resource advantages of the top tier public and private universities. The capacity building underway is attributable to the vision, harmony and effort of its faculty as well as the dollar-based budgeting system of the University that is enabling the program to grow and therefore manage increasing demands on its curriculum and
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The Department is properly situated in the college structure of SJSU. At least
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issue is resolved and more fundamentally, I would encourage boundary crossing over
boundary setting with Justice Studies playing a leading role in forging curricular,
research and service intersections with other units within its college and across
colleges. The move to horizontal programming in the social and behavioral sciences,
both basic and applied, is well underway at top research universities and should be
encouraged, whenever possible, at major CSU universities, like SJSU. I see the porous
nature of Justice Studies at SJSU as a strategic opportunity for the department, college
and university. The remainder of my report focuses on more specific observations of
performance and suggestions, where appropriate, for enhancing performance in the
venues discussed below.

**Holding onto Traditional Student Base**

In my initial meeting with VPs Cooper and Nance, and Dean Conry, the issue
arose about whether the move underway to justice studies will result in a diminishment in
the traditional student population and attention to them, specifically those already
professionals in the American criminal justice system and those seeking professional
careers in criminal justice. I see no likelihood of this happening. The institutions,
organizations and professions of American criminal justice are themselves in transformation in a way fully consistent with the third generation of programming in universities. For example, professional law enforcement personnel are expected to be problem solvers as much as crime fighters who operate in organizations that are diversifying at a rate faster than the diversification of universities, and these agencies are looking for critical thinkers more than bureaucratic followers and want employees who have as much control of their prose as their physical prowess.

My meeting with undergraduate students included a number with ambitions to join the criminal justice professions as well as individuals already working in the professions. All of these students are supportive of the department’s move to justice studies and even more important, able to articulate why the move to justice studies would enhance their pursuits of careers in these professions. Site visits afford opportunities for observation. Two observations come to mind regarding the expressed concern about the future for the traditional student base of the program. When meeting with Professor Lynch in her office, a student in full police uniform knocked on her door which was half open. The student asked if Professor Lynch would have time to meet with her related to a scheduling issue and as I moved to my next meeting, she and the student were already engaged in conversation about his needs. When I went to leave SJSU after my two day visit, I encountered a dead battery in my car while facing a time constraint to get to the Oakland Airport. I called Professor Lynch who told me the program had a special relationship with the campus police and she would contact them immediately. A campus police officer came quickly, used jump cables to start my car, and told me that Justice Studies and law enforcement in the region retain strong ties. As chair of Criminal Justice
Studies at SFSU, I can assure you that I would not have received such a quick response, even if made personally and under duress.

**Faculty Hiring Continuity and Change**

At least two recent hires (Correia, Harris) have teaching and research agendas consistent with the long-term focus of JS on criminal justice while at the same time, have areas of expertise reflective of the new direction of the current transformation underway. Other new hires personify new directions associated with the transformative agenda to justice studies (Armaline, Kil, and Timmons). All of these faculty members appear to have intersecting interests when one takes into account research topics, modes of inquiry, and positioning with regard to community service. While some programs in rapid transformation have points of tension and gaps between new and long-established faculty, this does not appear to be a point of division for JS. For example, both the current chair (Lynch) and the incoming chair (Lucus) have cross-over intellectual agendas consonant with traditions of inquiry and new directions. Overall, JS has a dynamic, growing faculty fully attuned with the direction that it is pursuing and comfortable with its historical mission.

The only issue worth considering is whether there should be cohort hiring of at least two faculty members when the department departs from its longstanding focus of recruiting faculty from the social sciences. Currently, the department has one recent hire whose training is in the humanities (Timmons; History) and a longstanding hire who hails from the physical sciences (Lee; Biology). If there is strong interest in the department to give emphasis to either or both of these approaches to justice studies, then complementary faculty should be hired. The alternative is to make sure that there are
social science members of the faculty who share related research and teaching interests with these faculty members. Complementary faculty members may already be on board who share some intersection with Timmons (Lucus, Perry), but I do not see an intellectual linkage of any existing faculty or projected hires with Lee. Consequently, Lee has to carry his program emphasis in the department even when on sabbatical leave.

**Undergraduate Education and Curriculum**

As mentioned above, the undergraduate students I met with seem fully comfortable with the transformation to Justice Studies and are able to articulate what this means consistent with the general perspective generated by the faculty to date. While I was on campus, the JS committee that is drafting the new, core competency areas that will provide more intensive understanding of what undergraduate education will look like with the shift to justice studies released a draft document. The core competency areas identified -- theories, methodologies, critical inquiries, local-transnational-historical analyses, analytical research/writing, and experiential learning -- make good intellectual sense to me. At the same time, there is a need to further translate these areas of emphasis into phrases and descriptions that will be easily accessible to students, families of students, and people in the community. At this point, the names and descriptions, while fully accessible to academics engaged in building a third generation program, may not be easily comprehended by members of the key audiences identified above. In addition, I see no identification of substantive areas of emphasis, including criminal justice, in this formulation. The curriculum group may want to shift the competency area identified generally as “critical inquiries” to the identification of substantive areas of study for which there will be critical inquiries.
Graduate Education and Curriculum

The graduate students I met seem less sanguine about the shift to justice studies. Some feel that entered the graduate program to study criminal justice and are unsettled about what the shift to justice studies portends for their interests. It appears to me that communication with the graduate student body about the move to justice studies could be improved, perhaps calling a meeting with the graduate students in stream. Also, it appears that revision of the graduate curriculum is going to come after the undergraduate curriculum is revised. This makes good sense to me, but should be communicated and phased in over time as new cohorts enter more fully aware of what justice studies means for graduate studies.

In addition to a greater level of uncertainty among graduate students about the transformation underway in comparison to the undergraduates I met, I heard some additional concerns expressed about graduate course availability and unevenness of preparation of entering students. As for course availability, the students would like to reduce their dependency on filling in their programs of study with undergraduate courses. It should be noted that this concern was expressed in the context of their high assessment of graduate courses and seminars like the one I attended and their high esteem for the faculty’s expertise and availability for thesis work.

The group noted that they enter the graduate program from many different background and degrees of undergraduate preparation for graduate studies, particularly related to doing full-fledged theses. Brainstorming with them about this issue led to a suggestion, derived as much from their thinking as mine, that all entering students should be required to take a workshop (perhaps for credit, perhaps not) that would in the first six
weeks of their arrival present students with an overview of doing graduate level work, including what it means to do a graduate level thesis. All of the students agreed that such a workshop could create a baseline of understanding across an entering cohort and would likely position more graduate students to pursue their degrees with theses.

**Forensics Program in JS**

I was not asked to evaluate the forensics program nor do I have the competency to do so. Frankly, I am of two minds about forensics in JS. On the one hand, I noted the high esteem and respect that Professor Lee enjoys with his colleagues. I too am impressed with his dedication to the program as well as his record of scholarship and grant acquisition to support the program. I am also impressed with the ties he has developed in the community, both as a source of support for the program and as a place in which he, and the program, are making a difference.

On the other hand, I am unable to see clearly how JS is imagining the forensics program in relation to its transformation to justice studies. Certainly, it would be fully consistent with a justice studies framework to search for a social or behavioral scientist or a scholar of law and culture who looks critically at forensics as practice in the justice system and/or forensics and popular culture. Recruiting a law and technology or law and culture person with such areas of emphasis would be very challenging and could require more than a year to complete, with the possibility of failure due to the potential pool being small. Moreover, such a hire may not complement Professor Lee given the thrust of the program. He, in fact, makes a very strong case for needing a second physical scientist, particularly with a chemistry background.
It is apparent to me that the scale of decision making related to the future of forensics is beyond the scope and capacity of JS. I encourage the university administration to convene a task force that includes Professor Lee, the chair of JS, chairs and faculty from the relevant departments in the physical sciences, community members, the development office, and an outside consultant to develop a university strategy for advancing forensics at SJSU. It should arrive at a conclusion about where forensics should be located, laboratory and equipment requirements, community needs, faculty hiring, and staff support.

**Hiring a Full-Time Academic Advisor**

Regardless of whether forensics stays in Justice Studies or moves to a new institutional home, the department will continue to require a great deal of its two, full-time and one, part-time staff members. The current staff is extraordinary in their competency and dedication to the department as well as their team orientation towards the provision of administrative support services. This assessment is a result of my interview with the chair, comments volunteered by students and faculty, a group session with the staff, and observations of the staff in action. The growth of the faculty and the expanding research orientation of Justice Studies is putting additional demands on the staff, demands that they seem fully capable of handling. However, the staff also handles a great deal of student needs, due to their continuous presence throughout the day and the crush of students that circulate to the department for immediate needs. These tasks, while vital to student relations in the department, are not part of the assigned duties of the current staff nor are they trained advisors. Staff members recognize their limited abilities even as they try and respond to needs.
The department has a very large, undergraduate major population. Faculty offer valuable mentoring to undergraduates who approach them for remedial classroom help and those students who are intellectually expansive in their interests. In addition to serving the undergraduates in these ways during office hours, the faculty spends a great deal of one-on-one time with graduate students, particularly those working on research related to faculty projects and/or engaging in master’s theses. However, the faculty is no better equipped than the staff in handling basic academic, undergraduate advising.

Therefore, the one new resource need I urge the administration to provide

**Justice Studies is a full-time, academic advisor.** Hiring an academic advisor will enable both the staff and faculty of Justice Studies perform the responsibilities they are most suited to deliver and ensure that the hundreds of undergraduate majors are receiving quality advising related to their needs to choose classes and move towards graduation effectively.

**Justice Studies and Cultures of Expectation**

With the shift to justice studies comes a new challenge in terms of the culture of expectation for the department as a living organization. Taking up issues of equity and justice in conjunction with concerns about race, ethnicity, gender and sexuality in multiple social spheres places a substantial burden on the department to practice its visions in the everyday. Judgments about the fairness of departmental decisions are likely to be scrutinized by its members, faculty, staff, students, in light of the shift to justice studies. Decisions about recruitment of faculty, students and staff as well as the distribution of benefits and burdens need to be conducted with the highest degree of sensitivity and the strongest commitment to building a just department. The department
has a strong record of accommodation and affirmative action and therefore, well situated to assume this more intensive scrutiny from within as much as without its organizational environment.

**Spatial Dynamics and Place**

The department will be in a much better potential to maximize its potential to generate collaboration among its faculty if the department is housed under one roof. The university should make every effort to create a place for Justice Studies and by doing so, will see tangible benefits related to a faster and deeper movement to joint projects, from research-grounded to community-based.

**Assessment of Student Learning**

University assessment strategies have pushed in the direction of collecting and analyzing quantifiable data. This is particularly the case in the CSU and driven, in part, by its regional accreditation agencies. Resources to support this thrust have lagged and consequently, the burdens associated with measurement, data collection and analysis have fallen on departments already stressed by high student demands and faculty who are increasingly expected to increase research productivity while maintaining high teaching loads. With this context, I view the strategy of JS to engage in the assessment of student learning to be equivalent to the efforts demonstrated in the other, top flight critical crime, law and justice programs of the CSU.

Given the curricular transformation underway in JS, I regard the very careful planning the department is engaging in to revise the undergraduate curriculum as a crucial step in the assessment process and encourage the faculty to give as much time as necessary to determine what should be measured, even if that means a slower pace in
actually collecting and analyzing data. In addition, I encourage the faculty to be creative in devising assessment tools, giving as much attention to text as scales, and efficient by drawing upon materials generated by the faculty in the course of their instructions. From what I can discern, JS is pursuing its next move to assess learning both creatively and efficiently.

Respectfully submitted,

Michael Musheno
19 November 2007

Dr. Michael C. Musheno, Ph.D.
Department of Criminal Justice Studies
San Francisco State University
1600 Holloway Drive
San Francisco, CA 94132

Dear Dr. Musheno:

Thank you for agreeing to serve as the external reviewer for San José State University’s Program in Justice Studies. Reviewers take on such a task only out of love for the profession and respect for their colleagues, definitely not as a way of building a retirement income. SJSU will pay an honorarium of $1,000 in appreciation of your willingness to serve as a reviewer, and from that amount you are expected to cover your own expenses. Typically the host department provides at least some meals. The Chair of the program, Dr. Mona Lynch, will help you complete the necessary paperwork, and will see that you are paid promptly.

In accepting this assignment, you agree to review the self-study prepared by the program. The self-study will be mailed to you by January 2008. Please feel free to ask Dr. Lynch or this office for any additional materials you need. Additionally, the university web site has much information, especially on the College of Applied Science and Arts at http://www.oir.sjsu.edu/assessment/progres/.

The visit itself should take about a day and a half to two days. It typically begins with an administrative overview that includes me, the College Interim Dean Barbara Conry, the Associate VP for Graduate Studies and Research Dr. Pamela Stacks and the Vice Provost for Academic Planning and Budgets Bill Nance. This will be a good opportunity for you to clarify with us the key university goals of your visit. You will then meet with faculty, staff, students, and graduates of the program. I encourage you to be forthcoming in your questioning and probing. Please let me know if, having seen the schedule for the visit, you would like to have any additions made to that schedule.

The visit ends with your presenting an exit interview of around an hour. Some reviewers prefer to make a statement that is then open to questions; others prefer an interactive format throughout the interview. That choice is yours. The interview may be recorded for the use of faculty who are not able to attend. Your exit interview will be attended by several administrators, the College Dean, the liaison faculty member from the Program Planning Committee, the Director of Assessment and as many program faculty as are available. Reviewers normally do not have meetings with the Provost.

San José State’s review process emphasizes planning rather than retrospective evaluation. The Dean and the Provost want to ensure that the program is making realistic plans for curricular development, for faculty hiring and for strategies to garner whatever additional resources might be necessary for the program’s success. In the CSU, a program’s
intentions must match the probability that there will in fact continue to be students desirous of enrolling in the program, so it is important to take into account the SJSU student in evaluating the plans.

The Program Planning guidelines, which I enclose, require that the program have a definite plan for collecting evidence of student learning. As you are aware, regional and specialized accreditation agencies now insist that programs document their educational successes, and show how they are making program modifications based on data rather than anecdote. SJSU believes that assessment of student learning must be carried out by faculty, and that the program level is the most effective place for faculty to undertake this work. As of the spring 2006 all programs were expected to have collected and analyzed data on at least some student learning outcomes. Please address the program’s strengths and weaknesses in systematic assessment of student learning in the exit interview and in your written report. Such assessment often takes different forms in graduate programs, yet such typically undergraduate “general education” issues as communication skills, team-work, global and cultural sensitivity, environmental awareness, and the like, remain critical. Also, a program’s encouragement for and success in research and scholarship is essential at the graduate level. In all events, the program’s assessments should be closely matched to its specific goals.

We will expect a written report within three weeks of your visit. Please send that report to me. The written report, and any comments the program cares to make, will then provide the basis for recommendations to the Provost by a College committee, the College Dean, and the Program Planning committee.

Again, thank you for your assistance in this process, and I encourage you to call or email me (Robert.cooper@sjsu.edu) should you have questions or should you like to engage in any preliminary discussion about your visit. I look forward to meeting you, and I thank you for your assistance in this important planning task. Dr. Lynch will contact you directly about scheduling the date of the visit.

Sincerely,

Robert Cooper, Ph.D
Associate Vice President

Attachments

Cc: Mona Lynch, Chair, Department of Justice Studies
Barbara Corry, Interim Dean, College of Applied Sciences & Arts
Greg Payne, Acting Associate Dean, College of Applied Sciences & Arts
Pamela Stacks, AVP, Graduate Studies & Research
Dan Perales, Chair, Program Planning Committee
November 14, 2007

To: Bob Cooper, Associate VP of Undergraduate Studies

From: Barbara Conry, Interim Dean
College of Applied Sciences and Arts

Re: External Reviewer for JS Program Planning

Dr. Mona Lynch, Chair of Justice Studies, submitted three possible external reviewers for the Department of Justice Program Planning Review. The following three are all viable potential external reviewers; however, I would rank Michael Musheno and David Reichard equally and before Doris Provine.

Thank you and please feel free to reach me at bjconry@casa.sjsu.edu or 4-2957 if you need any further information.

C: Mona Lynch, Chair
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Self-Study Appendices

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1. Executive Summary

1.1 Description of the Department and its Programs: The Department of Justice Studies ("JS") offers a B.S. in Justice Studies, an M.S. in Justice Studies, two B.S. degrees in Forensic Science, a minor in Justice Studies, and is one of three sponsoring departments for the interdisciplinary Legal Studies Minor. In Fall 2007, the FTE/F for JS is 13.3, FTEA/C is .6, and the FTE/S is 454.4. JS awarded approximately 159 B.S. degrees (156 in JS and 3 in Forensic Sciences) and 20 M.S. degrees in 2005-2006.

Since the last program review in Fall 2000, the name of the department and its degrees was changed. Formerly the “Administration of Justice Department,” in 2004 the department changed its name to “Justice Studies.” The name change was undertaken because the faculty felt the new name better reflected the curriculum, the state of the field nationally, the faculty’s areas of expertise, and the liberal arts nature of the degree (i.e., its foundation in the social sciences and humanities). Degrees awarded were formerly B.S. and M.S. in Criminal Justice Administration, and are now B.S. and M.S. in Justice Studies. Further discussion is in part 3.1.b below.

In addition, since the last program review JS participated with the departments of Communication Studies and Political Science to develop and implement an interdisciplinary minor in Legal Studies. JS also added two interdisciplinary B.S. degrees in Forensic Science (one concentration in Chemistry, and one concentration in Biology). The Forensic Science program is not included in this Program Review. It will require a separate review schedule and process, as it is also undergoing the steps necessary to become an accredited program with its national accrediting body, and it was not formally put into place until the 2003-04 academic year. Furthermore, given that program’s core curriculum in the sciences, it will likely require a review process that includes the participation of the Biology and Chemistry departments, the Dean of Science, and an external reviewer team with the requisite scientific expertise.

1.2 Synopsis of the Previous Program Review Recommendations

The external reviewer recommended the following: (1) instituting college-based graduate staff support to coordinate with Graduate Studies and serve all CASA grad students; (2) addressing space constraints to enable faculty to work more productively; (3) exploring a college-based central advising system; (4) addressing course overlap between SJ and sociology; (5) and at the university level, acquiring essential library resources (journals, books, data sets, reference materials) to support the continuation of graduate education.

CASA Dean Ego recommended the following for the AJ (now JS) Department: (1) active participation in the joint doctoral program with UC Davis and CSU Fresno; (2) explore ways to fund graduate assistant positions; (3) pursue creative scheduling to meet student demands, including experimenting with offering courses at non-traditional times, at off-campus sites, and using online instructional formats; (4) explore a curriculum emphasis in technology, environmental, and corporate crime to strengthen ties between the local community and the department; (5) explore ways to fund staff assistance for the graduate program; (6) pursue upgrading classrooms to “smart classrooms”; (7) review library resources in order to enhance
crime and justice resources available; (8) talk to Sociology about reducing course overlap to reduce competition for FTES; (9) continue outreach and recruitment efforts to increase number of majors.

The external reviewer’s recommendations were primarily addressed to the college and university (external reviewer recommendations 1, 2, 3, and 5). As noted in the department’s response to her recommendations, recommendation 4 related to a problem outside of the department’s control – university approval of a new sociology course (Soci 151) that overlapped with an existing AJ course (AJ/JS 136). Thus, although the department agreed with and supported the external reviewer’s recommendations, they were largely beyond the department’s ability to pursue directly. To the department’s knowledge, these recommendations were not pursued by the college and university.

In regard to the Dean’s recommendations, the JS Department has pursued each of them to varying degrees. (1) Joint doctoral program. In 2002, JS participated in discussions regarding the proposed joint doctoral program. The degree program proposal had been a joint venture of CSU-Fresno and UC Davis since its inception in 1998, and was approved to move forward to see if it was feasible in 1999. JS’s involvement was solely going to be in offering graduate classes that could be included in the degree program; we were not invited to be full partners in the program. Due to logistical and curricular compatibility issues, our department, in consultation with the other two universities, elected not to participate in the program. (2) Graduate funding. When AIM funds were available under Provost Goodman in 2002-2003, some JS faculty used those funds for paid graduate assistant positions. Faculty with external grants have also used some of their research funds for graduate assistants. However, due to budget constraints and the demands of the undergraduate program, JS has been unable to secure consistent funding for graduate assistants. (3) Creative scheduling. JS has experimented with a number of creative scheduling approaches, including Saturday classes, night classes, online offerings, summer and winter session courses. Many courses currently have web components, and three high-demand undergraduate courses are now regularly taught as fully online courses (JS 100W, JS 105, and JS 132). In addition, JS 132 was also offered as an “online mediated” course with a cable TV component in AY 2006-2007. Given the number of majors served on campus, the department decided it was not a wise use of resources to offer classes off-site, as online courses better serve the needs of distant students. (4) New curriculum emphasis. In several searches JS advertised for new faculty in the areas of corporate, environmental, and “cyber” crime but did not find suitable candidates. The department does address corporate, environmental and white collar crime in its curriculum but given its new direction toward justice, broadly conceived, rather than the narrower area of criminal justice, an “emphasis” in technology, environmental and corporate crime is no longer a priority. (5) Graduate staff. Since our last review, we have been able to increase our departmental staffing from 1.5 to 2.5 positions. As a result, we have been able to devote more staff resources to aid in the graduate program administration. However, due to the imbalance of undergraduate students served and graduate students served within the department (we overwhelmingly serve undergraduates), it has not been feasible to hire dedicated staff for the graduate program. (6) Classroom upgrades. As noted in Section 2, JS has invested in updating one classroom (MH 520) into a smart classroom, added teaching technology to its conference room, and purchased equipment to enable all faculty to use technology in their teaching. A second classroom, MH 523, was selected for university conversion to a smart classroom; that
conversion was completed in August 2007. As additional funding becomes available, JS hopes to update the remaining classroom (MH 525) to become a smart classroom. (7) Library resources. JS department liaisons to the Library have attempted to increase the Library’s holdings in the areas of crime and justice, particularly in regard to scholarly journals, but with little success. The academic librarians report that the library lacks funding to increase its holdings in our area. More recently the library has successfully added several key JS journals to their online holdings. The purchase of books, however, has been more of an issue given the steeply rising cost of scholarly titles. (8) Course overlap. JS has met with Sociology to coordinate new course offerings to avoid future overlap. As JS continues to revise its curriculum toward “justice” the overlap with Sociology’s courses in the area of criminology will continue to decrease. To our knowledge, no new university procedures have been instituted to prevent inadvertent overlap between other departments. (9) Student recruitment. Although JS has always done outreach and recruiting through campus fairs, MUSE courses, and the like, absent additional faculty resources the department feels it is unwise to increase recruiting since student demand is already great. Our FTE/F has not significantly increased since our last program planning and review, yet our majors have grown from 478 in Fall 2001 to 857 in Fall 2006, and our annualized FTE/S increased from 275.3 in 2001-02 to 444.6 in 2005-06.

1.3 Summary of Present Program Review Recommendations

1.3.1 Curricular Recommendations: Undergraduate: Minor changes to JS 159 are under consideration to further strengthen student achievement of SLOs; expansion of internship placements (underway Fall 2007) and assessment of existing placements (to be conducted in Spring 2008); continue survey of student opinions in JS 170 (began Fall 2007); exploration of integrating internship program with campus career center (discussions underway Fall 2007); revision of curriculum into “core competency areas” (underway Fall 2007). Graduate: continued attention to achievement of SLOs in JS 202, and curricular innovations as warranted; additional course in qualitative methods and in justice and inequality under consideration; minor changes to JS 216 to reflect broader attention to justice issues. These recommendations are discussed in full in Section 3.4.

1.3.2 Student Recommendations: Hire a new staff person to institute central undergraduate advising and provide undergraduate student support and directed retention efforts; increase recruitment of graduate students of color; establish a fund for undergraduate and graduate student research. These recommendations are discussed in more detail in Section 4.6.

1.3.3 Faculty Recommendations: Hire 3 to 5 full-time faculty over the next few years; secure reliable, continued support of faculty research and professional development, including equipment and travel. These recommendations are discussed in full in Section 5.4.

1.3.4 Resource Recommendations: secure additional office space for new faculty and for current faculty now housed in BT instead of MH; secure storage space for department files and equipment; secure additional office, laboratory and storage space for Forensics program; secure space for informal interaction of students and faculty; identify space to enable programs’ growth; hire additional staff person. These recommendations are discussed in more detail in Section 6.3.
2. Context and Scope

The JS Department offers a 120-unit undergraduate major leading to a B.S. degree and a 30-unit master’s program leading to an MS degree, along with an 18-unit JS minor. JS also participates in the 18-unit interdisciplinary minor in Legal Studies.

Alignment of JS Programs with University and College Missions, College Goals, and University Strategic Planning Goals

The University mission is to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. JS Department programs are fully consonant with the University’s mission. JS courses at all levels require students to engage in critical inquiry regarding social, economic and criminal justice. Taken as a whole, JS courses are inter- and multi-disciplinary, exploring theory and practice, historical and present-day issues, law and policy, the local and the global. Thus, the undergraduate and graduate programs not only transmit knowledge about justice and justice systems to students, but enrich their intellectual, professional and personal lives. Through required research, writing and evaluation courses, along with the undergraduate and graduate internship courses, students develop skills that enable them to serve society as community advocates, activists, and leaders; justice professionals; attorneys and judges; policymakers; researchers and analysts; teachers and professors; expert witnesses; and engaged citizens, voters, consumers and community members.

The full-time JS faculty engage in a wide variety of justice-related research and scholarship, both basic and applied, that contributes to disciplinary and interdisciplinary fields of knowledge, including biology, criminology, critical pedagogy, cultural studies, forensic sciences, gender studies, history, human rights, Latin American studies, law and jurisprudence, media studies, political science, punishment and penal theory, rhetoric, social theory, socio-legal studies, and sociology. A number of part-time JS faculty also engage in evaluation research at the community level, contributing to knowledge in the areas of criminal justice and social services. JS faculty regularly involve JS students, both graduate and undergraduate, in their research; as such, students are an integral part of the department’s contribution to diverse fields of knowledge.

The mission and goals of the College of Applied Sciences and Arts ("CASA") are to provide liberal and professional education and, through application, to empower graduates to be exemplary members of a diverse and global community. The College is committed to excellence in undergraduate and graduate programs and improving the quality of life for present and future generations. JS programs are again entirely consistent with CASA’s mission and goals. JS courses offer both liberal and professional education, and graduates have served as leaders of local, state and national justice agencies, nonprofit groups, and the like as previously discussed, improving the quality of life, often dramatically, in the communities they join and serve.

The University Strategic Planning Goals are enhancing academic quality, enriching the student experience, improving the campus work environment and infrastructure, and strengthening community alliances.
The JS Department’s 5-year plan, as described elsewhere in the self-study, supports SJSU’s strategic goals. Our curriculum reform, currently underway (see Section 3.1.b), will enhance the quality of the university’s academic offerings not only for JS majors and graduate students, but for all students who enroll in JS courses. The curriculum reform is guided by the following goals: broadening the JS course offerings to increase student appreciation of justice in global and comparative perspectives; reorganizing the curriculum into “core competency” areas to ensure that students acquire not only knowledge but skills which will serve them throughout their lives; and ensuring that Justice Studies at SJSU remains a leader in the field by keeping its curriculum current and forward-looking. As such, curricular reform will also enrich the student experience.

Other departmental initiatives, such as the JS film series, the JS career fair, the Penal California conference, an enhanced curriculum in our internship program, have also been implemented since the last program review to enrich student experiences. Several JS faculty have developed online courses, and one “online mediated” course, and many other “traditional” classes utilize an online (WebCT) component. These new and blended modes of instruction enrich student experiences at SJSU not only by making courses more flexible and interactive, but also by enabling the use of a wider range of instructional materials (video, audio, still photography, rare documents, etc.). We have also, in the last 3 years, made a concerted effort to involve our students in the academic enterprise by initiating course assistant/mentor opportunities for undergraduate and graduate students and increasing student-faculty cooperative research opportunities. Such exposure is part of a larger departmental initiative to encourage our students to consider the possibility of doctoral training.

Improving the campus work environment and infrastructure is largely beyond the department’s control, but in regard to its offices and classrooms the department has recently reorganized and updated its central office to make it both more user-friendly and more accessible to people with disabilities; has updated its conference room to house student reference materials (e.g., career guides, law school information) and to include a projector, DVD player, and laptop hookups; has updated one classroom (MH 520) to a “smart” classroom with its own funds, and had MH 523 updated into a smart classroom through the University upgrading program; has installed DVD players in all three of its fifth floor MH classrooms; has purchased sufficient projectors and laptops so that all instructors can utilize PowerPoint in their classrooms; and has leased a copy machine with fax and scanning capabilities, enabling faculty to post documents online to conserve other resources.

The JS Department has numerous connections to the surrounding community. Examples include the regular participation of our student interns in local, state and national justice related organizations and agencies, the leading role the department has taken in getting Santa Clara County’s Justice Corps program off the ground in the local courts, and the department’s integral role in the SJSU-City of San Jose Public Sector Initiative. JS faculty serve as consultants to a variety of community and government organizations, are members and officers of other community organizations, bring community justice professionals to campus to give guest lectures, participate in numerous national scholarly associations, serve as peer reviewers for scholarly journals and book publishers, serve as editors of scholarly journals, write letters of
recommendation for students going on to further study or seeking justice-related positions, assist
justice agencies conducting background checks of job applicants, respond to media inquiries on
justice related issues, and speak to local and regional community groups.

3. Curriculum and Achievement of Student Learning Outcomes

3.1 Curriculum

a. Summary of curricula

**BS in Justice Studies:** JS majors take 51 units in General Education and American Institutions
and 2 units of Physical Education, as required by the University for all undergraduates. Within
the department, JS majors complete ten courses (32 units) of required courses, two courses (6
units) from a selection of four upper-division courses, and four courses (12 units) of JS electives.
Majors also complete a lower-division course in statistics. JS majors are strongly encouraged,
but not required, to complete a minor.

Most of the JS undergraduate courses (23 of 27, excluding MUSE classes) are upper-division
courses. JS majors are required to complete a 4-unit internship course in which they work a
minimum of 90 hours in a justice-related organization, complete a classroom component relating
their work to the field of Justice Studies, and complete an evaluative paper about their
experience. JS currently serves approximately 900 majors.

**MS in Justice Studies:** Graduate students complete a 30-unit master’s program which includes 5
required JS graduate courses (15 units), including courses in theory, research methods, policy
evaluation, justice organizations and management, and a capstone. “Plan A,” the thesis option,
requires an additional 6 units of JS 299 (thesis) plus 3 electives. “Plan B,” the non-thesis option,
requires a project and 5 electives (15 units). JS 201 completed with a grade of “B” or better
satisfies the “competency in written English” requirement of the university, and JS 216 is the
“culminating experience” for all JS graduate students. JS currently serves approximately 50
graduate students.

See Appendix E for the catalog descriptions of the BS and MS programs, and course offerings in
both programs.

b. Summary of curricular changes

**BS in Justice Studies:** Since the last program review, the following changes have been made.

JS 10—Administration of Justice was changed to Introduction to Justice Studies to correspond to
the broader focus of study indicated in the department name change.

JS 105—Justice Systems Research was changed to Research Methods in Justice Studies both to
identify this course more clearly as a research methods class, and to indicate that research in the
field considers aspects of justice beyond the formal justice system.
JS 107—Justice Management was changed to Justice Management and Ethics to include ethical challenges and issues, as well as ethical principles that ideally guide the management of justice related institutions as a more central component to the course.

JS 110—Intervention and Mediation Methods was changed to Crisis Intervention, Mediation and Restorative Justice to include theory, research and skills in communication and problem resolution and to make restorative justice more central to the course.

JS 111—Advanced Criminal and Correctional Law was changed to Special Topics in Law and Justice in order to expand the breadth of possible topical issues dealt with in this elective. The parameters for content in Advanced Criminal and Correctional Law were quite narrow and specialized, and its new incarnation makes the course more broadly relevant to a wider range of our students.

JS 112—Advanced Criminal Investigation was changed to Criminalistics to focus on evidence collection and preservation rather than investigation more generally, as Criminalistics is a required part of the Forensic Science degree programs (although JS 112 is also an elective for JS majors).

JS 115—Contemporary Issues in Criminal Justice was changed to Critical Ideas and Issues in Justice. It was also changed from an elective to a required course. JS 115 is now a required “gateway” course for upper-division majors. It introduces students to various conceptions of justice (moral, social, political, etc.), exposes them to situations of injustice around the world, both historical and present-day, and asks them to consider policies and practices that promote or detract from justice. The course thus creates an intellectual context for students’ considerations of justice in other department courses. It also integrates a series of activities that are designed to make the connections between justice as a theoretical concept and justice in practice. Course activities are coordinated by undergraduate peer mentors who work with the JS 115 students in smaller groups.

JS 117—Questioned Documents Examination was eliminated as dated and not relevant to most majors. Document examination is essentially a vocational skill for a small segment of justice professionals, who are trained in these specialized techniques by their agencies.

JS 118—Nature of Crime was changed to Crime and Delinquency Theory to emphasize the course focus on theories of crime rather than descriptive materials.

JS 122—Narcotics and Drug Abuse was changed to Drugs and Society to move the class from primarily a pharmacology or public health perspective to one that centrally considers the societal implications of and responses to drug use. The course now includes historical perspectives on drug laws, theoretical perspectives on use and abuse, international comparisons of drug policy, and the economic and foreign-policy implications of drug trafficking.

JS 132—Women, Minorities and the Law was changed to Race, Gender, Inequality and the Law to indicate more clearly the course focus on inequality in all its forms, and the consideration of both genders and all races.
JS 133—Terrorism and the Criminal Justice System was changed to Terrorism, Intelligence, and Security to integrate key issues that surround the definition of terrorism and state efforts to combat it.

JS 134—Organized Crime was eliminated because it had become dated as a stand-alone course topic. Much of the material addressed in JS 134 was already addressed in our JS 135—White Collar Crime course, and is touched upon in several other existing courses as well.

JS 136—Violence and Hate in the Family and Community was changed to Family and Community Violence to describe the course more clearly and succinctly.

JS 137—Intelligence—was eliminated from the curriculum since intelligence was subsumed into the revised JS 133 discussed previously.

JS 170—Internship: Administration of Justice was changed to Internship: Justice Studies for clarity and to indicate that internships with non-governmental agencies are allowed and encouraged. The course has also been increased from 3 to 4 units. This change was instituted to strengthen the “bridging the gap” component of the internship, i.e., to help students better integrate their field experience with their academic studies in the department. The additional unit requires students to complete a set of scholarly readings on the process of making field observations, keep detailed “field notes” about their internship experience, attend selected lectures and group meetings on campus that enhance their understandings of the connections between the “real world” and the academic studies in which they are engaged, and engage in regular directed online discussions (requiring approximately 2000 words of writing) about these activities and their internship experiences through the online WebCT component to JS 170.

As a result of the changes listed above, required units in the JS major have increased by 2 (both JS 115 and JS 170 went from 3 to 4 units), so the overall major requirements have increased from 48 to 50, plus a 3 unit support course in statistics.

Finally, the name of the Bachelor’s degree was changed from “B.S., Criminal Justice Administration” to “B.S., Justice Studies,” a change approved in 2005. Because the curriculum considers justice in a broader context than “criminal justice administration” or even “criminal justice,” the faculty sought to change the degree to reflect students’ actual courses of study.

The undergraduate curriculum is currently being further revised this academic year. While some steps have already been taken to move the curriculum beyond a U.S. and criminal justice focus, additional revisions are in the works to further develop this broadening of the curriculum. As noted, the curriculum is simultaneously being reorganized into “core competency areas” to ensure that all undergraduates are fully developing necessary skills in research, writing, analysis, international and comparative inquiry, and ethics.

MS in Justice Studies: Changes to the Master’s program since the last review include both admission and curricular changes. In regard to admission requirements, the minimum GPA for admission without GRE scores was raised from 3.0 to 3.2. Prerequisites for fully classified
standing were increased. Previously new graduate students without a degree in criminal justice or criminology were required to complete JS 105, JS 118, and one of JS 102, 103 or 104. Currently, new graduate students without undergraduate equivalents are required to complete a statistics course (Stat 95 or equivalent), an introductory course (JS 10 or equivalent), JS 105, JS 118, and JS 159. The changes in the GPA requirement and prerequisite courses were adopted to ensure that admitted graduate students had both the general academic skills and the specific course background needed to complete graduate school successfully.

Course changes were adopted as follows:

JS 201—Seminar in Theories of Criminal Justice was changed to Seminar in Justice and Social Theory. This change was adopted to indicate that justice studies involves consideration of social theory, including theories of justice, but not limited to theories of crime causation and punishment.

JS 202—Justice Systems Research and Evaluation was changed to Seminar in Justice Research Methods. JS 203—Justice Policy Analysis was changed to Seminar in Justice Evaluation and Policy Analysis. JS 202 and 203 were changed to reflect the faculty’s desire to couple evaluation with policy analysis, and to devote an entire semester to research methods.

JS 204—Seminar in Justice Management was changed to Seminar in Justice Organizations and Behavior. The course title was changed to describe the course content more accurately; management is just one component of organizational behavior. It was changed from an elective to a required course to ensure that all JS graduate students develop an understanding of organizational behavior, as many of them currently work in the justice system and continue to do so following graduate school.

JS 205—Seminar in Courts and Society was changed to Seminar in Law and Courts. This change was adopted to reflect the fact that law is more than what happens in court, and to indicate that the course includes consideration of the social functions of law, law’s potential and limits, its unintended consequences, and the like.

JS 208—Seminar in Corrections was changed to Seminar in Punishment. This change was adopted to move the course beyond a “correctional system” context to consider punishment more broadly.

JS 209—Seminar in Police was changed to Seminar in Police and Social Control. This change was adopted to indicate, again, that the course treats the role of police in society and not simply police as a closed system.

JS 270—Graduate Internship was changed to Criminal Justice Practicum to make a clearer distinction between the undergraduate and graduate internship courses. In the graduate course, an elective, students are required to undertake a research or creative project or otherwise make a significant and unique contribution to the organization, and not simply to learn day-to-day operations.
Since the previous review, the faculty also changed the requirements regarding undergraduate classes taken for graduate credit. The number of units of undergraduate work allowed for graduate credit has been reduced from 9 (3 classes) to 6 (2 classes), and these courses only count for graduate credit if the instructor assigns additional graduate-level work apart from the regular course requirements imposed on undergraduates. (Graduate students may also take two graduate courses in other departments at SJSU, with the approval of the graduate advisor.) As indicated in the Fall 2000 self-study, the decision to allow graduate students to enroll in select undergraduate courses was made at a time when the department lacked sufficient full-time tenured and tenure-track faculty to cover both the undergraduate and graduate programs fully; because of the large demand in the undergraduate program, covering core required undergraduate courses with full-time faculty resources was given priority over the graduate program. Although undergraduate student demand has increased since that time and additional tenure-track hires are needed, the graduate faculty recently decided to eliminate the option for graduate students to enroll in undergraduate courses, and instead to require that all 30 units of the MS program be completed in 200-level courses, with a minimum of 80% (8 courses or 24 units) completed in JS.

A few additional changes to the graduate curriculum are pending. In order to ensure that sufficient graduate courses are offered every semester, to establish a regular graduate course sequencing that will enable students to plan effectively and the department to schedule courses effectively, the department is in the process of changing the graduate course sequence and is considering adding one or two new graduate courses to the curriculum. The graduate faculty is also in the process of reviewing the undergraduate prerequisites to ensure that they are adequate and relevant to graduate study. The title of JS 270 will be changed from “Criminal Justice Practicum” to “Practicum in Justice” to reflect the broadening of the curriculum.

c. Standard curricula: There is no standard JS curriculum as this is not an accredited program or professional degree. It is more analogous to a social science degree where specific competency courses are required (e.g., introduction, theory, methods, an advanced or capstone course) and the remainder of the course work is through major freely selected and/or directed electives in areas of interest. In that sense, our program is similar to other Justice Studies and related curricula.

d. Curricular bottlenecks: The only major curricular bottleneck in JS is JS 100W, particularly getting students to take the WST test as soon as they are eligible after completing English 1A and 1B and/or upon transferring to the university. This bottleneck has been reduced some through advising; both in TIP advising sessions with transfer students and in individual faculty advising, advisors emphasize the importance of taking the WST as soon as possible.

e. Interdisciplinarity of Justice Studies: As noted throughout, Justice Studies is both multi- and inter-disciplinary. JS faculty possess doctoral degrees in Biology, Community & Human Resources, Jurisprudence and Social Policy, Justice & Social Inquiry, Latin American History, Linguistics, Political Science, Psychology, and Sociology and conduct research and publish in an even wider array of fields. Faculty bring their multi-disciplinary perspectives to the classroom; many individual courses are interdisciplinary by design, and even those courses primarily informed by a single discipline contribute to an interdisciplinary curriculum when the curriculum
is considered as a whole. Moreover, JS is not only interdisciplinary but built from several branches of knowledge – the social sciences, the humanities, and the hard sciences.

3.2 General Education and Service Courses

a. General Education courses: JS offers three SJSU Studies (Advanced GE) courses in Area S: JS 132, JS 136, and JS 186 (currently taught by Department of Philosophy and College of Business, but cross-listed in JS). JS also offers multiple sections of JS 100W which satisfy Area Z in SJSU Studies. JS has also offered several core GE MUSE courses in Area B1 (Lee); Area D3 (Lynch); Area D1 (Lucas, Perry, Timmons). Except for JS 100W, discussed in item 3.2.c. below, JS has not experienced bottlenecks in delivering GE courses.

b. Service courses: not applicable.

c. Management/resource challenges: Our only resource challenge relative to GE courses is in being able to offer enough sections of JS 100W to meet student need. We have a difficult time hiring enough qualified instructors, given the extremely low “vacant” rate that the university offers to new faculty, so we allow some students to complete the area Z requirement in selected other departments that teach APA format, including Psychology, Biology, and Political Science.

3.3 Assessment of Student Learning

a. Summary: Assessment of student learning in the B.S. program involves the collection of data in JS 170, the required internship course, and JS 159, the senior capstone course. Assessment of student learning in the M.S. program involves the collection of data in JS 202, the required methods course, and JS 216, the required culminating course. See Appendix D for the assessment plan.

b. Evaluation of procedures: Generally speaking, our assessment measures as currently implemented are working well to directly measure students’ achievement of the department’s learning objectives. We have also instituted, beginning this semester, a confidential survey of students who are participating in our internship program to assess their perceptions of how well that program helps them achieve those learning objectives. This allows us to have both direct and indirect measures of success. Our capstone course, JS 159, is taught by multiple instructors each semester; we have strived over the last two years to further standardize the assessment of learning objectives through the evaluation of the final capstone papers. JS 159 instructors meet periodically to ensure that they are assessing final papers in congruence with one other.

c. Evaluation of results: Since we began collecting assessment data on a continuous basis, in Fall 2005, our results indicated that over 90% of our undergraduate students consistently meet each of the 5 undergraduate learning objectives for our program. In the graduate program, over 90% of our students have consistently met each of the learning outcomes measured in JS 216, our capstone course (SLOs 2-1 through 2-4). The success rate has been somewhat lower for those learning objectives measured in JS 202, Justice Research Methods (SLOs 1-1 through 1-3), ranging from 67% (for SLO 1-2 in Fall 2006) to 87% (for SLO 1-3 in Fall 2005).
3.4 Goals and Plans

Undergraduate program: In order to ensure undergraduate student success in achieving SLOs 1-1 through 1-3, which are measured in our senior capstone course, since Fall 2006, we have instituted a policy that ensures that the prerequisites (JS 100W and JS 105) have been met before students can enroll in the course. This has ensured that students are more fully prepared to undertake the research, analysis and writing required to meet these SLOs, and has resulted in fewer students who do not successfully complete the course each semester.

The undergraduate curriculum committee is currently exploring other potential minor curricular modifications in the JS 159 senior capstone course, including the further integration of writing assignments and revision processes to ensure that the final papers are sufficiently analytical, well researched, and complex in their exposition.

Despite the high success rate indicated by measures of SLO 2-2—Capacity for professional development in the Justice Studies field by successfully integrating theory and practice in a real world, justice related setting—as of Fall, 2006, the department has incorporated a set of activities and assignments (described above in Section 3.1) designed to enhance that curriculum to ensure full, intellectually engaged integration of theory and practice. This addition to the curriculum has improved the quality of the students’ educational experience in the internship, as indicated by their final papers as well as the writing assignments in the new curriculum. It has also likely had the effect of enhancing success in terms of SLO 2-1—Demonstrating oral and written communication skills sufficient for a justice professional within a justice studies internship placement setting—since it has required students to communicate more formally, regularly, and systematically about their ongoing internship experiences.

In order to continue to improve the overall quality of our internship curriculum, we are planning an assessment of our established internship settings to determine the quality of the overall learning experience provided in each. Lecturer Janet Hagemann will be undertaking this process in Spring 2008 so that we can eliminate internship placements that do not adequately serve our students’ learning objectives.

This academic year, we are also initiating an intensified outreach program to local and regional agencies that address a broader range of justice issues and that serve diverse populations in the community to include in our internship program. New Assistant Professors William Armaline and Sang Hea Kil are spearheading that effort by expanding opportunities within the San Jose region in non-criminal justice settings, and by opening up a range of opportunities in the San Francisco area that can serve students who reside there. This semester, as noted in section 3.3.b, we have also begun administering a confidential online survey to internship students that assesses their perceptions of that learning experience, specifically assessing how well they feel it has helped them achieve the stated learning objectives, as well as assessing their perception of its more general value to their educational and career goals. Results of the first survey are reported below, in section 4.2.c.

We are beginning this semester to explore the possibility of more fully integrating our internship program with the campus Career Center. A Career Center presentation is planned for late
November to illustrate the ways that their resources can be used to best serve JS students and internship partners in terms of streamlining the initial part of the internship process. Along these lines, over the past two years, we have brought many more internship partners to campus for our Career and Internship Fair so that students and internship representatives have an increased opportunity to meet each other in person.

Finally, the JS undergraduate curriculum committee is currently in the process of reorganizing the undergraduate curriculum into competency areas. Students will be required to take one or more courses in each competency area, currently envisioned as theory; methodologies; global, historical and comparative perspectives; critical inquiry; analytical research and writing; and field experience/practicum. In the course of this reorganization, both minor and major curriculum changes will also be proposed. This process is underway; several changes will be submitted for department, college and university approval during 2007-2008, and others in the following year.

**Graduate program:** SLOs 1-1 through 1-3 are measured in JS 202, the required research methods class. Data indicate that a notable percentage of students have struggled to meet these learning objectives, especially in Fall 2006. There have been several changes instituted and some proposals made to ensure that all of our graduate students achieve the research and data analysis objectives that we have instituted. Beginning this semester, the instructor, Professor Mark Correia, has incorporated a tremendous amount of hands-on experience with SPSS—from data entry to data organization and analyses. The goal of the assignments is for students to learn how to apply various statistical techniques using SPSS and how to interpret the outcomes to increase achievement of SLO 1-2.

Professor Correia has also included a number of research based assignments in JS 202—providing students the experience of developing a research proposal as the final outcome. This change is intended to help students develop those skills necessary to be critical of the research they read (SLO 1-3). During the first half of each class, attention is given to research methodology, and in the second half of the class, the focus is on statistical tools, logic, and the practical aspects of SPSS. This breakdown is intended to allow students to distinguish the broader issues related to designing good research (SLO 1-1), and translating that knowledge into concrete projects through the application of research tools (SLOs 1-2 and 1-3).

Finally, the graduate curriculum committee is considering other changes to the curriculum to ensure that qualitative and quantitative methodologies are both adequately covered, and that sufficient attention is devoted to statistical methods to enable students to be critical users of quantitative analysis.

SLOs 2-1 to 2-4 are assessed in the graduate capstone seminar, JS 216. Data indicate that these SLOs are being achieved by the vast majority of our students. While the assessment process has not prompted any curricular or pedagogical change, there is a plan to modify the course content to more fully capture aspects of justice beyond the criminal justice system. This change is in keeping with the department’s evolving curricular expansion, and with some of the changes already instated in the graduate curriculum (especially the required theory course, JS 201). Thus, SLO 2-1 will be modified in accordance with the broader substantive curriculum in the graduate
program, as assessed within the capstone course. The graduate curriculum committee is also considering developing an additional topical course in justice and inequality, to ensure that the curriculum remains current and that graduate students have the opportunity to study emerging issues in the field.

4. Students

4.1 Analysis of Student Data

a. Status and trends

Applications. Applicants to the B.S. degree have increased steadily from 2002 to 2006 (the last year for which data is available). There were 304 freshman applicants in Fall 2002, 183 were admitted, and 49 enrolled. There were 805 freshman applicants in Fall 2006, 418 were admitted, and 102 enrolled—more than a doubling of freshman applicants, admissions, and enrollees in a 4-year period. There were 177 transfer applicants in Fall 2002, 77 admissions, and 58 enrolled. In Fall 2006 there were 346 applicants, 233 admissions, and 125 enrolled—not quite a doubling of applicants, but more than doubling of admissions and enrollees. Although there were more transfer applicants in Fall 2005 than 2006 (347 versus 346), there were more transfer admissions and enrollments in 2006 than in any previous semester.

Applications and enrollments in Spring semesters also show growth over time, but the numbers are smaller; 9 frosh applied in Spring 2003, 3 were admitted and 1 enrolled, as compared to 28 freshman applications, 3 admissions and 1 enrollment in Spring 2007. As we would expect, transfer applications, admissions and enrollments in Spring semesters are greater. In Spring 2003 there were 76 applicants, 32 admissions, and 26 enrollees, while in Spring 2007 there were 165 applicants, 97 admissions, and 74 enrollees. The peak for Spring transfer applications was in Spring 2005 (183 applicants), the peak for Spring transfer admissions was in Spring 2006 (116 admitted), and the peak for Spring transfer enrollments was in Spring 2005 (77 enrolled). However, the decrease in enrollments from Spring 2005 to Spring 2007 was quite modest (down from 77 to 74).

Thus, overall the department has shown significant growth in undergraduate enrollments in the last four years.

The M.S. program has seen more modest and uneven growth, from 36 applications, 26 admissions, and 18 enrollees in Fall 2002 to 40 applications, 23 admissions, and 15 enrollees in Fall 2006. Trends in Spring applications show a decrease over time, from 30 applicants, 22 admissions, and 12 enrollments in Spring 2003 to 18 applicants, 9 admissions and 7 enrollments in Spring 2007. It appears that the current trend is for the bulk of graduate students to begin graduate study in the fall semester. Changes in application and enrollment rates in the M.S. program likely also reflect the higher GPA required for admission that was adopted during the review period. Do we need to elaborate on this here if we cut it in the above section? No – it’s also covered in section 3.1.b. so I removed it from the executive summary.
**Majors.** Excluding the Forensic Science programs, JS again shows steady growth in the number of undergraduate majors for both fall and spring semesters, from 487 in Spring 2003 to 768 in Fall 2007. Graduate students show a decrease from 45 in Spring 2003 to 28 in Fall 2007.


**Gender and ethnicity.** In the BS program (excluding Forensics), there is no consistent trend in regard to the gender balance. Female undergraduates were the majority in Fall 2003, Fall 2006, and Fall 2007, and males were the majority in Fall 2004 and Fall 2005. However, in the MS program women have been the majority of graduate students throughout the review period.

In regard to race/ethnicity, in the BS program (excluding Forensics) during the review period, the undergraduate student body has consistently been majority Latino, with 177 Latino undergraduates in Fall 2003 and 357 in Fall 2007. The next largest group is consistently white undergraduates, with 123 in Fall 2003 and 245 in Fall 2007. The third largest group is consistently Asian/Pacific Islander students, with 79 in Fall 2003 and 193 in Fall 2007 (figures represent the total of students identifying as Asian, Filipino, and Pacific Islander). Undergraduates identifying as “other” race/ethnicity were a low of 72 in Fall 2006 and a high of 86 in Fall 2005. African American undergraduates numbered 45 in Fall 2005 and Fall 2006 (the low), and 53 in Fall 2007 (the high). Native American undergraduates were just 5 in Fall 2005 (the low) and 10 in Fall 2004 (the high).

Among graduate students, probably because the number of students is so much smaller, there are less consistent patterns. In Fall 2003, there were 15 whites, 12 other, 9 Asians, 6 Latinos, 2 Blacks, and 0 Native Americans. In Fall 2004, there were 13 whites, 10 Asians, 10 other, 5 Latinos, 1 Native American, and 0 Blacks. In Fall 2005, there were 15 whites, 8 Asians, 5 Blacks, 4 Latinos, 3 other, and 0 Native Americans. In Fall 2006, there were 10 other, 8 whites, 6 Blacks, 6 Asians, 5 Latinos, and 0 Native Americans. In Fall 2007, there were 8 Latinos, 8 whites, 5 other, 4 Asian, 2 Blacks, and 1 Native American. Thus, with the exception of Fall 2006 and Fall 2007, whites have tended to predominate, with Asians second. Native American graduate students have been the smallest ethnic cohort in every year but one.

See Appendix C for the data from which the above summaries were drawn.

The most recent data for the university as a whole (Fall 2006) indicates that 54% of the SJSU student body is female, 39% is Asian/Filipino/Pacific Islander, 28% are white, 15% are Latino/a, 5% are African American and less than 1% are American Indian/Alaskan. JS majors in Fall 2006 were 52% female, 29% Latino/a, 27% white, 22% Asian/Filipino/ Pacific Islander, 6% African American, and less than 1% American Indian. Thus, the JS student body is as plural and demographically diverse as the campus as a whole. However, JS serves a significantly larger Latino population, and a significantly smaller percentage of Asian students, than does the university as a whole.
b. **Student endeavors post-JS:** After completing the B.S. degree, graduates engage in a variety of pursuits. Many, perhaps a majority, begin careers in justice-related organizations in the areas of social services, juvenile justice, community organizing, crime prevention, nonprofit justice advocacy, law enforcement, investigations, law and courts, local government, corrections, and the like. Others enroll in master’s, doctoral and professional degree programs; among this group, most enter law school or master’s programs in justice studies or a closely related field. After completing the M.S. degree, most graduate students embark or continue their careers in justice, many moving into management positions. Others enroll in doctoral programs or law school. Examples of organizations in which B.S.- and M.S.-degree holders work include the nonprofit Fresh Lifelines for Youth (FLY), Santa Clara County Department of Child Support Services, Juvenile Probation/Victim Services, the Milpitas Police (whose Chief of Police holds an M.S. in Justice Studies), Monterey County Sheriffs, Target Corporation, Google, Cisco Systems, the U.S. Postal Service, the U.S. Marshals, the Bureau of Immigration and Customs Enforcement, Homeland Security, the U.S. Secret Service, the California Department of Insurance, the California Department of Motor Vehicles, the California Highway Patrol, Kern County Crime Laboratory, the Santa Clara Public Defender’s Office, the Federal Public Defender’s Office, U.S. Probation and Pretrial Services, and Childquest International.

4.2 **Student Experiences**

a. **Student advising:** Advising is provided on a drop-in basis in the fall and spring semesters. All full-time faculty, excluding the graduate coordinator but including the chair, provide undergraduate advising; the graduate coordinator provides graduate advising. Advising is also provided at the career fair, by the chair, graduate coordinator and select summer faculty during the summer session, and by the chair, graduate coordinator and winter session FT faculty during winter session. In summer 2007, the JS Department began offering training to new faculty in how to advise students effectively. In Fall 2007, JS initiated a new “Open House” orientation and advising session for new and returning undergraduates and graduate students, enabling students to connect with several advisors at one time and place. The Open House took place in the University Room on the day before classes started, and provided full service advising as well as an opportunity for students and faculty to connect in a less formal setting. Thus, advisors with expertise in the WST and 100W requirements, the Forensics major, the graduate program, applying to law school, etc., could refer students to one another to get multiple questions answered for multiple students in an efficient and effective way. The orientation/advising session was well-received by students and faculty, and will become a regular event. The graduate coordinator also offers three separate orientation and advising sessions at the beginning of each semester to assist incoming graduate students, and encourages incoming graduate students to attend the university’s orientation as well.

Information and forms are also placed on the JS Department home page in regard to new requirements, advising availability, graduation deadlines and the like. Numerous documents assisting current and prospective graduate students are also available through links on the department homepage. See Appendix F for urls.

b. **Tutoring, special assistance, services or activities regularly provided to students to assist in achieving academic goals:** JS MUSE courses help frosh transition from high school to
university, learn about campus resources, organizations, activities, develop study skills, and the like. Peer mentors are employed in these courses to assist students further in having a successful university experience. JS 115 also utilizes peer mentors and provides guidance similar to that offered in MUSE to juniors who have just transferred from community college to SJSU. JS 100W helps students develop appropriate research and writing skills and prepare résumés. JS 170 gives students field experience, assists them in connecting their academic studies to the “real world” in regard to justice, and requires attendance at guest lectures given by speakers from local and national justice organizations.

c. Analysis of student surveys: This semester, we have instituted an optional confidential online survey for currently enrolled internship students. The survey assesses the students’ perceptions of how well the internship experience enhances their oral communication skills, written communication skills, their ability to bridge theory and real world experience, and their overall educational experience in Justice Studies. It also asks students how useful the internship experience is to help them establish, prepare for, and achieve career goals. It asks several open ended questions about their experiences, and concludes by asking them how the internship has shed light on how justice/injustice operates in the real world.

Out of 97 students enrolled, 85 responded to the survey this term, so we achieved an 88% response rate. Results indicate that the students have found the internship program to be an exceptionally valuable experience in all respects. Over three quarters of the students indicated that they were regularly given opportunities to enhance their oral and written communication skills, and 80% felt that their oral communication skills had improved as a result (53% agreed that their written skills had improved). Nearly 85% of the students felt that their JS classes had prepared them well for the internship and 92% agreed that they were able to apply their “theoretical” knowledge to understanding what occurs in their internship setting. Nine out of ten students felt that the internship experience was an important component of Justice Studies education, and nearly that many agreed that it “rounded out their educational experience.”

In regard to career goals, all but one student (99%) felt that the internship helped them decide on career goals, almost all of them (95%) felt that the experience would help them obtain a position in their desired field, and 84% felt that the internship was helpful in preparing them for their careers. Respondents were asked to select up to three terms or phrases that best described their internship from a list of positive and negative descriptors. The most frequently selected were, “A valued learning experience,” “beneficial for career,” “interesting,” and “eye-opening.” Finally, when asked to rate the level of insight they had achieved in terms of how justice/injustice works in the real world, the mean response was 4.02 on a 1-5 scale, with 1 equaling no insight, and 5 indicating complete insight.

These data indicate that the JS internship program has been very successful in helping students bridge the gap between the classroom and the real world, has helped students improve their communication skills through multiple modes, and is providing students with a very useful and practical tool to prepare them for careers in justice related fields.
4.3 Student Recruitment and Retention

a. Recruitment: JS actively participates in the university-wide summer orientation and year-round TIP programs, recruits potential students at the now-named SJSU “Preview Day,” offers an Open House at the start of the academic year, and a Career and Internship Fair every spring. Our student groups generally also participate in the department events and the Preview Days. The career fair often draws students from local high schools and community colleges; academic advising is provided to prospective and current students at the fair. Individual faculty also do outreach to some area high schools and community colleges through guest lecturing and classroom visits. Given the profile of JS students in regard to gender and ethnicity, and the number of undergraduate majors in the department, these recruitment activities seem sufficient.

b. Retention: JS is strongly committed to improving retention. The department feels that retention could be markedly strengthened through a change in advising procedures, specifically, the hiring and training of a central advisor to provide initial advising to all undergraduates. Such an advisor would also address JS curricular issues such as JS 100W ensuring that students take the WST in a timely way, understand how to prepare for the test, and the like. The central advisor would also perform directed retention/intervention efforts with struggling students, such as students on academic probation, before they leave the department or university.

In addition, the department’s efforts to increase the diversity of internship placements (see section 3.4) and to broaden the curriculum’s consideration of cross-cultural issues are also, in part, efforts to improve student retention.

c. Time to graduation: Course scheduling and effective advising are the main ways in which JS ensures that students graduate in a timely way. In the undergraduate program, multiple sections of required courses are offered each semester on different days and at different times both to ensure adequate space in required courses, and to assist students with work/family constraints to find courses that fit their schedules. All required classes are also offered at night at least once each year, and every semester where resources allow. Advisors emphasize the need to take and pass the WST as soon as possible, to take prerequisites and required courses as soon as students are eligible to take them, to complete SJSU Studies courses for graduation, to submit major forms on time for graduation, and the like. Notices about deadlines, new requirements, etc., are posted on the 5th floor of MacQuarrie Hall, on the department homepage, and announced in class.

Two courses, JS 100W and JS 159 (the senior capstone), have been bottlenecks in the past. To alleviate that problem, more sections of JS 100W have been offered (including in summer session where student demand warrants) and instructors carefully check student standing and completion of prerequisites to ensure that available spaces are reserved for students with the greatest need. For JS 159, the department has adopted a procedure in which students cannot pre-enroll but instead attend the first class with the necessary documentation. First priority for enrollment is reserved for seniors graduating that semester, and new graduate students needing JS 159 as a prerequisite for graduate study. Second priority is given to seniors graduating the following semester. This procedure has ensured that students do not enroll in JS 159 “early” and take the spaces needed by graduating seniors.
In graduate courses, the department adopted a standard course sequence to ensure that graduate students could complete their degrees in a timely way and plan their graduate program of study accordingly (see url in Appendix F). Because JS 204 was recently changed from an elective to a required course, the graduate course sequence needs to be revised further. This process is underway, and will be completed as soon as other changes to the graduate program are adopted and approved.

Samples of outreach brochures and website urls are in Appendix F.

4.4 Student Scholarly and Creative Achievements: In the period under review, both undergraduate and graduate students have served as research assistants with the following faculty: Mark Correia, Janet Johnston, Steven Lee, Ann Lucas, Mona Lynch, Inger Sagatun-Edwards.

Graduate students Jaimee Tsim and Georgie Unwin (interdisciplinary major) completed theses, and Milani Fisher is beginning her thesis research this semester.

Graduate student Scott Bonn co-authored an article with JS professor Roy Roberg in the peer-reviewed journal _Policing_ in 2004. He went on to pursue doctoral studies at University of Miami upon graduating from our program. Graduate student Soyoung Lee co-authored an article with JS professor Janet Johnston in the peer-reviewed journal _Family Court Review_ in 2005. Current student S.K. Hamilton co-authored an encyclopedia entry with JS professor Janet Johnston in 2007. Sociology graduate student Judith Bandermann (now Randle) worked closely with JS faculty and took several courses in the department; JS professor Lynch served on Ms. Randle’s thesis committee. Randle published a sole-authored article in the annual, _Studies in Law, Politics and Society_ in 2003. She also presented a paper as an SJSU student at the 2003 Law and Society Annual meeting.

Graduate student Heidi Anderson and undergraduate Michelle Graves were selected to participate in the Sally Casanova pre-doctoral program through CSU; both worked with Professor Lynch as pre-doctoral program advisor. Both are now enrolled in doctoral programs, at SUNY-Albany and UC Irvine, respectively. Graduate student Nathalie Goldrain was selected as a CSU Chancellor’s Doctoral Fellow, and is now enrolled in a doctoral program at University of San Francisco. Professor Timmons serves as her advisor in this program. Ms. Goldrain also received the Spirit of Excellence Award from the National Gang Crime Research Center.

Graduate student Soyoung Lee co-authored a paper with Professor Janet Johnston which was presented at the Western Society of Criminology in 2004. Undergraduate Claudia Lopez will be presenting a paper next April at the Annual Central California Research Symposium held at CSU Fresno. Undergraduates Kimberly Clabaugh, Arturo Aguilar and Kingsley Odigie presented co-authored papers at the California Association of Criminalists Meeting in May 2007, the International Symposium on Human Identification in October 2007, and also will present their papers at the American Academy of Forensic Sciences in February 2008. Aguilar and Odigie also received National Science Foundation Research Scholarships. Undergraduate Keri Smith (Larsen) co-presented poster presentations at the 2004 and 2005 Symposia on Human...
Identification. Undergraduate Sal Murillo co-presented a poster presentation at the 2006 American Academy of Forensic Sciences meeting, and co-presented a paper at the California Association of Criminalists meeting which received a “most outstanding research presentation” award. Students Kristy Ballinger and Erica Villa co-presented a poster at the 2006 Symposium on Human Identification.

Undergraduate Jun Wan participated in the Salzburg Seminar in 2007, presenting papers on the global economy’s impact on the third world and on the rape of Nanking.

4.5 Student Engagement Activities

a. Student service to the university: Many JS students are involved in our 3 student groups, Alpha Phi Sigma, which is the national criminal justice honor society, the co-ed justice fraternity, Chi Pi Sigma, and the forensic science student group. As noted above, students in these clubs participate in department events and activities that aim to recruit and retain students, they assist in supporting the department on other events, including our graduation ceremonies and with the logistics of our larger public speaking events. Alpha Phi Sigma co-sponsored a talk by a University of Santa Clara School of Law faculty member, and has been active in planning events with the Pre-Law student club on campus.

JS students have also been actively involved in college and university governance issues. JS student Michelle Graves, for instance, was deeply involved in the peer mentoring programs on campus, serving as a peer mentor in multiple MUSE courses, as a peer mentor service learning specialist, and as a member of the First Year Readings Project Committee. She also served on the campus judicial committee. Former undergraduate and graduate student Susie Rivera was actively involved in CASA governance, working closely with former Dean Ego on several initiatives. More recently, JS students have been actively involved in the Inclusive Excellence and Vision 2010 activities, and have served on the CASA student affairs committee.

b. Student engagement with the community, professional field, and other groups: As noted above, JS graduate students and undergraduates have presented at several academic conferences (see section 4.4). Also as noted above, JS undergraduates have regular and sustained interaction with the community and the professional field through the JS internship program. A number of graduate students take the elective JS 270 “Criminal Justice Practicum,” which is similar to the undergraduate internship program, except that it requires graduate students to undertake a project that contributes to the organization, rather than simply exposing students to the agency’s work. For example, in AY 2006-2007, Kristin Janiak completed a practicum with the Santa Clara County YWCA Rape Crisis Center, during which she conducted a survey on volunteer satisfaction and retention and analyzed the results for the YWCA.

Two current part-time JS faculty, Maureen Lowell and Pamela Serrano, also have recruited JS graduate students to help perform research for Santa Clara County community organizations—one in conjunction with a new “parenting without violence” program in the county, and the other to do research on teen suicide for the Department of Social Services. Assistant Professor Patrick Timmons has been instrumental in developing the partnership with the new Santa Clara County JusticeCorps program. JusticeCorps is an AmeriCorps funded program that trains and places
volunteers in Superior Courts to assist clients who are using Self-Service Centers to represent themselves in a variety of litigation. Volunteers complete a minimum of 300 hours over an academic year. The program was brought to Santa Clara County last year, and placed its first volunteers in the local courts this fall; 26 Justice Studies students are members of that inaugural group of volunteers. Students of Professor Timmons also serve underperforming elementary schools (e.g., Gardner Elementary) to assist children with reading comprehension and math skills.

All three of our student groups engage in community service and fundraising activities for community groups. For example, Alpha Phi Sigma (APS) students volunteered at the Second Harvest Food Bank in Fall 2006, and regularly participate in the “toys for tots” drive with the SJSU police department. In Fall 2007, APS students gave a workshop about transferring to SJSU, WST information, internship info, financial aid, and APS to students at San Jose City College, and plan to offer similar workshops to other local community colleges. Three Chi Pi Sigma (CPS) members went to Washington DC in Fall 2006 to walk in memory of slain SJPD Office Jeffrey Fontana (B.S., Justice Studies, ’00) in the Concerns of Police Survivors walk. CPS also conducted fundraisers in 2006-2007 to help organizations and individuals in law enforcement, and brought speakers from local justice organizations to speak to students. The Forensic Science student group also brought speakers to campus, toured the Santa Clara County medical examiner’s office, volunteered at the 2005 and 2006 California Association of Criminalists semi-annual meetings, co-sponsored a Red Cross blood drive, held a bake sale to raise funds for Katrina disaster relief, and volunteered at numerous department events including the career fair, the 75th anniversary celebration, and the department Open House.

JS graduate student Nathalie Goldrain tutored and mentored at-risk youth, inmates in San Mateo County’s Juvenile Hall, and inmates at Central California Women’s Facility; worked with at-risk and gang-involved youth at the Restorative Justice Project at Santa Clara County Juvenile Probation; taught at CHOICES Vocational Justice Project at Santa Clara County Juvenile Probation; taught at CHOICES Vocational Charter School (for youth released from California Youth Authority and local Detention Centers); taught life skills to women at Central California Women’s Facility in Chowchilla; volunteered at Amnesty International; served on the board of directors of the YWCA; and founded “Free from the Inside Out,” a program bridging inmates with educational services and the community.

4.6 Goals and Plans

Undergraduates. As noted in section 4.3.b., one key goal is to institute central advising, student support and directed retention efforts through the hiring and training of a new staff advisor. A second goal is to establish a fund to enable students to engage in research. The department has attempted to raise funds for such a program in its last two alumni newsletters, but has instead primarily received donations for scholarships.

Graduate students. Although the current cohort of graduate students is not dominated by whites, in past cohorts whites have been the largest ethnic group. As a result, one department goal is to increase the representation of students of color in the graduate program through informal recruiting by individual faculty, and more formal recruiting at the career/internship fair. Should
the department succeed in establishing a fund for student research, these funds would be used for both undergraduates and graduate students.

5. Faculty

5.1 Faculty Profile

a. Tenured and tenure-track faculty: The current JS tenured and tenure-track faculty is composed of five women and six men. Four are tenure-track assistant professors, two are associate professors with tenure, and five are full professors with tenure. Two are Asian American, one is Latino, and eight are white. All of the current full-time faculty of color joined us during the review period; we hope to continue to diversify the faculty in the next five years. One of the full-time faculty members is in the FERP program, and will fully retire in Spring 2011. The department anticipates that another senior faculty member will retire in the next three years, and a third in the next five to ten years. A fourth senior faculty member is leaving the department in July 2008 to join another university.

b. Full-time and part-time lecturers: The current JS lecturer faculty is composed of twelve women and five men; four have Ph.D.s and the others possess M.S., M.A. and J.D. degrees. One has worked in the department for 25 years, one for 17 years, one for 10 years, one for 6 years, one for 5 years, one for 4 years, and the remaining have been hired within the last 3 years. Three are Latina/o, one is Native American/Alaska Native, one is Asian/Pacific Islander, and 12 are white. Again, all of the current part-time faculty of color have joined JS during the review period, and again, we hope to build on this diversification effort in the coming years. We have strived in recent years to hire proportionately more part-time faculty members who have advanced academic training and research skills, rather than relying predominantly on experienced practitioners. This has been a priority since our curriculum is increasingly emphasizing theory, critical analysis and research competence. In the last eighteen months, we have employed 5 lecturers with Ph.D.s, 2 more lecturers who were advanced doctoral students, and one J.D. with substantial university teaching experience. A major obstacle to hiring more highly trained part time faculty is the very low “vacant rate” that SJSU offers new instructors.

c. Issues: Based on the profiles of the tenured and tenure-track faculty, the Department anticipates the need to hire 3-5 additional tenure-track faculty to continue to meet student demand, maintain/enhance academic quality, and maintain/enrich student experience. In regard to full- and part-time lecturers, the Department anticipates the need to hire additional lecturers with expertise in the newly-emerging areas of the curriculum. The Department anticipates that such hiring at both levels will enable us to maintain and/or strengthen our ties with the surrounding community. We do not foresee any issues relating to the final strategic planning goal, improving the campus work environment and infrastructure. (Although additional office space is greatly needed by the JS Department, this need is independent of the faculty profile; moreover, space allocations are not within the Department’s control.)
5.2 Faculty Scholarly and Creative Activities

a. Research, publications, creative works, grant activity: JS faculty are engaged in a variety of research and publishing activity, including peer-reviewed articles and book reviews in *American Journal of Forensic Psychology; Berkeley Journal of Gender, Law and Justice; Biotechniques; California Legal History; Canadian Journal of Criminology and Criminal Justice; Canadian Journal of Police and Security Services; Child and Adolescent Psychiatric Clinics of North America; Contemporary Justice Review; Criminal Justice Review; Current Anthropology; Deviant Behavior; Family Court Review; Family Law Quarterly; International History Review; Journal of the American Academy of Psychiatry and the Law; Journal of Child Custody; Journal of Contemporary Criminal Justice; Journal of Emotional Abuse; Journal of Family Studies; Latin American Research Review; Law and Human Behavior; Law and Policy; Law and Social Inquiry; Miami Law Review; Policing; Political and Legal Anthropology Review; Professional Issues in Criminal Justice; Punishment and Society; Radical History Review; Sexuality and Culture; Studies in Law, Politics and Society; Symbolic Interaction; Theoretical Criminology; Violence against Women; Virginia Quarterly Review*, as well as book chapters, scholarly monographs, textbooks and encyclopedia entries. Professor Timmons was also a freelance writer for the *Texas Observer* from 2002-2006. Professor Johnston has had three peer-reviewed articles translated into German, and a book translated into Spanish. JS faculty are also engaged in grant-seeking, including receipt of $15,000 from the CSUPERB C&I Advanced Forensic Biotechnology Program (Lee); $50,000 from the National Institutes of Justice & National Forensic Science Training Center (Lee); $25,000 from the National Science Foundation (Lynch); $67,000 from the Amini Foundation (Johnston); $204,000 from the National Science Foundation (Lee); $240,000 from the Zellerbach Family Foundation (Johnston); and from the University of Minnesota and the Spanish Embassy. JS faculty have also been funded through numerous SJSU and CSU grants, including Lottery Grants, Junior Faculty grants, Mini and Pair grants. In addition, Professors Lynch and Johnston were selected as the CASA Outstanding Scholar in 2002 and 2007, respectively, and Professor Sagatun-Edwards was selected as the SJSU President’s Scholar in 2004-2005. See Appendix G for faculty vitae for more detail.

b. Collaborations between JS faculty and faculty outside JS: Several JS faculty have engaged in research, co-authored articles, co-authored textbooks, co-edited books, and co-edited journal special issues with colleagues from other universities (see Appendix G for more details). Within SJSU and CASA, Professor Kil is currently working with 2 colleagues from Social Work to secure a grant for research on identity, multicultural environments and pedagogy.

5.3 Service and Community Engagement

a. Service to the University: JS faculty serve the University in a wide variety of ways. During the review period, JS faculty served on and/or chaired the following college committees: Research and Faculty Development (including subcommittees), Curriculum, Committee to Enhance Equity and Diversity, Professional Leaves, and Retention, Tenure and Promotion.

JS faculty have also represented the department, the college and the University in the CASA vision statement workshop, the University Information Technology Board, the California Faculty
Association and its Affirmative Action Committee, and the CSU Systemwide Lower Division Transfer Project.

JS faculty served on University-level committees including the General Education Advisory Panel (GEAP) for Arts & Humanities, the GEAP for Human Understanding, the GEAP for Oral Communication, the SERB University Committee, and as JS representatives to the new Faculty Grievance Hearing Panels. Professor Perry has served on the SJSU Faculty Senate since 2005, and is a member of the Senate’s Professional Standards Committee. From 2001-2003, Professors Lynch and Lucas served on the steering committee to develop the interdisciplinary Legal Studies minor.

In 2006, Professor Timmons initiated the JS Department film series, open to all students and faculty on campus. In Spring 2007, the JS Department also organized and convened the Penal California conference, which brought scholars from around the US to SJSU for a day-long conference on the past and future of punishment practices in California and beyond. Professor Johnston participated in the SJSU Teacher-Scholar program in 2001-2002 and presented a paper at SJSU’s Center for Faculty Development and Support Teacher-Scholar Annual Conference. Professor Lynch delivered the Institute for Social Responsibility, Ethics, and Education Annual Lecture at SJSU in 2000. Professor Sagatun-Edwards participated in the Presidential Search Committee following President Caret’s departure from SJSU. JS faculty have participated in CASA research panel presentations in AY 2005-2006, 2006-2007 and 2007-2008.

This record of service indicates that the JS Department is integrally involved in supporting the University mission, promoting the University’s health and vitality, and contributing to a diverse, enriching and rigorous academic environment.

b. Involvement with community, professional field, and outside groups: JS faculty are also involved in a variety of community, governmental and professional organizations. For example, at the local and state level, Professor Armaline serves on the Advisory Board of the Youth Trust Institute (CA); Professor Correia co-chaired the Crime Prevention Committee of the Montclair Safety and Improvement Council (Oakland, CA); Professor Lucas serves on the board of directors of the Gordon Kusayanagi Memorial Music Scholarship Foundation (Gilroy, CA); and Professor Lynch was appointed by California State Senator Alquist to the Public Safety Advisory Committee for the California Senate Public Safety Committee. Nationally, Professor Lynch previously served on the Board of Directors of the Center for Juvenile and Criminal Justice and is currently consulting with the ACLU’s National Drug Law Reform Project. Professor Lucas consulted with the National Center for State Courts on a grant proposal submitted to the National Institute of Justice. Other JS faculty are members of the Association of Family and Conciliation Courts, the Ella Baker Community Center/Books Not Bars initiative, the National Association of Social Workers, the National Council of Juvenile and Family Court Judges (NCJFCJ), Physicians for Human Rights, and the State Bar of California.

JS faculty belong to the following scholarly and professional organizations and regularly present papers at the annual meetings of many of these organizations: the Academy of Criminal Justice Sciences, the American Anthropological Association, the American Educational Research Association, the American Educational Studies Association, the American Historical
Association, the American Society of Criminology (ASC), the American Sociological Association, the Association for Political and Legal Anthropology, the Conference on Critical Legal Studies, the Consortium of Undergraduate Law and Justice Programs (CULJP), the Future of Minority Studies Consortium, the Latin American Studies Association, the Law and Society Association (LSA), the Society for Cultural Anthropology, the Society for the Study of Social Problems, the Society for the Study of Symbolic Interaction, the Western Society of Criminology, and the Working Group on Law, Culture, and Humanities. JS faculty have served on a variety of subcommittees within these organizations, such as LSA’s Dissertation Prize Committee, Book Prize Committee, Development Committee, and Summer Institute Committee and NCJFCJ’s Advisory Committee on Custody and Domestic Violence. Professor Lee is on the Molecular Biology Specialty Exam Panel of the American Board of Criminalistics. Professor Lucas served as CULJP Treasurer and is currently CULJP President. Professor Lynch has served as a trustee of LSA, was associate chair on the Program Committee for LSA’s annual meeting in Berlin, Germany, in 2007, was one of the faculty at LSA’s Summer Institute in 2003, served on the program committee for the 2001 Miami meeting, and served on the CULJP Board of Directors. She has also served as chair of the LSA Committee for Development and External Relations for two terms, and as chair of the LSA Summer Institute Committee for two terms. Professor Perry was the ASC’s 2001 Program Division Chair on Globalization and serves on the Advisory Board of the University of California Atlas of Global Inequality. Professor Timmons was the Curator of the library exhibit La Última Pena: Five Centuries of Capital Punishment in Mexico at the University of Texas, Austin and organized the International Symposium, The Death Penalty and Mexico-U.S. Relations: Historical Continuities, Present Dilemmas at the University of Texas, Austin.

In regard to scholarly publications, Professor Lynch is the Book Review Editor and a co-editor for the peer-reviewed, international journal *Punishment and Society*. She previously served on the editorial boards of *Law and Social Inquiry*, *Law and Society Review*, and *Justice Policy Journal*. Professor Johnston is Associate Editor of the peer-reviewed journal *Family Court Review* and served as guest editor for the *Family Court Review*. Professor Timmons served as guest co-editor of *Radical History Review*. Professor Lucas serves on the Editorial Board for a new peer-reviewed international journal currently in development, the *International Journal of Prostitution and Sex Work Research*.

JS faculty have served as ad hoc peer reviewers for myriad scholarly publications, including journals *American Anthropologist; American Indian Quarterly; Contexts; Criminal Justice Review; Criminology; Cultural Critique; Family Court Review; Journal of Child Custody; Law and Policy; Journal of Race, Gender and Class; Journal of Research in Crime and Delinquency; Law and Human Behavior; Law and Social Inquiry; Law and Society Review; Political and Legal Anthropology Review; Punishment and Society; Radical History Review; Social Justice Research; Social Problems; Sociological Perspectives; Studies in Law, Politics, and Society; Theoretical Criminology* and book publishers Allyn & Bacon, Prentice Hall, Roxbury, Sage, Thomson, University of North California Press, Wadsworth, and Worth. JS faculty have also served as external reviewers for granting organizations such as the National Science Foundation. JS faculty also regularly give interviews to local and national media organizations, including the *New York Times, Wall Street Journal, San Jose Mercury News, Sacramento Bee, California Monthly, SF Weekly, and Spartan Daily.*
In the review period, JS faculty have been visiting scholars at the Center for the Study of Law and Society at UC Berkeley, the Department of Plant and Microbial Biology at UC Berkeley, the Lozano Long Institute of Latin American Studies at the University of Texas at Austin, the Instituto de Investigaciones Jurídicas, Universidad Nacional Autónoma de México, and given presentations and workshops at the following community organizations and conferences: Alameda County Public Defenders Office; Alameda Family Court Services; Ann Martin Children’s Center (Piedmont, CA); Association of Family and Conciliation Courts Annual Regional Conferences California Chapter; California Attorneys for Criminal Justice/California Public Defenders Association Capital Case Defense Annual Seminar; California Family Law Institute, Los Angeles; Center for Judicial Education & Research, Los Angeles; Child Custody Colloquium, Los Angeles County Bar Association (Family Law Section) & Superior Court; Conference for Family Court Services, sponsored by the Judicial Council of the State of California; Contra Costa Domestic Violence Conference; First Five (Santa Clara County); International Conference on Mobility and Transportation for Elderly and Disabled People (TRANSED); Los Angeles Family Court Services; People’s Democratic Club, Santa Cruz; San Mateo Collaborative Law; San Mateo Family Service; Santa Clara Domestic Violence Conference; Santa Clara Psychological Association; Stanford Cowell Health Center; University of California, Berkeley Extension/Judith Wallerstein Center for the Family in Transition.

Professor Timmons was a Transnationalism Fellow at Mexico-North in 2005, and Professor Lee is a Fellow of Criminalistics at the American Academy of Forensic Sciences. Professor Lee also serves on the Advisory Boards of the AJ Department at West Valley College, and the AJ Bureau at SJSU.

Again, this record of service and engagement with the community and numerous professional fields demonstrates that the JS faculty is fully engaged with identifying injustice and promoting justice at the local, state, national and international levels.

5.4 Goals and Plans: Based on 3 anticipated retirements and one other departure, JS plans to hire 3 to 5 more full-time faculty over the next few years. To support that plan, the department’s goal is to secure reliable, continued support of faculty research and professional development, including equipment and travel. As noted in Sections 5.2 and 5.3, the JS faculty are heavily involved in academic research and professional/community service but continue to lose university support (such as lottery funds) that enable them to continue to pursue these activities. Obtaining reliable support for faculty research and development is essential to attract and retain high quality faculty and thereby maintain the JS Department’s strong reputation. The current faculty are well-regarded within Justice Studies and related fields, and the department has successfully begun to diversify both demographically and in regard to areas of interest and training. Equally important, the department’s strengths have enabled us to retain young faculty; all of the faculty departures during the review period (Holscher, Kuykendall, Sagatun-Edwards, Simon, Unsinger, Wong Yang) involved retirements or moves within the University. To continue this record of success, securing support for faculty is crucial.
6. Resources

6.1 Program Support

a. Clerical, technical and instructional support: Given the level of student demand, particularly at the undergraduate level, JS support staff are stretched extremely thin. While the department is fortunate to have extremely dedicated and talented staff who keep the department running, their workload is often overwhelming. The department has one full-time resource analyst, one full-time coordinator, a 50% time office assistant and a part-time (approximately 25%) work study student assistant. The department has also experienced significant service delays for services provided by the college and the university, such as computer support, procurement, and facilities management. This has been a campus-wide issue, particularly in terms of facilities management, when it is absolutely crucial for faculty and staff to have operable modes of communication (telephone, internet, working computer systems) and offices that contain desks, chairs, shelves and cabinets, yet service is often very slow when such resources need delivering, installation, connection or repair.

b. Equipment and facilities: The major constraint facing the JS department in this area is inadequate space, particularly faculty office space. Currently, three JS professors are housed outside the department in a different part of campus, hampering the faculty’s ability to interact with one another and with students, limiting the sharing of information and resources, and increasing the isolation of these faculty from the rest of the department. JS is in the process of recruiting two additional faculty this academic year, which will again create a “space crunch.” JS also lacks sufficient space for its lecturer faculty; currently as many as five lecturers share small offices, making it difficult for them to meet with students or complete work on campus. In addition, the department is in desperate need of storage space. The department also has no space for informal interaction for students and faculty.

c. External funding received to support instructional programs: JS currently has nine scholarships that support undergraduate and graduate students: the Charles “Pat” Casey Memorial Scholarship ($500 annually), the Kristofer Boaz Claspill Memorial Scholarship (beginning 2008) ($6000), the Theresa Edel Memorial Scholarship ($1000), the Jeffrey Fontana Memorial Scholarship ($1500), the Paula Stone Hubbell Memorial Scholarship ($1500), the Daniel P. Lomio Memorial Scholarship ($1000), the Willard “Huck” Schmidt Memorial Scholarship ($1000), the Gene Simpson & Gordon Silva Memorial Scholarship ($1500), and the California Association of Criminalists McLaughlin Endowment Scholarship ($2000). Last year, the department received about $34,000 in support of scholarships, and perhaps $800-1000 in general donations.

d. Library holdings and related informational resources: In regard to instruction, online library resources are adequate for most purposes. The library’s collection of scholarly monographs and related materials is inadequate in some areas of Justice Studies, and the latest books are not always purchased. In regard to faculty research, physical and online library resources are also incomplete, although online resources have improved recently. Several key scholarly journals (e.g., Deviant Behavior; Studies in Law, Politics and Society; Symbolic Interaction) in the field are unavailable at the campus library or online in full text; while the
LINK+ and Interlibrary Loan staff do an excellent job obtaining most of these materials from other libraries, the delay in obtaining them nonetheless detracts from the faculty’s productivity. We have tried to work with the library staff to increase holdings in our areas, but due to increasing subscription and book title costs, we have actually seen a decrease rather than an increase in the number of current holdings.

6.2 Resource Management

a. Distribution and allocation of resources within the programs: The department receives a single budget for all programs, and makes decisions on allocations based on need. Because the graduate program is small, but nonetheless requires a significantly higher level of workload per FTE/S than does the undergraduate program, we have allocated some resources to that program above and beyond what is allocated to the undergraduate program. For instance, we allocate .2 FTE/F per semester for the graduate coordinator since the responsibilities in that role are extensive, including managing the admissions process, handling all advising, overseeing the policy-making and implementation processes, holding orientations, and managing the independent studies and other supervisorial graduate level courses. Furthermore, for the past two years, we have allocated a small amount (.10 FTE/F) to cover summer advising and coordinating in that program since the duties of the Graduate Coordinator continue throughout the summer. Funding the science-based forensics program within what is essentially a low cost social science program has been the biggest challenge to the department. Despite efforts by the department to get FTE/S funding and space allocations for that program that are consistent with space and funding in the College of Science, JS has not been able to secure such resources to maintain the forensics program adequately. Thus, the general budget and department resources (including staff) must be stretched to meet that program’s needs, shortchanging the overwhelming majority of students who are undergraduate JS majors. Moreover, the forensics program simply cannot grow without adequate lab and specialized classroom space that JS is unable to provide, and thus far, has been unable to secure from the university.

b. Resource utilization in relation to instruction: With instructional assignments, JS policy is that graduate courses be taught by a full time faculty member with a Ph.D. We have only deviated from that policy on rare occasions, and when we have, a part time instructor has had to have a Ph.D. to be appointed. Graduate courses are also small relative to the undergraduate classes, in that they are capped at 20 and generally range in size from 7-20 students. Our undergraduate classes are thus disproportionately taught by part time faculty, since the graduate program is resource intensive in terms of FT faculty assignments. Faculty teaching primarily undergraduate courses also generally carry a significant number of students per semester. While we offer two seminars that are capped at 25 for enrollments (JS 159—senior seminar and JS 100W—writing workshop), most undergraduate course enrollments range from 40-65 per course.

c. Instructional support needs in priority order: The single largest need we have is for a full time undergraduate coordinator and advisor. As of 2005-06 (the latest year data is available) JS has the highest SFR ratio on campus, and the majority of those students are majors. We have also operated for the past few years well under the optimal ratio of FT to PT faculty, so our 9.5 FT faculty members who are responsible for all the duties associated with the undergraduate program generally spend well over the .20 allocation of their assignment on service to our
students and advisement. Our faculty advisors are overwhelmed with student advisees, and students get variable levels of support as a result. The department's functioning as a whole, and the students' academic experience, would be greatly enhanced by such an investment, which would aid in retention, and shorten the time to graduation for many of our students. Ideally, this person could also function to lend administrative support to the internship program, which requires significant staffing and coordination, and could help oversee the writing program, in terms of increasing the accessibility of JS 100W classes and ensuring that we have sufficient numbers of sections to serve our students.

6.3 Goals and Plans

Space issues: Despite the large and robust size of our general program (in students and faculty), we have a TOTAL allocation of space of just over 2300 square feet that serves the JS program (excluding forensics, described below), which includes all staff areas; storage, equipment, and copying areas; department conference room; and faculty office space. Actual faculty office space is comprised of 5 singles in MH and BT (one of which is substandard in size at 96 square feet), 1 double that must be used as a single due to ADA compliance issues for a disabled full-time faculty member, and 2 doubles. Additionally, three former storage spaces have been converted into part-time faculty space. At this point we have nowhere to house our incoming faculty in Fall 2008, and we have run out of room for storage and equipment, especially since we have lost all of our former storage space to accommodate part-time faculty. Thus, additional office and storage space is very high priority for the department: at a minimum, additional office space is needed for two incoming full-time faculty in Fall 2008, and at least 300 square feet of storage space.

The Forensic Science program, which began development in 2002 at the request of the former provost, Marshall Goodman, is housed in two spaces—a 336 square foot office/equipment room and a 392 square foot laboratory that is very outdated and in need of renovation. The program is currently staffed by one tenure track faculty member and a part time lecturer. Despite its interdisciplinary curriculum, this program is at base an applied hard science program, and is expected to have lab and resource allocations that are equivalent to those in the sciences in order to achieve accreditation. The current allocation is not sufficient, and allows for no growth for the program itself. The program director can no longer accept the many equipment donations he is offered because there is no room to house more instrumentation; there is insufficient space in the lab to allow students in the forensics course to complete their lab work at the same time; there is not enough room in the office to add the new faculty member next year who will need her/his own specialized equipment and lab space; and the size and quality of the space currently prevent the program from achieving initial accreditation.

The deficiency in JS's space allocation across the two programs may be the single largest impediment to our continued success. Despite ever-increasing student demand, we cannot continue to hire new faculty to restore the balance of our full-time/part-time ratio, much less plan for growth and expansion, when we have no place to house new people and their workspace furnishings. Furthermore, our general program faculty is now split between two distant buildings—three of our FT faculty members who serve as major advisors are currently housed across campus on the 5th floor of the Business Tower, while the remainder are in MacQuarrie