

HSU Academic Program Criteria

Academic Program in Criminal Justice

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

The Criminal Justice minor is an interdisciplinary program for students interested in the criminal justice system in the United States. The participating academic programs include: Anthropology, Native American Studies, Politics, Psychology, Recreation, Social Work and Sociology. Though the current coordinator for the Criminal Justice minor is a member of the Sociology faculty, oversight of the Criminal Justice minor is shared by all participating academic programs. Each has been consulted in the drafting of this report.

As an interdisciplinary minor, students are able to select courses to examine specific areas of interest across a broad range of disciplines. This program helps prepare students with an interest in pursuing careers both inside and outside the criminal justice system. Career possibilities might include: working in law enforcement or the courts (including probation); substance use prevention and intervention; or advocacy work on behalf of the environment or specific communities (e.g., youth, native peoples, battered women). The minor also provides students with an interest in pursuing a law degree with the ability to tailor their studies to their specific interests. The following features of the minor are consistent with the Vision of HSU:

1. The curricular focus of the minor provides students with opportunities to engage issues of environmental degradation and justice from an interdisciplinary perspective. (Vision #1, #2, and #4)
2. The minor includes a capstone requirement that consists of an internship experience supervised by one of the participating departments. Students are provided the opportunity to effect change in local communities through service learning experiences. (Vision #4, #5, and #7).
3. The required course for the minor, Criminology (SOC 430), encourages students to explore the social, economic and political causes and consequences of contemporary crime control strategies. Implicit in this course is an emphasis on how race, class and gender shape the structure and focus of the criminal justice system. (Vision #1, #5, #6 and #8)

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Minors enrolled AY Average in Criminal Justice minors_enrolled_CJUS report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	1	1	2	2	1	2	2	1
Soph	1	1	3	2	2	1	2	1
Jr	4	1	2	3	5	6	3	2
Sr	6	5	6	5	2	6	11	10
	12	8	12	10	8	14	17	13

Minors Awarded by Year in Criminal Justice minors_awarded_CJUS report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Criminal Justice	3	6	8	5	3	4	3	7

2. FTES by Course Code

According to Analytic Studies, these data are not available; please refer to participating department prioritization reports.

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

This is an interdisciplinary minor drawing on existing course offerings from participating academic programs. The required coursework would be offered in the absence of the minor since it serves majors in the participating academic programs.

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

Criminal Justice Minor

The data provided by Analytic Studies reveal a few patterns concerning student interest in the Criminal Justice Minor:

- Enrollment in the minor has averaged approximately 12 students per year since AY 2000-01.

- 3 of 4 students who pursue the Criminal Justice minor enroll during their junior or senior year.
- Approximately 5 Criminal Justice minors have been awarded each year since AY 1999-2000.
- Analytic Studies is not able to provide a profile of the diversity of students enrolled in the Criminal Justice minor.

However, when evaluating an interdisciplinary minor it is important to consider:

- **These data do not provide a valid measure of student interest in the Criminal Justice field.**
- Based upon conversations with students, faculty and university administrators, **HSU has lost students over the years because we do not provide a major in Criminology.** In the context of the CSU system, **we are one of only seven campuses that do not offer a major in either Criminology or Criminal Justice.**
- These enrollment data might be better understood as being representative of students who chose to come and/or remain at HSU despite our lack of a major area of study in Criminology.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

Criminal Justice Minor

- The size of the nation’s prison population grew three fold between 1987 and 2007. This has generated demand for college graduates who can fill positions in law enforcement, the courts, and corrections.
- States like California are paying huge sums in overtime costs to meet the demands of unfilled positions in corrections. In California, overtime costs in corrections grew by 35 percent between 2005 and 2006 as the state tried to fill 4,000 vacancies in its 33 prisons. (Warren, Jenifer. 2008. One in 100: Behind Bars in America 2008. The Pew Center on the States. Accessed online: <http://stage.pewcenteronthestates.org/uploadedFiles/One%20in%20100.pdf>)
- The impact of this growth in corrections is an indicator of the broader demand for employees in the criminal justice professions.
- Demand for correctional officers is projected to increase 20% between 2006 and 2016. Though these positions do not require a college education, prison population growth has generated demand in related fields. Source: <http://www.labormarketinfo.edd.ca.gov/>

- Related professions that require a 4-year college degree in one of the social sciences include probation and parole officers, criminal justice educators, police officers, and lawyers.
- Demand for probation and parole officers is projected to increase by 17% between 2006 and 2016. The median salary is \$75,239. Source: <http://www.labormarketinfo.edd.ca.gov/>
- Criminal justice education is the 36th fastest growing occupation in California. Between 2006 and 2016, the demand for college instructors to teach criminal justice, corrections, and law enforcement is projected to increase by 30% (from 1,000 to 1,300) statewide. The median salary for such educators in 2008 was \$89,924. Source: <http://www.labormarketinfo.edd.ca.gov/>
- Demand for police officers is expected to increase by 18% between 2006 and 2016. The median salary for police and sheriff patrol officers is \$73,511. Source: <http://www.labormarketinfo.edd.ca.gov/>
- The demand for lawyers is expected to increase by 15% and lawyers in CA have a median salary of \$131,435. Source: <http://www.labormarketinfo.edd.ca.gov/>
- If we consider the ancillary professions that are directly impacted by ever greater proportions of the population under criminal justice supervision (e.g., mental health, family, substance abuse and vocational counselors, as well as community organizers), the demand for students with the interdisciplinary perspectives provided by this minor are seemingly endless.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

- Students graduating with a minor in Criminal Justice have pursued graduate and law degrees as well as pursued careers in law enforcement and other related fields.
- Students have attended professional conferences and coauthored papers with faculty.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality,

and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

Of those faculty who responded to a request for information from the CJ Minor coordinator (two, including the coordinator of the CJ Minor):

- Two received Universal Design for Learning training and one attended the Faculty Accessibility Institute workshops.
- One is a member of the Theme I for WASC.
- One has worked closely with the Educational Opportunity Program in support of students coming from backgrounds of academic poverty.

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	3/4=75%	3/4=75%	2/4=50%
At least one funded grant or contract related to scholarship	3/4=75%	2/4=50%	2/4=50%
Invited participant or leader of workshops, expert panels, or task forces	1/4=25%	3/4=75%	2/4=50%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	3/4=75%	1/4=25%	1/4=25%
Professional service activities at a regional or national level	2/4=50%	3/4=75%	3/4=75%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	3/4=75%	4/4=100%	4/4=100%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.
- These data are representative of the four faculty members who responded to a request for information from the CJ Minor coordinator. These data do not include the accomplishments of the CJ Minor coordinator since he was a part-time faculty member during this time period.
 - The current CJ Minor coordinator was a lecturer during academic years 2005-07 and on leave in academic year 2007-08. Since AY 2005-06, he has had two articles published in peer-reviewed journals and received funding for scholarship during the past three years. He has been an invited speaker during each of the past three years as well as consistently presented papers at

professional conferences, active in his professional associations and engaged in service at both the university and department level.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.
 - The coordinator of the CJ Minor is also the faculty advisor to Operation U-Turn. This student-run organization supports ex-offenders pursuing a higher education.
 - The coordinator of the CJ Minor is also a member of the Humboldt County Juvenile Justice and Delinquency Prevention Commission. He regularly encourages his students to attend these meetings to network with local officials and providers working in the field of juvenile justice.
 - Presumably faculty from other departments who teach courses that are part of the minor also mentor their students and involve them in their research.
 - Faculty involve students in their research projects. For example, the coordinator of the CJ minor funded undergraduate students to work as research assistants on a meta-analysis of the juvenile parole literature.
 - There is not currently a club for students with an interest in Criminal Justice.
5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.
 - The interdisciplinary nature of the minor is its primary strength insofar as it provides students exposure to diverse perspectives on the field of Criminal Justice.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes
Describe how written and oral communication skills are included in your program.

Please refer to individual department prioritization reports.

2. Assessment
[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]
Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

Please refer to individual department prioritization reports.

3. Accreditation (if applicable)
If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

This program is not accredited

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

As noted earlier, the dual issues of crime and justice in recent years have assumed immense local, national and global significance. The Criminal Justice curriculum must be responsive to how these concepts can be applied to understanding and addressing a wider array of social, economic, political and environmental issues. In its present form, the Criminal Justice curriculum provides a fairly myopic treatment of the field.

5. Interactions between graduate and undergraduate programs (if applicable)

If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

Not applicable

6. Program uniqueness

If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

Criminal Justice Minor

- HSU is rather unique insofar as it does not have a major program in criminology. In the context of the CSU system, we are one of only seven campuses that do not offer a major in either Criminology or Criminal Justice.
- Nevertheless, the CJ Minor at HSU is rather unique insofar as the offerings allow students to pursue coursework in Native American Studies as well as environmental crime and justice curriculum. The core course for the minor, Criminology (SOC 430), provides students with an expansive introduction to the field. This course takes students beyond system and institution oriented subject matter to consider conflicting notions of crime and justice.

7. Opportunities for undergraduate scholarship/creative activities/service

Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

- Beyond the capstone requirement for the minor, there is no data available that describes the level of student scholarship/creative activities and service across the seven participating academic programs.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

Please refer to individual department prioritization reports.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

Please refer to individual department prioritization reports.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

Humboldt and Del Norte Counties provide opportunities for Criminal Justice students to obtain local perspectives on issues of mass imprisonment, environmental harm, and drug policy that have international significance. For example:

- Pelican Bay State Prison was the first supermax prison built in the United States. It is located in Crescent City, CA. Students in Criminology (SOC 430) have participated in field trips to Pelican Bay State Prison.
- Historically controversial Headwaters timber harvest plans have led to periods of protest and conflict between the timber industry and different environmental organizations. Likewise, controversial federal management policies regulating water flow on the Klamath river have impacted salmon and other fish species central to local Indian tribal cultures and economies. These issues are explored in Sociology and Native American Studies courses in Environment Crime and Environmental Justice, respectively.
- Finally, Humboldt County is part of the “Emerald Triangle” of marijuana cultivation. The ongoing debate concerning the legalization of marijuana as well as current controversy surrounding medicinal marijuana have significant local implications given the drug’s influence on the local economy.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	20	Required Program SCUs in the primary Course Code	NA
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Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	20	Required Program WTUs in the primary Course Code	NA
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2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
NA	NA	NA	NA	NA

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer over a two year period to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percents of Staff FTE	.01 FTE

Prior to AY 07/08 the Department of Sociology shared one staff member with the Department of Anthropology (60% Sociology and 50% Anthropology). In 07/08 Sociology and Anthropology together added a shared half-time staff person for a total of 1.5 FTE. The current year estimated average allocation of staff human resources is as follows:

- Department of Sociology Total FTE = .88
- .25 Sociology MA
- .61 Sociology BA
- .01 Sociology Minor
- .01 Criminal Justice Minor (currently coordinated by Sociology)

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	none
Instructional Supplies	none
Temporary Help (graders, lab assistants, GA's, etc.)	none

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.

This program is not accredited.

B. Gross Revenues

Not applicable; this is an interdisciplinary program

C. Efficiency

1. Efficiency – By SFR for course code

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

According to Analytic Studies, these data are not available.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

- The Criminal Justice curriculum is drawn from existing courses offered by participating departments.
- The Criminal Justice minor requires no additional resources from HSU beyond approximately 5-10 hours of advising per semester. The advising and administrative responsibilities for the minor are collateral duties for the coordinator of the Criminal Justice minor.
- Ongoing commitment from the departments of Anthropology, Native American Studies, Psychology, Politics, Recreation, Social Work, and Sociology contribute to the vitality and ongoing existence of the minor.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

- According to Analytic Studies, these data are not available for the Criminal Justice Minor.
- However, budget cuts to any of the participating academic programs might limit student coursework options within the minor.
- Severe cuts to multiple participating programs might make offering the minor impossible.

E. Additional Data

The data provided by Analytic Studies pertain to the Sociology undergraduate program; Criminal Justice minor specific data are not available.

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define "capacity": The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

As an interdisciplinary program, it is not possible to evaluate the combined program capacities of seven separate academic programs.

2. If your program is at maximum capacity, proceed to part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

Information about the Criminal Justice minor is provided in the Sociology brochure and website. It does not appear to have affected enrollment.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

Criminal Justice and Criminology programs are popular and enrollment is growing across the CSU. According to data provided by the CSU Division of Analytic Studies, Criminal Justice and Criminology were the 4th most frequently granted degrees in the CSU during AY 2006-07. Additionally, the number of undergraduates enrolled in all Criminology degree programs (includes Criminal Justice and Corrections majors) increased by 51 percent between 1997 and 2007 compared to 26 percent growth in all academic programs in the CSU during the same time period. There has also been substantial growth in the number of Criminal Justice and Criminology undergraduate degrees granted. Between AY 1992-93 and AY 2006-07, the number of Criminal Justice and Criminology degrees granted grew by 97 percent compared with 27 percent growth in all undergraduate degrees granted combined.

The interdisciplinary Criminal Justice minor is limited because it lacks depth of study that only an academic major program can provide. However, the Department of Sociology is developing a proposal to offer a major in Criminology.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

There are no curricular changes and/or staffing increases required to support growth in the Criminal Justice Minor.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

Because Criminal Justice is an interdisciplinary program and resource allocations are made at the department level, these questions are impossible to answer for this academic minor.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

Because Criminal Justice is an interdisciplinary program and resource allocations are made at the department level, these questions are impossible to answer for this academic minor.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

This is virtually a resource neutral program with few declared minors. Program elimination would save few resources and might slightly lower enrollments in courses designated for the minor. There are no curricular impacts anticipated from program elimination since the courses would continue to be offered by participating academic programs to service their respective majors.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

Josh Meisel has been the coordinator for the CJ Minor since August 2008.

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.