

**PROGRAM REVIEW**

**OF THE**

**DIVISION OF CRIMINAL JUSTICE**  
**SCHOOL OF PUBLIC AND SOCIAL SERVICES**



**MAY, 2000**



## *Division of Criminal Justice*



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## *Division of Criminal Justice*



## **INTRODUCTION**

The Division of Criminal Justice (CJ) offers an upper division program leading to the Bachelor of Science in Criminal Justice degree. The program length is 120 credit hours with 60 upper division credit hours required, which can be completed on campus or through distance in two years of full-time study. Currently, there are five full-time faculty members including the department chair. One faculty member holds a Doctorate of Education, three hold Doctorates of Philosophy, and one holds a Juris Doctorate.

This report organizes evaluative information and data for the elements of the review of the criminal justice program required by the state Board of Regents. It also summarizes data related to the performance measures and standards established by Senate Bill 2502, Section 54.

The program review is based on the matrix of criteria outlined in the Goals/ Objectives Summary prepared earlier, and included as Appendix A. The Division has not undergone a CJ specific accreditation review, as there is no CJ accrediting body. There are, however, guidelines proposed by the Academy of Criminal Justice Sciences (ACJS), which the Division has used to guide its development. This program review is intended to follow the state mandated evaluation criteria, and to expand on those, using additional criteria based on ACJS guidelines. These additional criteria measure teaching/ learning, research, and service. Some criteria identified by the state are not applicable to FGCU's division of Criminal Justice (due to the newness of FGCU, or the nature of the program). The relationship between review criteria and criteria identified by Senate Bill 2502, Section 54, is detailed in Appendix B.

This process produced a broad range of measures of teaching/ learning, research, and service. Some of the current teaching/ learning criteria are measures outlined by the legislature. Other measures were developed by the Division in conjunction with the local CJ Advisory Board. Teaching/ learning goals include measures of program efficiency (e.g. AA retention rates, rates of completion within 115% of required hours, percentage of graduates earning at least \$25,000 after one year) as well as measures of program quality (e.g., percentage of seniors who successfully complete capstone project, and proportion of courses taught by ranked faculty). All but one of these goals (AA retention rate) was met overall. The Division's research measure reflects our community-oriented mission, focusing on both traditional scholarship and research with CJ agencies (in the 5 county area). This goal was exceeded. Service goals included traditional measures of service (e.g. service to the profession and service to the University) as well as measures of service to the local CJ community, also a reflection of our mission.

Overall, we have met or exceeded all goals set by the division for teaching/ learning, research, and service. Some goals were not met initially, but were met or exceeded after our initial opening. In addition, we have met all applicable goals, except for the AA transfer retention goal, set by the legislature. This overarching success speaks to the dedication of the faculty and the receptivity of the community to our goals and mission.

In addition to evaluating the Division's performance on these criteria since FGCU opened in the Fall 1997 semester, this program review has begun a process of cyclical evaluation within the division. Faculty and local Criminal Justice Advisory Board members (who meet quarterly) have discussed the criteria included in this document, and are working to expand these criteria (as well as to maintain current data on all criteria) for future program evaluation. One primary goal of the Division is to supplement current teaching/ learning measures with additional measures of program quality that specifically reflect the CJ fields.

This program review includes sections on Mission and Program Description, Data Collection, Opportunities and Barriers, and Continuous Improvement. The mission and program description identify our close partnership with local CJ agencies; the data collection section details each criterion and how it was measured; the opportunities and barriers section identify the programs

strengths, and the challenges we face; and the continuous improvement section discusses plans for addressing identified challenges.

Our biggest challenge is competition from local CJ programs at private schools. These range from technical schools to small Universities. This competition significantly affected our ability to retain AA transfer students (discussed in more detail in the data collection section). This challenge was identified during our first year. Steps were implemented to address it, and our retention rate has increased steadily since that first year.

Our assets are based on the strength of our program and our ties to the community. We have demonstrated those strengths by meeting an overwhelming proportion of our evaluation goals. The Division has worked diligently to maintain a quality program, with maximum accessibility and flexibility for our students.

The continuous improvement section outlines strategies to address our biggest challenge (competition from local CJ programs) and to increase program visibility while maintaining program quality.



## 1) FGCU MISSION

Florida Gulf Coast University's primary founding mission is undergraduate education. Our guiding principles specify that we are dedicated to the highest quality education that will prepare students for success in life and work. To provide this, we will collaborate with local constituencies, and focus on the following guiding principles:

- Student success is the focus of all University endeavors.
- Academic freedom is the foundation for the transmission and advancement of knowledge.
- Diversity is a source of renewal and vitality.
- Informed and engaged citizens are essential to the creation of a civil and sustainable society.
- Service to Southwest Florida, including access to the University, is a public trust.
- Technology is a fundamental tool in achieving educational quality, efficiency, and distribution.
- Connected knowing and collaborative learning are basic to being well educated.
- Assessment of all functions is necessary for improvement and continual renewal.

The Division of Criminal Justice strives to apply that mission to its content areas: law enforcement, corrections, and the courts.



*Division of Criminal Justice*



## 2) DIVISION OF CRIMINAL JUSTICE MISSION AND PROGRAM DESCRIPTION

### a) MISSION

Recognizing the demanding role of criminal justice in a complex society, the Division of Criminal Justice is committed to the preparation of students for careers in criminal justice, related professions, and the preparation of students for graduate education.

Within the scope of this mission, the Division acknowledges three critical components:

- i) Students come with a variety of backgrounds, experiences, and academic interest.
- ii) Student success is at the center of its endeavors.
- iii) The attainment of the mission is based upon a partnership with criminal justice agencies and other academic institutions.

### b) PROGRAM DESCRIPTION

The Criminal Justice Program in the School of Public and Social Services (SPSS) prepares students for careers in criminal justice or related professions and/ or the preparation of students for graduate education. The criminal justice curriculum provides students with the opportunity and assistance to acquire knowledge of the roles and challenges faced by police, courts, and corrections and their interrelationship within our justice system. Criminal justice required courses are designed to facilitate these opportunities. The curriculum also provides a theoretical foundation combined with an understanding of the scientific method and its applications to criminal justice. This combination ideally will sharpen students' competencies of reasoning and judgment and enhance their ability to function in the discipline.

c) GOALS/ OBJECTIVES

Among the program objectives are:

- Knowledge of the roles and challenges faced by the police, courts, and corrections
- Integration of research, theory, and practice
- Field-based practical experience
- Written and oral communication skills
- Understanding cultural and gender issues

i) EXPECTED OUTPUTS / OUTCOMES, RESOURCES/ SUPPORT SERVICES

The Division has developed a set of specific, measurable criteria (expected outputs and outcomes) to support these goals and objectives. These criteria include measures assessing outcomes related to teaching/ learning, research, and service as well as goals related to resources and support services.

(1) TEACHING/ LEARNING

- Number of Bachelor's degrees granted: meet or exceed goal of 105% of previous year's count
- Meet or exceed University goals for AA retention rate
- Meet or exceed University goals for AA graduation rate
- Meet or exceed University goals with regard to graduates with less than or equal to 115% of credit hours
- Meet or exceed departmental goal for percentage of seniors who successfully complete capstone project
- Meet or exceed University goals for percentage of graduates enrolling in graduate or professional school
- Meet or exceed SUS percentages of graduates who remain in Florida
- Meet or exceed SUS percentages of graduates who remain in Florida and who earn at least \$25,000
- Maintain a highly qualified, committed faculty demonstrated by proportion of classes taught by state-funded ranked faculty
- Provide focus areas in criminal justice that are in demand in the profession

(2) RESEARCH

- Meet or exceed School goal for active community research projects and/or publications: average one per state-funded ranked faculty per year

(3) SERVICE

- Faculty actively involved with criminal justice related agencies in the community (average one agency per faculty member)
- Meet or exceed average distance learning (DL) seat count for past two years
- Provide entire upper division portion of bachelor's degree through distance
- Increase access to University programs by establishing articulation agreements with other institutions
- Faculty actively involved with University service (average one School or University level committee per faculty member)
- Faculty participation in service to the profession (average one professional association or agency per member)

(4) RESOURCES

- Provide Internship opportunities in each component of the Criminal Justice system: policing, corrections, and courts
- Provide Criminal Justice related service learning activities (at least one per year)

(5) SUPPORT SERVICES

- Provide in-service training for faculty on use of appropriate DL and campus instructional delivery tools

## d) PROGRAM COMPONENTS/COURSES/REQUIREMENTS

**REQUIRED COURSES IN THE DEGREE PROGRAM CORE (21 hours):**

COURSE NUMBER	COURSE TITLE	COURSE CREDIT
CCJ 3024	CRIMINAL JUSTICE SYSTEMS AND PROCESSES	3
CCJ 3610	THEORIES OF CRIMINAL BEHAVIOR	3
CCJ 3701	RESEARCH METHODS IN CRIMINAL JUSTICE	3
CCJ 4292	COURTS AND LEGAL ISSUES	3
CCJ 4450	LEADERSHIP AND MANAGEMENT IN CRIMINAL JUSTICE	3
CCJ 4487	ETHICS IN THE CRIMINAL JUSTICE SYSTEM	3
CCJ 4940	INTERNSHIP	3

**ELECTIVE COURSES IN THE DEGREE PROGRAM (select 12 hours):**

CCJ 3340	METHODS OF OFFENDER TREATMENT	3
CCJ 3506	JUVENILE DELINQUENCY	3
CCJ 3653	DRUGS, ALCOHOL AND CRIME	3
CCJ 3666	VICTIMOLOGY	3
CCJ 4110	LAW ENFORCEMENT	3
CCJ 4121	CRIME PREVENTION	3
CCJ 4215	CONSTITUTIONAL CRIMINAL LAW	3
CCJ 4282	LEGAL ISSUES IN CORRECTIONS	3
CCJ 4284	LAW AND SOCIAL CONTROL	3
CCJ 4306	AMERICAN CORRECTIONS	3
CCJ 4331	ALTERNATIVES TO INCARCERATION	3
CCJ 4501	JUVENILE JUSTICE SYSTEM	3
CCJ 4601	HUMAN BEHAVIOR	3
CCJ 4664	MINORITIES AND CRIME	3
CCJ 4663	FEMALE CRIME	3
CCJ 4681	DOMESTIC VIOLENCE	3
CCJ 4933	SPECIAL TOPICS IN CRIMINAL JUSTICE	3
CCJ 4940	INTERNSHIP	1 - 3

**UNIVERSITY REQUIREMENTS (6 hours):**

IDS 3920	UNIVERSITY COLLOQUIUM	3
CCJ 4934	SENIOR SEMINAR IN CRIMINAL JUSTICE	3

**UNIVERSITY ELECTIVES (21 hours)**

SERVICE LEARNING is a non-credit requirement for FGCU undergraduate degrees which involves 40 to 80 hours of community service.



## Division of Criminal Justice



### 3) DATA COLLECTION

The faculty of the Division developed and implemented procedures to evaluate the extent to which expected outputs/ outcomes and resources/ support services have been achieved since the opening of FGCU in the fall semester of 1997. Data collection guidelines, as well as expected and actual outputs/ outcomes and resources/ support services are summarized in Appendix A and discussed in detail below. Data were collected from the FETPIP database, University records, Division records, faculty records, and a telephone/ e-mail survey of criminal justice graduates. FETPIP data was only available for academic year 1998/99; whenever possible, this data was supplemented with other sources. University records were obtained from several departments; specific data sources are identified below. Faculty records were obtained for all faculty except one, who is currently on sick leave and was not physically able to produce those records at this time. The telephone/ e-mail survey resulted in contact with 21 of 31 graduates. In one case, contact was made with a parent, and salary data was not available. Other sample sizes vary depending on whether the student is still in Florida, and whether the student graduated on or before May 1999. Sample sizes applicable to each measure are reported below.

#### a) ACTUAL OUTPUTS/OUTCOMES

##### i) TEACHING/ LEARNING

- **Number of Bachelor's degrees granted: meet or exceed goal of 105% of previous year's count.**

Number of Bachelor's degrees granted (this is measure 2.a. of Senate Bill 2502). Data provided by Interim Associate Dean of Enrollment, SPSS Academic Advisor, and FETPIP database. *This goal was met.*

Academic Year	Number of BA Degrees Granted*	Source of Data	Goal Met?
1997/98	0	Enrollment	N/A
1998/99	17	FETPIP database**	Yes
1999/00	14 + 23 <sup>#</sup> = 37	SPSS Academic Advisor***	Yes

\* FGCU CJ graduate figures do not include CJ graduates from other universities completing degree course work at FGCU (specifically, USF graduates).

\*\*4 graduates were carried over to AY 1999/00 due to changes in status reported after figures were sent to Tallahassee. This provides consistency between data sources

\*\*\*This figure includes Spring 2000 graduates; this data has not been reported to Tallahassee.

<sup>#</sup>There are 23 applicants for Spring 2000 graduation (as of 3/14/00) included in this total.

- **Meet or exceed University goals for AA retention rate.**

Retention rate for AA transfers after 2 years (this is an adaptation of measure 1.d. of Senate Bill 2502 based on only 2 years of available data since opening).

Data provided by Interim Associate Dean of Enrollment. Since the Legislature set goal is 80% for 4 years, our rate is lower than expected for Fall 1997, but exceeds expectations for Spring 1998. This is likely due to initial transition problems for students from Edison Community College (ECC).

We have addressed this in several ways. Since opening, we have established articulation agreements with ECC (for both their CJ professional and paralegal programs), which should improve retention rates. We have also greatly increased support for our DL offerings since that first year, which has significantly improved DL retention rates. There is also currently a plan to develop a more structured CJ program with increased support for technology use for our students; this will undoubtedly benefit our AA transfer students. All of these initiatives should result in higher retention rates for the next evaluation period. *This goal was met for the later period.*

Semester	Number Admitted	Number Completed	Number In Progress*	Retention Rate**
1997 Fall	27	8	11	70.4%
1998 Spring	12	4	6	83.3%

\*Includes students entering with intended CJ field of study still enrolled at FGCU after 2 years.

\*\*Includes both in program and completed counts.

- **Meet or exceed University goals for AA graduation rate.**

All CJ graduates in Fall 1997, and Spring 1998 were USF graduates, so no data is reported here.

- **Meet or exceed Legislature set goal of 61% of graduates with less than or equal to 115% of credit hours.**

Percent of graduates with less than or equal to 115% of credit hours (this is measure 1.e. of Senate Bill 2502 based on only 2 years of available data since opening). Data provided by by Interim Associate Dean of Enrollment, SPSS academic advisor, and FETPIP. *This goal was met.*

Academic Year	Ratio of Degrees w/ # 115% / Number of Degrees Granted*	% of Grads with #115%	Source of Data	Goal Met?
1997/98	0/0	N/A	Enrollment	N/A
1998/99	16/17	94.1%	FETPIP database**	Yes
1999/00	32/ 37	86.5%	SPSS Academic Advisor***	Yes

\* FGCU CJ graduate figures do not include CJ graduates from other universities completing degree course work at FGCU (specifically, USF graduates). These figures include transfer hours.  
 \*\*4 graduates were carried over to AY 1999/00 due to changes in status reported after figures were sent to Tallahassee. This provides consistency between data sources  
 \*\*\*This figure includes Spring 2000 graduates, based on 3/14/00 estimates; this data has not been reported to Tallahassee.

- **Meet or exceed departmental goal of 75%\* of seniors who successfully complete capstone project.**

Percent of students enrolled in CCJ 4934 Senior Seminar (after drop/ add date) who complete course with grade of D or better. This is an approximate equivalent of measure 1.f. of Senate Bill 2502, as there are no CJ licensure examinations. Data provided by SPSS Academic Advisor. While we had a large proportion of students fail to complete this course the first semester it was offered (Spring 1998), changes in advising (restricting this to students who were in their last 30 hours) resulted in improved success rates. *This goal was met.*

Academic Year	Semester	Ratio: # Completed Successfully/ # Enrolled after Drop/ Add	% Successful Completion	Goal Met?
1997/98	Spring 1998	10/14	71.4%	
1998/99	Overall	33/41	80.5%	Yes
	Fall 1998	12/15	80.0%	
	Spring 1999	21/26	80.7%	
1999/00**	Overall			Yes
	Fall 1999	13/14	92.8%	

\*Department goal set by CJ faculty

\*\*Spring 2000 data not available yet.

- **Meet or exceed Legislature set goal of 16% for percentage of graduates enrolling in graduate or professional school.**

Percent of graduates enrolled in graduate school upon completion of baccalaureate. This is measure 1.j. of Senate Bill 2502. Data provided by telephone/ e-mail survey of CJ graduates.

23.8% (5 of 21 subjects with valid data) attending graduate school within one semester of graduation. *This goal was met.*

- **Meet or exceed SUS percentages of graduates who remain in Florida.**

Percent of graduates who remain in Florida after 1 year. This is measure 1.g. of Senate Bill 2502. Data provided by telephone/ e-mail survey of CJ graduates.

95.2% (20 of 21 subjects with valid data) remain in Florida after 1 year.

- **Meet or exceed Legislature set goal of 45% of graduates who remain in Florida and who earn at least \$25,000.**

Percent of remaining graduates employed at \$25,000 or more after 1 year. This is measure 1.h. of Senate Bill 2502. Data provided by telephone/ e-mail survey of CJ graduates.

50.0% of graduates (completing in May 1999 or earlier) contacted who responded to this question (7 of 14 subjects) remain in Florida and earn \$25,000 or more. *This exceeds the state-mandated goal.*

- **Maintain a highly qualified, committed faculty demonstrated by at least 75%\* of classes taught by state-funded ranked faculty.**

This is measure 2.b. of Senate Bill 2502. Data provided by FGCU online course information database (Gulfline). *This goal was not met the first year, but overall, was met the second and third years.*

Academic Year	Semester	Independent Study Sections**	% of Regular Undergraduate sections by ranked faculty	Goal Met?
1997/98	Overall		68.3%	No
	Fall	0	75%	
	Spring	0	61.9%	
1998/99	Overall		76.6%	Yes
	Summer	0	66.3%	
	Fall	0	80.0%	
	Spring	2-ranked	76.2%	
1999/00	Overall		84.8%	Yes
	Summer		87.5%	
	Fall		89.5%	
	Spring		78.9%	

\*75% criterion suggested by ACJS guidelines

\*\*These sections are reported separately, not included in other figures.

- **Provide focus areas in criminal justice that are in demand in the profession.**

Descriptions of CJ tracks follow. A CJ faculty member chairs each track subcommittee, and other members are from the local Criminal Justice Advisory Board. Since the advisory board suggested the tracks, and approved the curriculum for each. *This goal was met.*

**Corrections Certificate Track – Dr. Tony Barringer, FGCU**

Chris Hansen, US Pre-Trial  
David Martin, U.S. Probation  
Bob Pastula, US Marshal's Service  
Al Shoaf, Chief Investigator, 20<sup>th</sup> Judicial Circuit (Public Defender's Office)

**Cultural Diversity Certificate Track – Dr. Sherri Smith, FGCU**

Anoush Arakalian, State Attorney's Office  
Robert R. Jacobs II, Esq., Deputy Public Defender  
Douglas Molloy, Esq., Office of State Attorney  
Stephen Emerson, Supervisory Special Agent, FDLE

**International Justice Certificate Track – Dr. Pamela Seay, FGCU**

Honorable John S. Carlin, 20<sup>th</sup> Judicial Circuit  
Dr. Johnny McGaha, Director, SPSS, FGCU

**Juvenile Justice Certificate Track – Dr. Mary Ann Zager, FGCU**

Fred Anderson, FBI (retired)  
Mike Buff, Director, Department of Juvenile Justice  
Greg Gardner, SW FL Marine Patrol  
Bob Hewitt, ECC

**Law Enforcement Certificate Track – Dr. W.T. Jordan, FGCU**

Arnold Gibbs, Chief, Cape Coral Police Department  
Fred Anderson, FBI (retired)  
Nancy A. Jerz, Sanibel Police Department  
Malcolm Rhodes, Lieutenant, FHP  
Stephen Emerson, Supervisory Special Agent, FDLE  
George P. Brightman, Assistant Chief, LCSO  
Bob Hewitt, ECC  
E. J. Picolo, Regional Dir., FDLE  
Bob Pastula, US Marshal's Service

**Legal Studies Certificate Track – Dr. Pam Seay, FGCU**

Marshall Bower, Esq., Assist. State Attorney  
Robert Jacobs II, Esq., Deputy Public Defender  
Douglas Molloy, Esq., Office of State Attorney  
E. J. Picolo, Regional Dir., FDLE  
Allen Shoaff, Chief Investigator, 20<sup>th</sup> Judicial Cir.

ii) RESEARCH

- **Meet or exceed School goal for active community research projects and/or publications: average one per state-funded ranked faculty per year.**

Faculty Self-Report, documented. Data provided by faculty members. One faculty member is on sick leave. Valid data based on four faculty members reporting.

*This goal was met.*

Academic Year	Active community research projects or publications	Goal Met?
1997/98	<ul style="list-style-type: none"> <li>• Contribution to text: Computer exercises and instructor manual for those exercises</li> <li>• Doctoral dissertation completed (1 faculty)</li> <li>• Presentation at regional, national, or international conference (8 presentations)</li> <li>• Web page resources: Citizens' Police Academy</li> </ul>	Yes
1998/99	<ul style="list-style-type: none"> <li>• Book chapter</li> <li>• Community-based, funded research project</li> <li>• Doctoral dissertation completed (1 faculty)</li> <li>• Moderator, International Forum</li> <li>• Peer Reviewed Journal Article (3 articles published or accepted)</li> <li>• Presentation at regional, national, or international conference (7 presentations)</li> <li>• Report to private/ public agencies</li> <li>• University Summer Grant Writing Stipend for NIJ proposal</li> <li>• Write grant proposals with community agencies (2 proposals)</li> </ul>	Yes

iii) SERVICE

- **Faculty actively involved with criminal justice related agencies in the community (average one agency per faculty member).**

Faculty Self-Report, documented. Data provided by faculty members. One faculty member is on sick leave. Valid data based on four faculty members reporting.

*This goal was met.*

Academic Year	Committees/ liaison positions with community CJ agencies	Goal Met?
1997/98	<ul style="list-style-type: none"> <li>• Co-author research plan for Lee County Comprehensive Strategy</li> <li>• Community-based research project in conjunction with students (community policing)</li> <li>• FGCU CJ Advisory Board, non-voting member (4 faculty)</li> <li>• Lee County Juvenile Justice Council</li> <li>• Presentations to Community Groups, Agencies (7 total)</li> <li>• Salvation Army</li> <li>• Southwest Florida Police Chiefs' Association</li> </ul>	Yes
1998/99	<ul style="list-style-type: none"> <li>• Arts &amp; Humanities Council of Charlotte County, Inc., Board of Directors</li> <li>• Attend OJJDP workshop on Community Assessment Centers in Golden, Colorado, and monthly local meetings</li> <li>• Big Brothers/ Big Sisters of SWFL Pine Manor Center—volunteer, help children with computer work and making web pages</li> <li>• Bishop Verot High School Shadow Day (2 students)</li> <li>• Charlotte County Development Authority, Commissioner</li> <li>• Charlotte County Police Athletic League, Legal Counsel</li> <li>• Charlotte County Public Schools, Mock-Trial Juror</li> <li>• Charlotte Regional Medical Center, Board of Directors</li> <li>• Citizens' Advisory Committee on Communications, SW Florida Water Services</li> <li>• Co-author research plan for Lee County Comprehensive Strategy</li> <li>• Community-based research project in conjunction with students (Fort Myers' Beach Public Safety Task Force)</li> <li>• Edison Community College Criminal Justice Advisory Committee</li> <li>• Edison Community College Legal Assisting Advisory Committee</li> <li>• FDLE Regional Operations Center Quarterly User Group</li> <li>• FGCU CJ Advisory Board, non-voting member (4 faculty)</li> <li>• Lee County Juvenile Justice Council</li> <li>• Lee County Public Safety Coordinating Council</li> <li>• Presentations to Community Groups, Agencies (9 total)</li> <li>• Price Halfway House</li> <li>• Punta Gorda Port Charlotte Metropolitan Planning Organization, Board Member</li> <li>• SW Florida Police Chiefs Association, associate member</li> </ul>	Yes

- **Meet or exceed average DL seat count for past two years.**

DL seat counts by semester. Data provided by Interim Associate Dean of Enrollment. This year's enrollment has exceeded the previous two years average. *This goal was met.*

Academic Year	Semester	DL Seat Count	Goal Met?
1997/98	Overall	186	N/A
	Fall	115	
	Spring	71	
1998/99	Overall	290	N/A
	Summer	51	
	Fall	116	
	Spring	123	
1997/98, 1998/99	TWO YEAR AVERAGE	238	
1999/00	Overall	266	Yes
	Summer	42	
	Fall	106	
	Spring	118	

- **Provide entire upper division portion of bachelor's degree through distance.**

During the first two years of operation, the upper division portion of the bachelor's degree was provided through distance. The course schedule is routinely reviewed to ensure that students have the opportunity to complete their degree in two years. *This goal was met.*

**INTERNET COURSES DESIGNED AND DEVELOPED: FALL 1997-SUMMER 1999**

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>COURSE CREDIT</b>
CCJ 3024	CRIMINAL JUSTICE SYSTEMS AND PROCESSES	3
CCJ 3610	THEORIES OF CRIMINAL BEHAVIOR	3
CCJ 3701	RESEARCH METHODS IN CRIMINAL JUSTICE	3
CCJ 4292	COURTS AND LEGAL ISSUES	3
CCJ 4450	LEADERSHIP AND MANAGEMENT IN CRIMINAL JUSTICE	3
CCJ 4487	ETHICS IN THE CRIMINAL JUSTICE SYSTEM	3
CCJ 4940	INTERNSHIP(core/elective)	1-6
CCJ 3506	JUVENILE DELINQUENCY	3
CCJ 4110	LAW ENFORCEMENT	3
CCJ 4121	CRIME PREVENTION	3
CCJ 4215	CONSTITUTIONAL CRIMINAL LAW	3
CCJ 4282	LEGAL ISSUES IN CORRECTIONS	3
CCJ 4306	AMERICAN CORRECTIONS	3
CCJ 4331	ALTERNATIVES TO INCARCERATION	3
CCJ 4501	JUVENILE JUSTICE SYSTEM	3
CCJ 4601	HUMAN BEHAVIOR	3
CCJ 4663	FEMALE CRIME	3
CCJ 4681	DOMESTIC VIOLENCE	3
CCJ 4933	SPECIAL TOPICS IN CRIMINAL JUSTICE: Comparative CJ Systems	3
CCJ 4933	SPECIAL TOPICS IN CRIMINAL JUSTICE: Ethics in Practice	3
CCJ 4933	SPECIAL TOPICS IN CRIMINAL JUSTICE: Community Policing	3
CCJ 3620	PATTERNS IN CRIMINAL BEHAVIOR	3
IDS 3920	UNIVERSITY COLLOQUIUM	3
CCJ 4934	SENIOR SEMINAR IN CRIMINAL JUSTICE	3

- **Increase access to University programs by establishing articulation agreements with other institutions.**

ECC Articulation Agreements effective 7/1/97 and 9/1/98 provide transition for the Criminal Justice Professional and Legal Assisting students (respectively). A copy of the CJ Professional students agreement is attached as Appendix B. *This goal was met.*

- **Faculty actively involved with University service (average one School or University level committee per faculty member).**

Faculty Self-Report, documented. Data provided by faculty members. One faculty member is on sick leave. Valid data based on four faculty members reporting. *This goal was met.*

Academic Year	University, School, or Division level committees	Goal Met?
1997/98	<p>University:</p> <ul style="list-style-type: none"> <li>• Activity &amp; Service Fees Committee</li> <li>• Ad Hoc DL and Technology Committee</li> <li>• Faculty Advisor, Campus Crusade for Christ</li> <li>• Faculty Senator</li> <li>• President's DL Advisory Committee</li> <li>• University Athletic Fee Committee</li> <li>• University International Affairs Committee</li> </ul> <p>School:</p> <ul style="list-style-type: none"> <li>• SPSS Executive Committee</li> </ul> <p>Division:</p> <ul style="list-style-type: none"> <li>• Chair, faculty search committee</li> <li>• Founded/ Sponsored FGCU CJ Student Organization</li> </ul>	Yes
1998/99	<p>University:</p> <ul style="list-style-type: none"> <li>• Activity &amp; Service Fees Committee</li> <li>• Coordinator, CJ Career Fair &amp; Expo (part of University wide career fair)</li> <li>• Faculty Advisor, Baptist Student Ministry</li> <li>• Faculty Advisor, Campus Crusade for Christ</li> <li>• Faculty Senate Parliamentarian</li> <li>• Faculty Senator (2 faculty)</li> <li>• United Faculty of Florida (Secretary)</li> <li>• University Athletic Fee Committee</li> <li>• University Career Development Services Advisory Board</li> <li>• University Code of Conduct Committee (2 faculty)</li> <li>• University International Programs Committee</li> <li>• University Leadership Diversity Committee</li> <li>• University Presidential Search Committee</li> <li>• University Student Affairs Committee</li> </ul> <p>School:</p> <ul style="list-style-type: none"> <li>• SPSS Council (2 members)</li> <li>• SPSS Curriculum Committee</li> </ul> <p>Division:</p> <ul style="list-style-type: none"> <li>• Arranged recruiting trip to FL Police Chiefs' Association</li> <li>• Chair, faculty search committee</li> <li>• Coordinated CJ Student Awards</li> <li>• Faculty Advisor, Criminal Justice Club</li> <li>• Surveyed regional CJ agencies—ride-along and shadow opportunities for students</li> </ul>	Yes

- **Faculty participation in service to the profession (average one professional association or agency per member).**

Faculty Self-Report, documented. Data provided by faculty members. One faculty member is on sick leave. Valid data based on four faculty members reporting.

*This goal was met.*

Academic Year	Professional memberships or agency relationships	Goal Met?
1997/98	Professional Organization Membership/ Contributions: <ul style="list-style-type: none"> <li>• 20th Judicial Circuit Fee Grievance Committee of the Florida Bar</li> <li>• Academy of Criminal Justice Sciences (4 faculty)</li> <li>• Academy of Criminal Justice Sciences</li> <li>• American Bar Association</li> <li>• American Society of Criminology (2 faculty)</li> <li>• American Sociological Association</li> <li>• Charlotte County Bar Association</li> <li>• Florida Bar</li> <li>• Florida Bar Professional Ethics Committee</li> <li>• Occasional Journal Reviewer (2 faculty)</li> <li>• South Carolina Bar</li> </ul>	Yes
1998/99	Professional Organization Membership/ Contributions: <ul style="list-style-type: none"> <li>• Academy of Criminal Justice Sciences (4 faculty)</li> <li>• Florida Bar Professional Ethics Committee</li> <li>• 20th Judicial Circuit Fee Grievance Committee of the Florida Bar</li> <li>• Florida Bar</li> <li>• South Carolina Bar</li> <li>• American Bar Association</li> <li>• Charlotte County Bar Association</li> <li>• American Society of Criminology (2 faculty)</li> <li>• American Society of Criminology, Division on Women and Crime, Web Page Committee</li> <li>• American Sociological Association</li> <li>• Occasional Journal Reviewer</li> </ul>	Yes

iv) RESOURCES AND SUPPORT SERVICES

- **Provide Internship opportunities in each component of the Criminal Justice system: policing, corrections, and courts.**

This list of internship agency opportunities was present in each academic year: 1997/98, 1998/99, 1999/00. *This goal was met.*

Big Brothers/Big Sisters of S.W. Florida, Inc.  
Cape Coral P.D. – Do The Right Thing  
Cape Coral Police Dept.  
Charlotte Cnty. Sheriff's Office  
Collier Cnty. Sheriff's Office  
Dept. of Juvenile Justice – Charlotte Cnty.  
Dept. of Juvenile Justice – Lee Cnty.  
DeSoto Correctional Institution  
Federal Law Enforcement Training Ctr.  
Florida Dept. of Children and Families  
Florida Dept. of Environmental Protection, Div. Of Law Enforcement  
Florida Dept. of Law Enforcement  
Florida Marine Patrol  
Fort Myers Police Dept.  
Hendry Correctional Institution  
Hendry Cnty. Sheriff's Office  
Lee Cnty. Clerk of Circuit Courts  
Lee Cnty. Port Authority Police Dept.  
Lee Cnty. Sheriff's Office  
Naples Police Dept.  
Punta Gorda Police Dept.  
Royal Palm Exceptional School  
Ruth Cooper Ctr. For Behavioral Mental Health  
Salvation Army  
Sanibel Police Dept.  
State Attorney's Office, 20<sup>th</sup> Judiical Circuit  
SW Florida Addiction Services, Inc.  
SW Florida Criminal Justice Academy  
SW Florida Marine Institute  
U.S. Marshal's Service  
U.S. Secret Service  
Wackenhut  
Workforce Council of SW Florida, Inc.

- **Provide CJ related service learning activities (at least one per year).**

The following service learning opportunities have been offered since opening in Fall 1997 (Data was not available annually for this report. Future evaluations will have annual data). *This goal was met.*

20<sup>th</sup> Judicial Circuit, Domestic Violence Division  
 Family Connection Center  
 Guardian Ad Litem  
 Juvenile Justice Board – District 8  
 Juvenile Justice Services  
 Oasis Youth and Family Center  
 Police Athletic League (PAL)  
 Shelter for Abused Women  
 Southwest Florida Marine Institute  
 State Attorney’s Office  
 Teen Court of Collier County

v) SUPPORT SERVICES

- **Provide in-service training for faculty on use of appropriate DL and campus instructional delivery tools.**

The following is a partial list of faculty development activities attended by CJ faculty that was obtained from faculty records. Future reports will include more complete data from the Director of Course and Faculty Development. *This goal was met.*

Academic Year	Course
1997/98	DL series—presentations on DL from authorities in the U.S. and Canada
1998/99	DL teleconferences—follow-ups to 1997/98 visits, DL teleconferences featuring: <ul style="list-style-type: none"> <li>• Alan Davis (Athabasca University)</li> <li>• Tony Bates (University of British Columbia)</li> </ul>
	Instructional Technology seminar on “Active Learning in the Classroom” presented by Irv Solomon.
	University sponsored technology seminars: <ul style="list-style-type: none"> <li>• Intermediate PowerPoint</li> <li>• Intermediate HTML code</li> <li>• Streaming Audio and Video</li> <li>• Adding Audio and Video to Your Website</li> </ul>

b) ADEQUACY OF RESOURCES /AVAILABILITY OF SUPPORT SERVICES

Overall, resources and support for the criminal justice program appear to be adequate, as the program has met the majority of its goals. The success of this program is strongly tied to that support, and there is general consensus among faculty and staff in the Division that it is vital to maintain that support.

i) Personnel

(1) Faculty

(a) The Division has four full-time ranked faculty positions:

- Tony Barringer, Ed.D. 1998, Northern Illinois University
- W.T. Jordan, Ph.D. 1998, Florida State University
- Sherri Smith, Ph.D. 1995, Florida State University
- Mary Ann Zager, Ph.D. 1993, University of Arizona

In addition, the chair is a ranked faculty member who teaches approximately 4 courses per year (on a 12-month contract). Given current recommendations by ACJS for percent of courses taught by ranked faculty (and the small margin by which that goal was met in 1998/99 and 1999/00), it is vital to maintain and try to increase the current number of ranked faculty. One new position has been filled for the Fall 2000 semester which will improve full time/ part time teaching ratios.

(b) Coordinator of Distance Learning Programs/ Director of Extension Services

Peggy Bradley, M. Ed., currently fills this position. Ms. Bradley coordinates distance learning in the school. A detailed description of Ms. Bradley's duties is included as Appendix D.

(2) Staff

(a) Division Executive Secretary (OPS position)

The Division has one full time support staff member. While one position is sufficient, the Division has had personnel changes each academic year (whether due to a change in assignment or promotion to a USPS position), which in each

case, has created a period of retraining and adjustment. A change to an USPS position for the Executive Secretary would likely decrease mobility in this position, eliminating the need for frequent retraining, and maintaining a consistent level of service and information dissemination to students and community members.

(b) Computer Support Specialist (USPS position)

The School has one full time computer support specialist who is primarily responsible for and serves as first contact person for all distance learning related technology. A detailed description of Ms. Benscoter's duties is included as Appendix E.

(3) Administration

Division Chair

The Division chair is a 12-month employee (formerly full time faculty). Pamela Seay, J. D., 1989, University of South Carolina was elected by the Division faculty to serve a three-year term as division chair. This position is a 51% administrative line, which is typical of other chairs in the School of Public and Social Services.

(4) Personnel External to SPSS

Some additional external support is provided to faculty and students. The faculty in the Division relies heavily on the Computer Support Specialist and Coordinator of Distance Learning Programs/ Director of Extension Services for developing and maintaining course materials. External personnel support the computer equipment, printers, software, etc. used in faculty and staff work.

(a) Instructional Technology

IT staff facilitate faculty use of technology for both campus and distance learning by providing support maintaining computer equipment, printers, and software in

the classrooms and student labs. IT staff are also responsible for maintaining course related technology such as listservs, message boards, and servers. While this office has a very high workload, IT staff are not responsible for as wide a range of support for criminal justice faculty as they are for faculty in other colleges. The computer support specialist assumes many of these duties, which appropriately facilitates and supports the high level of technology usage and distance delivery in the Division.

(b) Academic Computing

AC staff facilitates faculty use of technology for research, teaching, and service by providing support maintaining faculty and staff computer equipment, printers, and software. AC staff is also responsible for maintaining the network and share drives.

ii) Physical Resources

(1) Space

Faculty members have individual offices, and there are sufficient offices in the same area of the building for each current faculty member and the incoming faculty to have offices.

(2) Computer equipment

Each full time faculty member is provided with a desktop or portable computer. Networked laser printers are available on the same floor as faculty offices. Some heavy users have personal ink-jet printers.

(3) Office Equipment

The School has a shared workroom with faculty mailboxes, fax machine, photocopier, and assorted office equipment (staplers, hole puncher, etc.). Budget for office supplies is adequate.

(4) Library resources

The University library has hard bound and electronic materials available. Of special note are the extensive electronic resources, which facilitate delivery to distance students. Hard copies (and microfiche) of academic journals are provided on a limited basis at departmental request.

iii) Other Resources

(1) Criminal Justice Advisory Board

Faculty in the Division has made extensive use of the opportunity to consult the local community through quarterly meetings of the Criminal Justice Advisory Board. This board serves as both an information conduit and a resource for program content and demand.

(2) Training

Training in computer applications and teaching/ learning pedagogy are made available to FGCU on a regular basis. This formal training is greatly enhanced by the availability of the computer support specialist to faculty in the Division.

(3) Student Mentors

Students who have successfully completed distance learning courses in the Division have recently been recruited to serve as distance learning mentors to students who are first time distance students, or who are learning a new technological tool. This recent addition to the program rewards mentors with service learning credits, and appears to be mutually beneficial to students and mentors.

(4) Travel Funds

Faculty members are provided with funds for professional development and travel to professional conferences, and local vicinity mileage reimbursement is available. These financial incentives encourage faculty to remain active scholars and to remain

active in the community. Both of these are requirements of FGCU CJ faculty positions.



*Division of Criminal Justice*



#### 4) OPPORTUNITIES/ BARRIERS

##### Analysis of Strengths, Opportunities and Barriers

###### a) Strengths

There are a number of strengths within the Criminal Justice Division that make the division unique and promising.

1. **Faculty.** Professors in the program are experienced professionals with extensive backgrounds and teaching experience(s). The very nature of the faculty being diversified and well rounded has produced many compliments from the students in the program. The students tend to enjoy theory accompanied with personal experiences. There is an excellent balance of academic and practical experience.
2. **Cost.** In regard to cost, obtaining a Bachelor of Science degree in Criminal Justice from FGCU is less expensive than our immediate competition. Cost is a major consideration when one decides upon when and where to pursue a degree.
3. **Community Partnerships.** The Criminal Justice community Advisory Board consists of approximately 20 strong community leaders who are committed to criminal justice and who have demonstrated their commitment through long career of service. The community input allows the Division to stay in touch with the demands of our service community. The Advisory Board has been very instrumental in events planning as well as curriculum development.
4. **Research Capacity.** The faculty members have diversified research agendas that in many cases have produced grants. This reinforces the

relationship with the greater community. The faculty actively participates on a regular basis in community activities, and encourages students to become more active community members. This is accomplished by (inter alia) internships; service learning; active membership in local organizations; and regular participation at local, state, regional, and national events and conferences.

5. **Partnerships.** Partnerships have been formed with numerous businesses, industry, government, and education. These partnerships include: Edison Community College, National Institute of Ethics, University of the Yucatan, Tsinghua University, SW Florida Criminal Justice Academy, National Institute of Justice and Lee County Sheriff's Office. In addition to the above agencies, the division has partnerships with over twenty-five local, state and federal agencies that provide internship opportunities for our students. All of the relationships have fostered positive win-win situations for the agencies, the program, and most of all, for the students in the program.
  
6. **Specialized Programs.** Within the arena of specialized programs, the division has certificate tracks, flex credit, complete degree completion via distance learning, and national/international study tours. The certificate tracks allow a student to major in criminal justice while at the same time, get concentrations in a number of areas. The current tracks include administration/management, corrections, cultural diversity, international criminal justice, juvenile justice, law enforcement, and legal studies.
  
7. **Flex credit.** The program allows students who have documented expertise and at least five years of experience in certain subject areas, to flex certain specified courses. The individual is assigned to the faculty member that is responsible for the course and is then given a number of tasks in order to demonstrate their knowledge of the subject matter. The tasks may include both oral and written exams, projects, and or research reports.

8. **Distance Learning**. Another exciting aspect of the criminal justice division is the opportunity for students to complete the entire criminal justice program at a distance. The entire program is offered over the internet and a student can actually complete the program and never come to campus. Although this is the case, we encourage students to come and at least tour this beautiful campus. The distance capabilities allow the program to attract students from afar as well as allow the students to work higher education within their busy personal and family lives.
  
9. **Study Tours Abroad**. Since opening, we have offered annual study tours to China. Study tours to other countries (such as Germany) are currently in development. The study tours that are done by the division allow for more well-rounded students as the students get an opportunity to employ what we like to refer to as “comparative justice”. Students travel abroad and get an opportunity to see other justice systems in operation as well as get the opportunity to get a different perspective of how justice systems affect the lives of citizens. The students are very excited about these opportunities as they continue to speak about the experiences long after the physical trips are over.

As was stated earlier, the above list of perceived strengths is not all encompassing but serves as a good representation of some of the exciting things that are taking place within the division of criminal justice. The afore-mentioned strengths along with a cohesive and committed faculty have created a division that is excited about the prospects for the future. The cohesiveness has transcended into a very productive environment that is producing top-notch students. This claim can be supported by some of the feedback that the division has gotten from recent employers of our criminal justice graduates.

#### b) Barriers

In general, there is a consensus among the Division that the Program needs to meet the needs of its students and the community as we move forward into the 21<sup>st</sup> century. The

current structure of the program is more than adequate but at the same time, it is new. The program has a growing reputation but as with most entities, it takes time to build a solid reputation. As the program grows, it continues to compete with programs with long-standing arrangements with local law enforcement and criminal justice agencies. Other perceived barriers include: limited off-campus classes, length of program (exceeds other criminal justice degree programs), lack of full-time recruiters (specific to the program), confusing and time-consuming enrollment process, lack of printed materials, insufficient marketing and promotion materials, and lack of a policy for issuing life credits.

The greatest barrier as perceived by the division is the competition from surrounding colleges and universities that are offering the criminal justice degree. Students perceive some of the policies of these competitors as attractive, but we do not see all of them as contributing to a quality program. For example, other schools allow for life credit. Several of the programs provide college credit for life experience. This is an area that must be addressed in order for us to stay competitive. We should not compromise quality but creativity is a must. We have implemented our “flex credit” program to address this issue; in this program we require demonstration of learned content in addition to life experience. Other characteristics of competing programs include accelerated programs, a number of off campus locations, and major marketing strategies. These characteristics speak to program flexibility and are currently being addressed. Although the cost is less here at FGCU, some students choose the fast, accelerated programs offered by these institutions.

### c) Opportunities

The program incorporates the fundamental knowledge necessary to work in the field of Criminal Justice. Certification in law enforcement or corrections can be included in the students' programs as an “internship” for credit. The program is directed primarily to students with prior knowledge of the criminal justice system. Because the program is new, it is still quite flexible and can adapt readily to community needs. This reinforces the need to have a continuous positive relationship with the community. This makes the advisory board invaluable.

As a response to a recognized need of the community, the division is in the process of developing a weekend program. This is another illustration of how a program in its infancy can readily adapt to the needs of the community/students. The bottom line in regards to opportunities is that there are countless opportunities that will become available as we continue to foster a strong relationship and commitment with the greater community. As we continue to listen to the demands of our service community, growth and change is inevitable.



*Division of Criminal Justice*



## 5) CONTINUOUS IMPROVEMENT

The process of self-evaluation has helped the criminal justice faculty to identify several priorities for future action that will facilitate program evaluation, including:

- Assessing the possibility of developing measures of student learning to be used as students enter and exit the CJ program, allowing for an evaluation of overall student learning in the program.
- Continuing to offer at least 75% of our undergraduate courses taught by ranked faculty.
- Continuing to offer flexible alternatives to traditional on campus courses to maintain program accessibility.
- Meeting with the new Vice President of Enrollment Management & Marketing (VPEMM) when that person arrives on campus to ensure full promotion of the CJ program.
- Maintaining and developing a strong relationship with the CJ community to facilitate a positive image of the CJ program among potential employers.

These strategies will address the barrier of competition from local programs in the following ways:

- Developing entrance and exit measures of CJ knowledge and maintaining a high proportion of courses taught by ranked faculty are indicators of a consistent, high quality program. These strategies will ensure the potential student and the potential employer that an FGCU CJ degree is a substantial asset.
- Offering courses at flexible times, with flexible delivery methods opens the program to qualified students in many life situations, and does not restrict access to those who have traditional schedules. Currently, distance courses, evening courses, and flex credit address this issue. Several alternatives (including a compressed weekend degree program) are under consideration/ development.

- Working in conjunction with the new VPEMM and maintaining a positive image of the program in the community will serve the program by increasing visibility and enrollment. While enrollment is steady (and distance seats are on the increase) the University is mandated to increase enrollment, and the Division of CJ will help to accomplish this goal.

In summary, the faculty of the Division of Criminal Justice, in conjunction with the University Marketing personnel and the Criminal Justice Advisory Board members will strive to maintain the quality of the CJ program, increase visibility of the CJ program, and provide traditional coursework as well as flexible alternatives to traditional study methods. Future program evaluations will reflect that effort.



*Division of Criminal Justice*



Appendix A:  
*Goals/ Objectives Summary Spreadsheet*

Goals and Objectives											Data to be Collected	How	When	Position of Person Responsible for Collecting Data
	Type			Target or Criterion Level requested by:										
	T/S	R	S	L	B	P	U	Sc	D					
Expected Outputs/Outcomes														
Teaching/Student Learning*														
Number of Bachelor's degrees granted: meet or exceed goal of 105% of previous year's count	X									X	Number of Bachelor's degrees granted	BOR will provide data from FETPIP**. Some data also maintained in School of Public & Social Services	each semester	Academic Advisor (J. Jinian)
Meet or exceed University goals for AA retention rate	X									X	Retention rate for AA transfers--2 years	BOR will provide data from FETPIP. Enrollment Data also maintained in Student Services; available at <a href="http://www.gulfline.fgcu.edu/reports">www.gulfline.fgcu.edu/reports</a>	each semester	Assoc. Dean of Enrollment
Meet or exceed University goals for AA graduation rate	X									X	Graduation rate for AA transfers--2 years	BOR will provide data from FETPIP. Enrollment Data also maintained in Student Services; available at <a href="http://www.gulfline.fgcu.edu/reports">www.gulfline.fgcu.edu/reports</a>	each semester	Assoc. Dean of Enrollment
Meet or exceed University goals with regard to graduates with less than or equal to 115% of credit hours	X			61%							% of graduates with less than or equal to 115% of credit hours	BOR will provide data from FETPIP & Raw data maintained by student services, data analyzed within School of Public & Social Services	annually	Registrar or Designee (T. Embry)

Meet or exceed departmental goal for percentage of seniors who successfully complete capstone project	X								X	Capstone course grades	Raw data maintained by registrar, data analyzed within School of Public & Social Services	each semester	Academic Advisor (J. Jinian)
Meet or exceed University goals for percentage of graduates enrolling in graduate or professional school	X			16%						Percentage of grads enrolled in graduate school upon completion of baccalaureate	BOR will provide data from FETPIP on Florida schools, Office of alumni affairs survey identifies other graduates enrolled through graduate survey (requires phone follow-up)	annually	Designated CJ faculty member
Meet or exceed SUS percentages of graduates who remain in Florida	X			X						Graduates who remain in Florida after 1 year (FETPIP)	BOR will provide data from FETPIP	annually	Chair, Division of Criminal Justice (P. Seay)
Meet or exceed SUS percentages of graduates who remain in Florida and who earn at least \$25,000	X			45%						Remaining graduates employed at 25,000 or more after 1 year (FETPIP)	BOR will provide data from FETPIP	annually	Chair, Division of Criminal Justice (P. Seay)
Maintain a highly qualified, committed faculty demonstrated by proportion of classes taught by state-funded ranked faculty	X	X	X			75%				% of classes taught by state-funded ranked faculty members	University/ Division records	annually	Chair, Division of Criminal Justice (P. Seay)
Provide focus areas in criminal justice that are in demand in the profession	X								X	Descriptions of CJ tracks, with lists of committee members who developed track	School of Public & Social Services records, CJ Advisory Board meeting minutes	annually	Chair, Division of Criminal Justice (P. Seay)

<b>Research</b>														
Meet or exceed School goal for active community research projects and/or publications: average one per state-funded ranked faculty per year	X							X	X	X	Faculty Self Report, documented	PDP Reports	annually	Chair, Division of Criminal Justice (P. Seay)

Service													
Faculty actively involved with criminal justice related agencies in the community (average one agency per faculty member)		X	X				X	X	X	Faculty Self Report, documented	PDP Reports	annually	Chair, Division of Criminal Justice (P. Seay)
Meet or exceed average DL seat count for past two years	X		X						X	DL seat counts by semester	Data currently maintained in School of Public & Social Services	each semester	DL Coordinator (P. Bradley)
Provide entire upper division portion of bachelor's degree through distance	X		X					X		Schedule of courses taught through distance, and list of courses required for degree	University and School records	annually	DL Coordinator (P. Bradley)
Increase access to University programs by establishing articulation agreements with other institutions	X		X		X		X	X	X	Articulation Agreement with Edison Community College for AS in CJ to BS degree in CJ	Office of the President	signature date	Chair, Division of Criminal Justice (P. Seay)
Faculty actively involved with University service (average one School or University level committee per faculty member)			X				X	X	X	Faculty Self Report, documented	PDP Reports	annually	Chair, Division of Criminal Justice (P. Seay)
Faculty participation in service to the profession (average one professional association or agency per member)			X				X	X	X	Faculty Self Report, documented	PDP Reports	annually	Chair, Division of Criminal Justice (P. Seay)

<b>Resources/Support Services</b>											
<b>Resource Goals</b>											

Provide Internship opportunities in each component of the Criminal Justice system: policing, corrections, and courts	X		X					X	X	X	List of internship agency opportunities	Internship Coordinator's records	annually	Internship coordinator (T. Barringer)
Provide Criminal Justice related service learning activities (at least one per year)	X		X					X	X	X	List of CJ related service learning activities	Service Learning Coordinator maintains data on all SL activities, to be analyzed by designated CJ faculty member	annually	Designated CJ faculty member
<b>Support Services Goals</b>														
Provide inservice training for faculty on use of appropriate DL and campus instructional delivery tools	X	X									Lists of participating faculty, courses attended	Data maintained by Instructional Technology and Academic Computing, analyzed by designated CJ faculty member	annually	Designated CJ faculty member



*Division of Criminal Justice*



Appendix B:  
*Outcome/ Output Measures Identified in  
Senate Bill 2502*

*(as related to Appendix A: Goals/ Objectives Summary Spreadsheet)*

Measure/ Description	Goal/ Objective (from Appendix A)	Target or Criterion Level	Outcome
1.a. Graduation rate for FTIC students (6-year rate)	None—no FTIC in CJ program, it is upper division		N/A
1.b. Retention rate for FTIC students (6-year rate)	None—no FTIC in CJ program, it is upper division		N/A
1.c. Graduation rate for AA transfer students (4-year rate)	Meet or exceed University goals for AA graduation rate (2-year rate used; no 4-year data available due to opening date of FGCU)	Legislature: 69% for 4-year	No FGCU AA transfer grads in time frame—N/A
1.d. Retention rate for AA transfer students (4-year rate)	Meet or exceed University goals for AA retention rate (2-year rate used; no 4-year data available due to opening date of FGCU)	Legislature: 80% for 4-year	2 year rate, 70.4% (lower for Fall 97) 83.3% (exceeded for Spring 98)
1.e. % of students graduating with # 115% of degree required credit hours (total accumulation)	Meet or exceed University goals with regard to graduates with less than or equal to 115% of credit hours	Legislature: 61%	1998/99: 94.1% (16/17) 1999/00: 86.5% (32/37)
1.f. Pass rate on licensure/ certificate exam (1 <sup>st</sup> sitting)	None—no licensure/ certificate exam for CJ graduates		N/A
1.g. % of graduates remaining in Florida	Meet or exceed SUS percentages of graduates who remain in Florida		Successfully surveyed 21 of 31 graduates (67.7%); 95.2% (20/21) are living in Florida
1.h. % of graduates remaining in Florida employed at \$25,000 or more 1 year following graduation	Meet or exceed SUS percentages of graduates who remain in Florida and who earn at least \$25,000	Legislature: 45%	33.3% (6/18): Based on 14 subjects with valid data graduating 5/9 or earlier
1.i. % of graduates remaining in Florida employed at \$25,000 or more 5 years following graduation	None-- no 5-year data available due to opening date of FGCU	Legislature: 76%	N/A
1.j. % of undergraduate students enrolled in graduate school upon completion of baccalaureate degree	Meet or exceed University goals for percentage of graduates enrolling in graduate or professional school	Legislature: 16%	23.8% (5/21): Based on 19 subjects with valid data
2.a. Number of degrees granted, by level	Number of Bachelor's degrees granted (by AY)	Division of CJ: meet or exceed goal of 105% of previous year's count	prior 2 year average: 238 99/00: 266
2.b. % of classes taught by state-funded ranked faculty members	Maintain a highly qualified, committed faculty demonstrated by proportion of classes taught by state-funded ranked faculty	Academy of Criminal Justice Sciences Recommendation: 75%	97/98: 68.3% 98/99: 76.6% 99/00: 84.8%
2.c. % of qualified Florida students admitted as FTIC	None—no FTIC in CJ program, it is upper division		N/A
2.d. % of FTICs alternate admits	None—no FTIC in CJ program, it is upper division		N/A
2.e. % of alternate admits who are out-of-state	None—no program level data, admits are to FGCU, not CJ		N/A



*Division of Criminal Justice*



Appendix C:  
*Articulation Agreement with Edison Community College*

# COPY

ARTICULATION AGREEMENT  
Between  
**FLORIDA GULF COAST UNIVERSITY**  
**DIVISION OF LEGAL ASSISTING**  
**and**  
EDISON COMMUNITY COLLEGE

This Agreement is to facilitate the transfer and transition of legal assisting students (the "students") from EDISON COMMUNITY COLLEGE ("ECC") and into the Criminal Justice Division of FLORIDA GULF COAST UNIVERSITY ("FGCU"). It is intended to provide students the opportunity to continue their college education at the university level, while recognizing the achievements of those students in the community college setting.

**ARTICULATION FROM**  
**EDISON COMMUNITY COLLEGE TO FLORIDA GULF COAST UNIVERSITY**

It is hereby agreed between ECC and FGCU that, upon the student's successful graduation from the ECC Legal Assisting Associate in Science Degree Program as set forth in Appendix A, the following must occur:

- A. As part of acceptance into the FGCU Criminal Justice Division, the student must have received an Associate in Science degree from ECC which includes the completion of certain course work as set forth in Appendix A.
- B. Any student transferring into FGCU from the ECC Legal Assisting Program and following the specifications in Appendix A of this agreement will be accepted into the FGCU Criminal Justice Program as a Junior. Once accepted at FGCU, the student will need to successfully complete 60 credit hours at FGCU in his chosen program of study. Of those 60 credit hours, 48 must be courses at a 3000 level or higher.
- C. A minimum grade point average of 2.0 is required for acceptance into FGCU.

This Agreement will be in force continuously beginning with the 1998-99 academic year at both institutions and for each successive year unless otherwise canceled by either institution. Program changes by either institution can be incorporated into this Agreement by written amendment, as agreed to by both parties. If this Agreement is canceled, it will affect only future students, and not any students who have already been enrolled in and accepted into either program.

FLORIDA GULF COAST UNIVERSITY

EDISON COMMUNITY COLLEGE

Dr. Roy McTarnaghan President

Dr. Kenneth P. Walker, President  
Effective September 1, 1998

Subject: Articulation Agreement between ECC and FGCU for Legal Assisting Students

The agreement consists of two parts:

The first part is the agreement itself. It is nearly identical to the articulation agreement for criminal justice students. It requires the Edison student to complete the AS degree in Legal Assisting adhering to the general education requirements of FGCU. Upon successful completion of the AS degree at Edison, the student will be accepted into the FGCU Criminal Justice program as a junior.

The second part of the Agreement is called "Appendix A." Appendix A sets forth the requirements of the Legal Assisting curriculum at Edison and secondly, the required courses for FGCU transfer.

This will benefit Edison Community College in many ways such as:

- (1) Provide Legal Assisting students at ECC with direct entry into the junior year in the Criminal Justice program at FGCU.
- (2) Provide an additional tool for marketing Legal Assisting to those students interested in pursuing a baccalaureate degree.
- (3) Provide an acknowledgment by a four-year institution of the academic value of a community college AS program and the fact that Edison students are academically prepared for their junior year.
- (4) The execution of this Agreement will make the students in the Legal Assisting program quite happy since they have wanted this for some time. They are aware that it was tentatively agreed to in the Spring of 1998.

# EDISON

## A Student-Centered Learning College

### Legal Assisting

### Associate in Science Degree

The program in Legal Assisting is designed for students seeking a career in a law-related field as a paraprofessional. Upon successful completion of the program, graduates will be specialists who can manage law office operations, assume certain routine duties of attorneys, and directly assist attorneys in handling legal problems. Other roles may include legal research, design and development of new procedures, and interpretation and analysis of documents. The degree consists of 18 hours of general education requirements, 28 hours of degree core requirements, and 18 hours of specialization electives. The student may choose electives from one of the following Legal Assisting specialization areas to complete the A.S. degree: Legal Assisting or University Transfer.

*A.S. degree-seeking students must complete all mandated college prep courses in English, reading, and mathematics.*

#### GENERAL EDUCATION REQUIREMENTS: (18)

ENC	1101	Composition I
ENC	1102	Composition 11 (Technical Writing Emphasis)
SPC	1010	Fundamentals of Speech Communication
MGF	1106	Mathematics for Liberal Arts I or MAC 1105 if the student wishes to transfer to FGCU
		*Humanities Elective

Civil

"Social Science Elective

#### DEGREE CORE REQUIREMENTS: (28)

CGS	1100	Microcomputer Skills
PLA	1003	Introduction to Legal Assisting
PLA	1103	Legal Research and Writing I
PLA	2114	Legal Research and Writing 11
PLA	2273	Torts and Litigation
PLA	2203	Federal Rules of Criminal and Procedure
BUL	2241	Business Law I
BUL	2242	Business Law II
CCJ	2210	Criminal Law

#### \*Humanities Elective

Choose one from: PHI 2 100- Logic: Reasoning and Critical Thinking, PHI 20 10- Introduction to Philosophy, IDS 13 50- Critical Thinking, HUM 2210- Studies in Humanities: The Ancient World Through the Renaissance, HUM 2230- Studies in Humanities: The 17<sup>th</sup> Century, HUM 2930- Studies in Humanities: Great Human Questions.

#### "Social Science Elective

Choose one from: POS 204 1 -American National Government, POS 2112- American State and Local Politics, POS 260 1 - The Constitution, INR 2002-International Relations.

## LEGAL ASSISTING SPECIALIZATION

#### LEGAL ASSISTING SPECIALIZATION ELECTIVES:

(18) Select 18 credits from the following electives:

PLA	2433	Business Organization and Government Regulations	PLA	2603	Wills, Trusts and Probate
PLA	2803	Family Law	PLA	2504	Real Estate Law and Property
PLA	2763	Law Office Management	CCJ	1020	Introduction to Criminal Justice
CCJ	2230	Criminal Procedures and Evidence	BAN	1800	Law and Banking Principles or
BAN	1801	Law and Banking Applications	HFT	2600	Hospitality Law
PLA	2942	Work Experience Practicum	PLA	2931	Special Topics in Legal
Assisting					
PLA	2943	Work Experience Practicum			

## UNIVERSITY TRANSFER SPECIALIZATION

This option is designed for A.S. degree transfer to Florida Gulf Coast University toward the Bachelor of Science degree in Criminal Justice. Most course work indicated in this option may also fulfill general education requirements in other Florida universities.

**Florida Gulf Coast University Requirements: (18)**

Mathematics  
STA 2040 Statistics (4)

Natural Science Elective (6)

Humanities Elective (3) Choose one from: PHI 2100- Logic: Reasoning and Critical Thinking, PHI 2010- Introduction to Philosophy, IDS 1350- Critical Thinking, HUM 2210- Studies in Humanities: The Ancient World Through the Renaissance, HUM 2230- Studies in Humanities: The 17<sup>th</sup> Century, HUM 2930- Studies in Humanities: Great Human Questions.

Social Science Elective (3) Choose from: WOH 1012 - History of World Civilization (to 1500), WOH 1023 - History of World Civilization (1500-1815), WOH 1030 - History of World Civilization (1815 to Present).

Career Core Electives (2)  
Internship PLA 2943

DEGREE PROGRAM TOTAL 64 HOURS

Effective July 1998

## LEGAL ASSISTING COURSES

### **PLA 1003 INTRODUCTION TO LEGAL ASSISTING**

3 class hours

3 Credits

Provides an overview of the training and purpose of legal assistants. Examines the role of the lawyer and the legal assistant in modern society, the ethical and professional practice standards applicable to both lawyer and assistant, and surveys the various fields of law to be covered in the Legal Assisting program.

### **PLA 1103 LEGAL RESEARCH AND WRITING I**

3 class hours

3 Credits

Introduction to Legal Research including citation form, reading and finding case law, reading and finding statutes, and legislative history, reading and finding constitutional law, finding administrative law, finding court rules, finding local rules, loose-leaf services, secondary references, computer research and ethical considerations.

### **PLA 2114 LEGAL RESEARCH AND WRITING II**

3 class hours

3 Credits

Prerequisites: PLA 1103

This course provides the advanced research and writing skills that will be needed in the legal assistant profession. Course is intended to familiarize students with problems and procedures in legal research and writing. Will incorporate computerized legal research techniques to complement the techniques learned in PLA 1103. This course is a continuation of PLA 1103.

### **PLA 2203 FEDERAL RULES OF CIVIL AND CRIMINAL PROCEDURES**

3 class hours

3 Credits

This course is designed to familiarize the student with the structure of our judicial systems and their jurisdictions. The course will introduce the student to the basic judicial process and its procedural aspects by focusing on federal rules of court, both civil and criminal. Includes comparisons of state court rules.

### **PLA 2273 TORTS AND LITIGATION**

3 class hours

3 Credits

Principles of litigation, lawyer and client relationships and ethical considerations, causes of action, remedies and defenses, jurisdiction, commencement of lawsuits, rules of procedure, pleadings, gathering evidence.

### **PLA 2433 BUSINESS ORGANIZATION AND GOVERNMENT REGULATIONS**

3 class hours

3 Credits

Study of sole proprietorships, partnerships, and corporations. Ethical considerations and government regulations.

### **PLA 2504 REAL ESTATE LAW AND PROPERTY**

3 class hours

3 Credits

Scope of real estate law, ownership of real estate, evidence of, examination of, and conveyance of title, legal descriptions, real estate contracts, transfer of real estate, transactions, real estate closings, and ethical considerations.

### **PLA 2603 WILLS, TRUST AND PROBATE**

3 class hours

3 Credits

Instruction in estate planning, probate practice and procedures, jurisdiction, functions of lawyers and personal representatives, initial steps in probate, inventory and appraisal, creditors claims, distribution and discharge, ancillary administration, and ethical considerations.

### **PLA 2763 LAW OFFICE MANAGEMENT**

3 class hours

3 Credits

Principles of organization and management, management styles, communications process, utilizing legal assistants, and management of office employees, office environment, office systems, office functions, and financial management.

PLA 2803 FAMILY LAW

3 class hours

3 Credits

Study of scope of family law, law books and legal institutions, the family law office, ethical considerations. Study of various aspects of family law including marriage, premarital and other agreements, annulment, dissolution of marriage, separation agreements, child custody support, alimony, judicial separation, adoptions and other areas.

**PLA 2931 SPECIAL TOPICS IN LEGAL ASSISTING**

1-3 Credits

Explores a wide range of topics in law. Topics may vary from one semester to another and are selected for the purpose of providing a broad range of specialized topics to the student. Topics are offered as either one, two or three credits and can be combined with other topics for up to six credits as career core electives. Currently "Computerized Legal Research" is being offered as a three credit course utilizing VVESTLAW and CD-ROM/Florida cases.

**PLA 2942 and PLA 2943 WORK EXPERIENCE PRACTICUM: LEGAL ASSISTING**

3 class hours each

3 Credits each

Offers a direct work internship experience under cooperative training agreements with law firms, legal services and other related

organizations within the legal system. It will include an average of 10 hours per week of supervised work experience. The student's

experiences will be documented and upon satisfactory completion and review by the professor, will receive appropriate credit. The

department locates suitable law office environments for student placement.

## Legal Assisting

This program trains students in many diverse areas of the law as they study subjects such as legal research and writing, real estate, criminal law, Federal Rules of Civil and Criminal Procedure and Torts. Students also will learn how to prepare pleadings and cases for litigation. Through classroom and work experience, they will gain the knowledge they need to assist lawyers, government agencies, banks and corporations.

### Industry Positions

\* Legal Assistant

\* Paralegal

### Beginning Salary Range

\$9.00-\$11.00

### Worker Behaviors

\* Methodical  
prioritize  
\* Analytical  
Detail orientated  
Ethical

\* Effective Communicator  
\* Willing to learn  
\* Able to work under stress  
\* Responsible

\* Ability to  
\* Proactive  
\* Committed  
\* Persistent

### Industry Related Knowledge and Skills

Communication skills (speaking  
Negotiation/mediation skills  
reading, writing, listening)  
procedures  
Time management  
skills  
Financial sense  
reference material

\* Research skills  
\* Stress management  
\* Computer skills  
\* Application specific software

\*  
\* Documentation  
\* Organizational  
\* Locating

### Contacts

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Workforce Programs



*Division of Criminal Justice*



Appendix D:  
*Position Description—*  
*Coordinator of Distance Learning Programs*

**I. Coordinator of the Distance Learning programs for SPSS**

**A. Duties within SPSS**

1. Primary duties to assist the faculty in the School of Public and Social Services in distance learning development and marketing.
2. Assist and promote the development of Interdisciplinary courses.
3. Provide curriculum design information for the continuity of course development throughout the School.
4. Provide information and assistance on alternative teaching styles appropriate for the technology on campus and for distance learning courses.
5. Review all courses in SPSS delivered through distance.
6. Assist faculty in revisions of distance learning courses.
7. Gather and disseminate information on enrollment of students in DL courses each semester.
8. Assist faculty in utilizing technology.
9. Monitor and review DL courses in progress for changes and functionality.
10. Provide students with information on skills to succeed in distance learning courses; to include designing tutorials in collaboration with the technical assistant.
11. Solicit feedback from students taking the DL courses for suggestions and improvements.
12. Interface with the support services at the University necessary to deliver a distance learning program.
13. Encourage, participate and help develop alliances and partnerships that can utilize the DL programs available in the School.
14. Support the School in its partnerships with the National Institute of Ethics- NIE.

**B. Duties related to Instructional Technology**

1. Coordinate with IT on various projects of mutual interest throughout the year.
2. Support SREB/SREC through IT with information and revisions.
3. Meet with IT each semester to review DL program and its effect on services throughout the University.
4. Participate with Instructional Designers (through Staff Development Dept) in exchange of ideas and course reviews (approximately every two weeks)
5. Coordinate with IT on CJ projects and distance learning issues that need their support.

**II. Director of Extension Services**

1. Coordinate all SPSS projects off campus.
2. Collaborate with the following institution on articulation agreements:  
St. Petersburg Community College, Tallahassee Community College, and Edison Community College.
3. Offer degree programs in Criminal Justice and Human Services to the to the institutions above, and actively recruit other interested organizations and institutions in participating in these degree programs.
4. Market and participate in information disbursement for the Masters of Public Administration Program.



*Division of Criminal Justice*



Appendix E:  
*Position Description—  
Computer Support Specialist*

**Computer Support Specialist and Assistant to Coordinator of the Distance Learning programs for SPSS**

A. Planning Course-

- i) recommends software appropriate for the content of the course.
- ii) locates and tests technical delivery of specific course items (scanned readings, passwords to course and web board, etc)
- iii) researches university capability to support our needs
- iv) liaison with IT for university technical support

B. Presenting Course-

- i) formats the course content for the web.
- ii) provides links to other sites or information that are appropriate in the course
- iii) assists students with technical procedures in the tutorial
- iv) trouble shoots problems with the collaborate software
- v) assist with the set up and implementation of chat rooms or special technology needed for a specific course

Other duties:

- assists with formal presentations of our courses (power point demonstrations, conference topics)