

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG

Criminology Program

Self-Study Report

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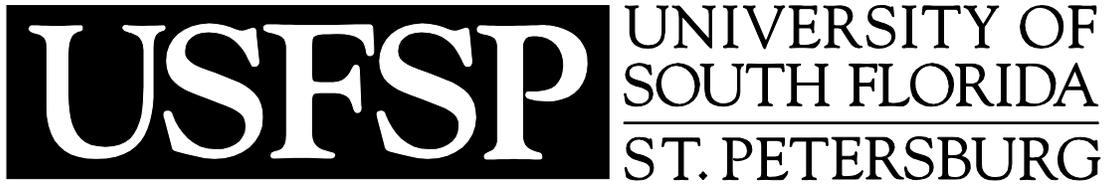


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University of South Florida St. Petersburg Criminology Degree Program Self-Study

I. PROGRAM OVERVIEW

Mission, Goals, and Purpose of the Program

The mission of the bachelor's degree program in Criminology is to use a multidisciplinary approach to provide students with a specialized understanding of the criminal justice system and criminal behavior, particularly the ability explain, predict, and prevent crime and victimization. The program seeks to enable students to critically evaluate both criminological research and public policy responses to crime. It encourages students to become civically involved in the field through internships and organizational involvement. Overall, the Criminology program aims to prepare students for both careers and graduate studies in criminal justice, law, and other justice-related fields and for a lifelong commitment to learning, service and justice. In addition, we strive to make contributions to our field through meaningful research and scholarship, as well as service to the campus, our profession, and our community, locally, nationally, and globally.

The degree program

Criminology is one of 12 bachelor's degree programs in the College of Arts and Sciences at the University of South Florida St. Petersburg (USFSP). It is listed among the top nine largest programs at USFSP. USFSP is a separately-accredited institution in the University of South Florida system. The Criminology program is one of four programs housed in the Department of Society, Culture, and Language. Susan Allen, an Associate Professor in the Interdisciplinary Social Sciences (ISS) program, serves as the department chair. Dawn Cecil, Associate Professor of Criminology, is the program coordinator for the Criminology program. The departmental website is available [here](#).

We offer a B.A. in Criminology, which covers the major elements of the criminal justice system, criminological theory, and crime analysis. Based on the Spring count, we currently have 190 majors. In addition we serve students obtaining a minor in the program, students in the ISS program who select Criminology as one of their areas of concentration, and students who wish to fulfill their general education requirements through several of our courses.

Over the past seven years the student population we serve has changed considerably. Traditionally USFSP served only upper-level students. After obtaining separate accreditation, our student population expanded and we now serve lower and upper-level students and transfer students. One thing that has not completely changed is that many of our students work, even full-time, while obtaining their degrees.

Strengths of the Program

- Small class sizes in which students receive individualized attention.
- A contemporary curriculum that not only includes traditional courses in the criminal justice system, criminal law, research methods and theory, but also in crime reduction/prevention and crime analysis.
- A set of senior seminar courses offered to both majors and non-majors (to meet their exit course requirements) that cover contemporary issues in the field, such as the media's representation of crime, how the economy affects crime and the influence of drugs and guns on violence.
- An internship program that connects students with local agencies, federal agencies and the Washington Center.
- Courses that include opportunities for civic engagement through service-learning projects.
- Undergraduate research opportunities through the crime analysis class, as well as directed studies. Groups of our students present their research annually at the undergraduate research symposium.
- Our faculty members have obtained both civic engagement and distance learning grants to develop their courses.
- Research active faculty: Dawn Cecil (media representations of prison; incarcerated mothers) and Shun-Yung Wang (labor market participation and crime; juvenile justice; cybercrime). These faculty travel to national conferences to present their research, are published in field-related journals and have book manuscripts under contract.
- Adjuncts who currently work in the field to teach specialized courses: David Lichter, J.D. (criminal rights and procedures, substantive criminal law); Rick Ferner and Major Sharon Carron from the St. Petersburg Police Department (Critical Issues in Policing; IT and Criminal Justice).
- Assessment of Student Learning Outcomes. The program has worked diligently to develop the student learning outcomes, ensure that they are connected to our courses and to assess the outcomes. Faculty turnover and changes to the curriculum have affected this process; however, we make every effort to ensure that we are up-to-date on this process.
- Student involvement in the Criminology Student Association and Alpha Phi Sigma, the National Criminal Justice Honor Society.

Weaknesses of the Program

- Faculty turnover and decreased number of faculty positions. In the 2005/2006 academic year, the program had three fulltime, tenure earning faculty and one visiting instructor. In 2006/2007, this increased to four fulltime, tenure earning and one visiting instructor. The new hire was an associate professor, who became the program's first coordinator. In 2007/2008, we lost the one visiting position. In the fall of 2008 we instituted new curriculum, but by 2009/2010 we had one associate professor, an instructor and a visiting instructor. Since the fall of 2010, the program has consisted of one associate professor, one tenure track assistant professor, and a full time instructor. The only consistency in the program over the past seven years has been Dawn Cecil (Associate Professor) and William Ruefle (instructor).
- The program is not always able to offer enough sections of the required courses due to insufficient faculty lines and an inability to find qualified adjuncts to teach courses such as crime statistics, crime prevention and crime analysis.
- Faculty with service requirements are spread thin. With one tenured faculty member and one junior faculty member, most of the service to the program falls into the hands of one faculty member, who is the program coordinator (duties include: scheduling, overseeing adjuncts, assessment procedures, annual review committee, T&P committee, resolving student issues, maintaining the website, advisor to student association, etc...). Unlike departmental structures at other universities, the program coordinators at USFSP do not receive any compensation or course releases and there is no administrative help assigned to the program or department.
- Curriculum issues. Separate accreditation allowed for changes in the curriculum. In the fall of 2008 the program instituted a set of new requirements that were slightly different from that determined by the program at USF Tampa. Since that time several issues have become apparent:
 - Courses developed and included in the original curriculum are “owned” by USF Tampa. Even though the program at USFSP still requires several of the same courses, the main campus can make substantive changes to these courses without our knowledge. For example, adding prerequisites to a course that previously had none. The purpose of this course is different on the two campuses, so while it made sense for the way they have envisioned the class it does not make sense for our version of the course.
 - The course that was conceived to be our “capstone” course, crime analysis, was once a 4000-level course, but the state changed it a 3000-level course. Since it was created to be the last course in the Criminology program there are several prerequisites that must be completed before taking the course.

- Several conversations with the academic advisers indicate that it is nearly impossible for transfer students to graduate on time the way the program is laid out (refer to aforementioned issue regarding the crime analysis course).¹
- No system in place to track graduates of our program to determine what they have done with their degrees.

Overall Effectiveness of the Program

According to the 2009-2013 [strategic plan](#), “the University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.”

The Criminology program contributes to four major areas of the University of South Florida St. Petersburg Goals and Strategies:

Goal 1: Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars.

One of the ways that our program meets this goal is through our crime analysis class. In this class students work with data from the St. Petersburg Police Department to examine how crime is distributed in the city. This assignment connects the students with the community. Some of our courses also contain service learning and civic engagement. In several semesters of Gender and Crime students have adopted a local organization that helps girls or women and have held bake sales to raise money to donate and clothes drives. In a course that was funded by a grant from the Center for Civic Engagement (Life in the Big House) the students conducted a book drive. The books were then donated to the prisons. In CJE 4010 (Juvenile Justice Systems), Dr. Wang has developed an assignment in which students can complete 15 hours of volunteer work with a local youth oriented organization. Several of the systems related courses give students the opportunity to do a ride-along with the police (Law Enforcement Systems), attend a trial (both law courses), and visit correctional institutions (American Correctional System, Juvenile Justice Systems and Life in the Big House). Students who complete an internship are able to connect the information they have learned in our courses to the criminal justice agencies in the

¹ This issue became apparent in early 2012; given the impending program self-study changes were not made to fix this curriculum. Needed changes to the curriculum will be addressed in this report.

community. Students have completed internships with: The Washington Center, St. Petersburg Police Department, Pinellas County Sheriff's Office, State Attorney's Office, Public Defender's Office, Department of Juvenile Justice, Adult and Juvenile Probation and Parole, Child Protective Services, FDLE, US Secret Service, DEA, Florida Wildlife Commission, NOAA's Division of Law Enforcement, Clearwater PD, Gulfport PD, Hillsborough County Sheriff's Office, Manatee County Sheriff's Office, Adult Drug Court, National Forensic Sciences Technology Center, CASA, Pinellas Department of Justice and Consumer Services, Guardian Ad Litem Program and the Florida Department of Corrections. In the summer of 2013 we will be having our first study abroad program. Students will be visiting Hong Kong and Taiwan. All of these things combined with coursework ensure that our students are knowledgeable, reflective, and engaged.

Goal 2: Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs.

Several of the aforementioned activities support this goal. In addition, we encourage students to become involved in the Criminology Student Association in order to meet other majors, visit agencies in the community and hear from guest speakers about different careers in the field. These students have gone on jail and prison tours, toured the National Forensic Science and Technology Center, organized K-9 demonstrations on campus, and had a whole host of guest speakers from law enforcement, corrections, and victim services. We held an informational session about internships and volunteering, to encourage students to become involved with organizations in the community in different ways. Some of the activities integrated into a few of our courses have inspired students to become involved in volunteer work. For example, in Dr. Wang's Juvenile Justice Systems Course, where students have a chance to do volunteer work for a portion of their grade, several students enjoyed the experience so much that they have continued volunteering their time. In both Gender and Crime and Victimology, students have learned about local organizations that help victims and some of these students have volunteered after taking these courses.

Goal 3: Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty and staff represent the diversity of this region.

Our program draws in a variety of students from the surrounding area, the state, and sometimes nationally and internationally. The Criminology program seeks to foster a learning environment that values and respects diversity. We discuss gender, race, and class issues as they relate to the criminal justice system so that students can understand the disparities that exist. One example is the Senior Seminar on Gender and Crime. In this course students consider how gender affects criminal behavior, victimization, and treatment by the criminal justice system. It soon becomes clear to students that race and class are important considerations as well; in addition, other sections have been added to the course to further consider diversity, including transsexuals in the criminal justice system, intimate partner violence in homosexual and lesbian relationships, and

violence against minority women (in particular African American and Native American women). We also seek diversity when hiring colleagues. Currently we only have three fulltime faculty members, thus the ability to be truly diverse is limited. Yet we have both male and female faculty members as well as Caucasian and Asian faculty.

Goal 4: Encourage faculty research and creative activities, and engage students in local, national, and international scholarship.

The faculty in the Criminology program mentor students to encourage student participation in research projects. In Crime Analysis students conduct semester long research projects; some of which are continued in the following semester under our Directed Study course. These students present the research at the Undergraduate Research Day. Faculty members also oversee directed studies with students. Some of the projects resulted in conference presentations and publications in peer-reviewed and non-peer reviewed journals. For example, in 2009, one of our students, Jennifer Leitner, was the second author on a peer-reviewed article published in the *Howard Journal of Criminal Justice*. Last year, Jeremy McDaniel co-authored a piece with a faculty member that has been submitted. Occasionally faculty has been involved in the honor's program by serving on thesis committees. The faculty themselves are engaged in research, publishing in national and international journals and books, applying and receiving grants, and presenting their research at national conferences.

Short- and Long-term Plans

Seven years ago the Criminology program at USFSP was developing into a strong program that offered a curriculum unique to the area. We chose to not only highlight theory and the system, but to also emphasize crime reduction and crime analysis. At the time we had faculty who specialized in these areas and the goal of becoming our own department once there were enough tenured faculty members. With the departure of faculty members some of the momentum in implementing the program we had envisioned was lost. For instance, the former program coordinator, Jacqueline Schneider, is an award winning author on the topic of crime reduction. When she left we had to use the faculty we had to teach the course, none of whom specialized in this area of concentration. One of the main goals we have is to replenish the needed faculty lines, particularly in the areas of law enforcement and crime reduction. We were given the permission in February 2013 to conduct a search for the upcoming academic year; however, given the timing of the search the pool of applicants was limited and the search has been placed on hold until the fall.

After the evaluation of the program is completed, we will revamp our curriculum in order to better meet the needs of the students. We will not be making any substantial changes as we want the focus of the program to remain the same. We will fix some of the prerequisite issues in order to make certain that our students can graduate in a timely manner. We would also like to

incorporate a way to introduce our students to the idea of crime mapping early in their course work, while still maintaining Crime Analysis as their capstone course. While we do not offer GIS classes in our program, students can get a minor in Geospatial Science through the Environment Science and Policy Department. By the time students take our Crime Analysis course it is too late for them to get a minor. We have had some students come back to take these classes after graduation. Currently in the Crime Analysis course students are evaluating data using Excel and manually mapping the crimes for their studies. This process teaches them the ideas behind crime analysis and gets them to think critically about patterns of crime. To make the course stronger it would be beneficial to integrate mapping software into the course. We struggle at this time to have enough sections of the course and to access computer labs to offer it. In addition, it is not likely that all the nuances of geospatial mapping could be taught to them in one semester. Introducing the concepts in earlier classes, however, may spark their interest to learn more about mapping and to get a minor in Geospatial Science, thereby increasing their employability.

Another goal is to increase student engagement. We have both a student association and an honor society, but the level of participation is relatively low. One reason is that it is difficult to find strong student leaders who make a commitment to the group. We are struggling with this again in the spring of 2013. The club was strong in the fall, but this semester has struggled and we do not have any potential student leaders for the upcoming academic year. We would also like to see more students participating in internships and volunteer work. Finally, we would like to develop our social media presence to stay connected with our students, possibly have a newsletter for students and alumni, and to have awards for our students. Some of these goals, however, are dependent on resources available to the program.

Before the departure of some of our faculty there were two changes we envisioned—to become our own department and to eventually have a master’s degree program. When the College of Arts and Sciences began dividing the college into departments, Criminology wanted to be its own department; however, at the time we only had one tenured faculty member. We were told that we could not be a separate department until we had more tenured faculty members; this goal has yet to be achieved. We are in the department of Society, Culture, and Language, which is comprised of Criminology, Anthropology, Interdisciplinary Social Sciences, and World Languages. While we have some commonalities with the programs in our department, the addition of World Languages seemed to have changed the meaning of our department. Right now this issue is not extremely critical as each program essentially runs itself; however, as USFSP develops more it is likely to change. Ultimately it would be our goal to become a department, but we would need more faculty members to do so. At the same time we also wanted to have a master’s degree program within five years. At the moment this goal is on hold; however, it is something we can revisit once the curriculum is fixed and we have enough faculty lines.

II. Curriculum

a. Undergraduate Program Curriculum

The Criminology curriculum that was implemented in 2008 was intended to offer a modern degree in Criminology. The new program requirements included three new courses, Crime Statistics, Crime Prevention, and Crime Analysis. The list of electives has also changed over the last seven years. We added two new electives (Introduction to Forensics and Victimology). We also deleted some of the electives as we were required by the campus to purge classes from the curriculum that had not been taught in several years. These courses include introduction to the courts, criminal justice administration, and alternatives to incarceration. While these are important courses to any Criminology curriculum we did not have the staff to teach these courses. It is important to note that these topics are not altogether absent; for example, we cover courts and corrections in Survey of Criminal Justice Systems, court-related issues in the two law courses, and alternatives to incarceration in the American Correctional System course.

The Current Degree Program

The major in Criminology provides students with an in-depth exposure to the total criminal justice system including law enforcement, detention, the judiciary, corrections, crime prevention, crime analysis, juvenile justice and probation and parole. The program concentrates on achieving balance in the above aspects of the system from the perspective of the criminal justice professional, the offender, and society. The program provides a solid background in the theory, issues and methodology comprising Criminology.

The objective of the undergraduate program in Criminology is to develop a sound educational basis either for graduate work or for professional training in one or more of the specialized areas comprising the modern urban criminal justice system.

B.A. in Criminology

To earn a BA in Criminology students shall complete 36 credit hours of the following:

Required Courses (21 hours)

- CCJ 3024 - Survey of the Criminal Justice System
- CCJ 3117 - Theories of Criminal Behavior
- CCJ 3706 - Applied Statistics in Crime
- CCJ 3701 - Research Methods I
- CJE 3444 - Crime Prevention
- CJE 3656 - Introduction to Crime Analysis
- CCJ 4934 - Senior Seminar. Current Senior Seminar topics include: Crime, Media & Pop Culture; Drugs, Crime & Society; Gender & Crime; Violence, Guns & Crime; Economy & Crime

Elective Courses (15 hours)

- CJE 3650 - Introduction to Forensic Science (Online Only)
- CCJ 3666-Victimology
- CJL 3110 - Substantive Criminal Law
- CJE 4114 - American Law Enforcement Systems
- CJL 4410 - Criminal Rights and Procedures
- CJC 4010 - American Correctional Systems
- CJE 4010 - Juvenile Justice System
- CCJ 3621 - Patterns of Criminal Behavior (Online Only)
- CCJ 4930 - Critical Issues in Policing
- CCJ 4900 - Directed Readings-Must contact professor for permission
- CCJ 4910 - Directed Research-Must contact professor for permission
- CCJ 4940 - Internship for Criminal Justice Majors-Must contact [Dr. Ruefle](#)
- CCJ 4933 - Selected Topics. The topics offered vary. Recent topics include: Cybercrime; Human trafficking; Life in the Big House
- CCJ 4934: Senior Seminar. Senior seminars can be taken as electives once you have met your core requirement.

[Criminology Courses Taught and Headcounts, Fall 2005-Fall 2012](#)

A table documenting the headcounts in each class by semester is included in the supplemental materials. There were multiple sections of some of these courses, thus the headcount is the sum of all sections. In addition to the courses listed on the table, each semester we also offer individual studies through Directed Readings, Directed Research and Internship credits.

[Discussion of Number of Courses Offered and Student Demand](#)

In the past seven years, on average, we offered 14² courses during the fall and the spring semesters. In the fall of 2005 there was a total headcount of 410 students enrolled in 14 classes, while in the fall of 2012 there was a total headcount of 611 students enrolled in the same number of courses. Our summer course offerings have changed considerably over the past seven years. The Criminology program used to offer 7-8 courses over the summer, but due to budget cuts for several summers we could only offer 4-5. In the summer of 2012, due to a dire need for more sections of our required courses, we were able to offer 7 courses again using adjunct faculty.

In general this analysis of courses offered and head counts from fall 2005 through fall 2012 demonstrates that over time we have had to meet more student demand with fewer faculty members. We have attempted to meet this demand in two ways. First, we have had to increase our use of adjuncts since we lost full-time faculty lines. For accreditation purposes we had severely cut back on the number of courses taught by adjuncts; however, as we lost full time faculty lines we had to increase the use of adjuncts again. Second, we have developed some on-line courses that allow us to increase the caps on the course and serve a much larger student

² In the spring of 2007 we offered 20 classes, with a total headcount of 503. At this time we had 5 faculty members; however, some of the courses had low enrollment.

body. Yet, we are still struggling to offer enough courses. In the fall of 2012, we had to add a course three weeks before the start of the semester in order to meet the needs of the students. In addition, our courses for the spring 2013 filled to capacity before many students were able to register. We do not want to have to rely solely on these two methods to meet the demands. We have some great adjuncts who allow us to offer courses in their areas of specialization, such as the law courses. In addition, there is student demand for on-line course offerings, but we want our program to be primarily an on-campus program, especially for our courses in crime prevention, crime analysis and our senior seminars.

Academic Learning Compact

The academic learning compact (ALC) for any program at USFSP is required to touch on the following areas: Content/discipline knowledge skills, communication skills, critical thinking skills, and civic engagement. Below is a list of the student learning outcomes in each of these areas.

Content/Discipline Knowledge Skills

- Theory: Demonstrate an understanding of major criminological perspectives and theories of criminal behavior, as well as the policy implications influenced by these theories.
- CJ Systems: Understand the development and operation of the major components of the criminal justice system, as well as the relationship between the democratic political process and the operation of the criminal justice system.
- Research Methods: Understand the development and operation of the major components of the criminal justice system, as well as the relationship between the democratic political process and the operation of the criminal justice system.
- Crime Prevention: Demonstrate an understanding of the theoretical foundations of crime prevention, as well as, apply the principles of crime prevention in a real world setting.
- Crime Analysis: Demonstrate an understanding of the theoretical foundations of crime analysis, as well as the techniques used to analyze patterns of crime.

Communication Skills

- Oral Communication: Possess the ability to create and deliver effective oral presentations.
- Written Communication: Demonstrate the ability to develop effective written presentations.

Critical Thinking Skills

- Critical Thinking: Demonstrate critical thinking and analytical abilities and construct sound arguments regarding crime-related issues.

Civic Engagement

- Civic Engagement: Our students will be involved with local agencies as well as the community as a whole, and understand the importance of civic engagement.

We have tied each of our courses to one or more of these student learning outcomes. The chart connecting the courses to the student learning outcomes is included in the supplemental material.

Over the past seven years we have been assessing the student learning outcomes on a yearly basis. In 2008 we introduced new curriculum; therefore, the assessments from 2008 and beyond are the most critical to discuss. Unfortunately the data from 2008-2009 is incomplete due to the departure of a faculty member and the loss of the data; therefore, we technically did not begin assessing the new curriculum until the 2009-2010 academic year. The following year, it was determined that the assessments we were using were not adequately capturing the information that we needed; therefore, late in the fall of 2010 the program revamped the assessment procedures. So, while we have consistently assessed the program, seven years of consistent data are not available.

The data from recent years indicate that we have been successful at meeting the Student Learning Outcomes outlined for the program. We have not used any of these data to change the curriculum; however, faculty members have used the data to alter course material and assignments. For example, changes to the assignments were made the CCJ 3117 Theories of Criminal Behavior. The data from that semester indicated that these changes lead to a substantial decrease in the number of students meeting the SLO. The next semester both a new book and revisions of older, more effective assignments were used. Other courses have also been changed in these types of ways as a result of the data obtained during assessment.

Discussion of Program and Hiring Needs

Each year more and more students are admitted to USFSP. In 2006, we had 107 majors and today have almost 200 majors. At first the Criminology program was able to keep up with this increasing population; however, with faculty departures and loss of faculty lines we have been unable to adequately keep up with the needs of the growing student body. In order to offer our students the best possible education and an adequate number of sections, we are truly in need of two fulltime lines. In February 2013 we were given permission to hire a fulltime, tenure earning faculty member, with the stipulation that the person be able to teach forensic sciences. Given that our program does not focus on forensic sciences we are hoping that we will be able to find someone whose knowledge bridges both law enforcement and forensics. Given the late posting of the job ad; however, we did not have a large pool of candidates. In March 2013 the decision was made to postpone the search until the fall. The program needs faculty who specialize in law enforcement and crime reduction/prevention. A person who can teach statistics or research methods would also be beneficial. We have one faculty member who teaches both of these required courses every semester; thereby limiting his ability to offer other courses on a regular basis.

Plan to Redesign the Criminology Degree Requirements

We plan on making a few changes to our degree requirements. Now that the curriculum has been in place for four years a couple of problem areas have come to our attention. These changes are not significant, rather most of these changes relate to prerequisites.

- In order to take CJE 3444 Crime Prevention students must have completed CCJ 3024, CCJ 3117, CCJ 3701 and CCJ 3706. We would like to make the following changes to this course:
 - Remove all prerequisites except for CCJ 3024.
 - Remove the Gordon Rule status on this course.
- In order to best serve our students we would designate CCJ 3701 Research Methods as our Gordon Rule course. Students in this course are already writing the mandated amount.
- To see if we can get our Crime Analysis course to be assigned a 4000-level designation.
- To change CCJ 4940, our internship class, to variable hours. Right now students must sign up for three hours—no more, no less (the course can be repeated another semester). Students who do their internships at The Washington Center need to be able to register for more hours at one time.
- Lastly, we want to make changes to the requirements for the minor. We would keep the two core courses, but allow students to take any of the upper-level electives to fulfill the remaining required hours.

b. Graduate Program Curriculum

We do not currently have a graduate program in Criminology. In 2006/2007 when we reworked our undergraduate curriculum and had five faculty members we set the goal of developing a master's degree in Criminology. The program considered the other graduate programs in the USF system and felt that we could fill a niche by offering a professional master's program. Shortly thereafter, however, we began losing faculty lines and have had to put the idea of a graduate program on hold for the time being.

III. FACULTY

a. Overall Assessment of the Faculty

In the most recent academic year (2012/2013) the Criminology program consisted of three fulltime faculty members, Dawn Cecil (associate professor), Shun-Yung Wang (assistant professor), and William Ruefle (instructor). With only one tenured faculty and one tenure earning faculty member (who is at the mid-probationary review point), the program is at a disadvantage. Other smaller programs in the department have more permanent faculty lines. In terms of gender, racial and ethnic diversity, we have one female and two males; two Caucasians and one Asian. In the past seven years, our faculty included three additional women (Jacqueline Schneider, Lisa Holland-Davis, and Raleigh Blasdell) and one African American male (Jason

Davis). Obviously as the number of faculty has decreased, so too has the ability to have a diverse faculty.

The fulltime faculty has expertise in some of the main areas of Criminology and criminal justice, including: Criminological theory and the correctional system (Dawn Cecil); research methods, statistics and juvenile justice (Shun-Yung Wang); and crime analysis and the criminal justice system (William Ruefle). The faculty also offers a variety of specialties including gender, the media, the economy, cybercrime, drugs, and guns. These specialties typically become a part of our senior seminars, which meet not only the major requirements, but also serve as exit courses under the General Education requirements. As discussed in a previous section, we are in need of additional faculty members who can teach law enforcement courses and crime reduction/prevention courses.

Salary Range and Comparison to Peer Institutions

Based on the data presented in the table below, USFSP Criminology faculty members make less than the average salary at USFSP, less than the NEA 9 month salary average (with the exception of our instructor) and finally, less than the average Criminology faculty according to the OKU survey.

2011-2012	Instructor	Assistant	Associate	Full
USFSP Criminology	\$57,414	\$52,125	\$61,977	N/A
USFSP Average ³	\$59,300	\$60,200	\$79,800	\$111,200
Criminology: OKU Survey	\$46,217	\$63,402	\$72,393	\$127,553
NEA 9 month faculty salary ⁴	\$44,575	\$58,776	\$69,467	\$85,968

Who are our faculty?

Below are biographies of each of our fulltime faculty members and a discussion of the adjuncts currently teaching courses for the program. Curriculum vitae for the fulltime faculty members are in the supplemental material.

³ Chronicle of Higher Education 2012 Faculty Survey. <http://chronicle.com/article/faculty-salaries-data-2012/131431#id=448840>

⁴ Data cover 2010-2011 AY for 9 month faculty at comprehensive public university. Information obtained from *The NEA Almanac of Higher Education* http://www.nea.org/assets/docs/2012_Almanac_Faculty_Salaries.pdf

Dawn K. Cecil, Associate Professor of Criminology and Program Director

Dr. Cecil joined the faculty in 2002 and teaches classes in criminological theory, corrections, gender and media. She has been the program director since 2009. She holds a B.S. (1993) and M.A. (1995) in Criminal Justice Sciences from Illinois State University, as well as a Ph.D. in Criminology and Criminal Justice from the University of Maryland College Park (2002). She is the author of several journal articles on the media and crime, as well as mothers in jail. She currently has a book contract with Lynne Reiner Publishers for *Prisons and Popular Culture: Unlocking Images of Prison Life*, which will be published in 2014.

Shun-Yung Wang, Assistant Professor of Criminology

Dr. Wang joined the faculty in 2010 as an assistant professor. He teaches classes in statistics, research methods, juvenile justice, and the economy and crime. Dr. Wang has a B.S. (1998) in psychology from National Taiwan University, as well as an M.S. (2001) and Ph.D. (2010) in Criminology and Criminal Justice from Florida State University. He also holds a Specialist Degree in Information Sciences. Dr. Wang is the author of journal articles on identity theft, cybercrime and gun trafficking. He has a forthcoming book, *The Economy and Crime: Working Experience Among American Youth and Juvenile Delinquency* (Edwin Mellen Press, 2013).

William Ruefle, Criminology Instructor

Dr. Ruefle started with the Criminology program at USFSP in 2001. He teaches classes in the criminal justice system, crime prevention, crime analysis and special topics on guns, violence and drugs. Dr. Ruefle has evaluated Weed and Seed programs for the city of St. Petersburg.

Adjunct Faculty

The Criminology program has historically used adjunct faculty to teach some of our courses. Our reliance on these faculty members has varied in response to fluctuations in our fulltime faculty. When we had five fulltime faculty members we did not need to rely on adjuncts to cover our courses; however, with three faculty members we must use more adjuncts. There are two areas of study in which we have always counted on adjuncts to teach—criminal law and forensic science. Most people trained in Criminology are not lawyers; therefore, to offer the best possible law courses (Substantive Criminal Law; Criminal Rights and Procedures) we have relied on a local attorney. Several years ago USFSP was given money by the state to work with the National Forensic Science Training Center (later became FQS) to offer courses in forensic sciences; therefore, we have relied on their employees to teach courses on these topics (Introduction to Forensic Sciences; Special Topic course on Human Trafficking). This agreement is ending after the summer 2013 session.

In 2012 the following adjunct faculty taught courses for the Criminology program:

- Raleigh Blasdell (M.S. Illinois State University): Miss Blasdell has taught on and off for our program for five years; for one year she was a visiting instructor in our program. While working towards her Ph.D. in Criminology from USF, she taught a wide variety of

classes for us. She most commonly taught Survey of Criminal Justice, Research Methods, Law Enforcement and Victimology.

- Sharron Carron (M.S.): Major Carron is from the St. Petersburg Police Department (SPPD); she currently co-teaches two law enforcement courses with Richard Ferner.
- Richard Ferner (M.S.): Mr. Ferner works in the IT department at SPPD; he has taught IT and Criminal Justice and Crime Analysis, as well as co-teaching law enforcement courses with Major Carron.
- Lisa Landis (M.S.): Ms. Landis teaches an on-line version of patterns of criminal behavior every semester for the program.
- David Lichter (JD Stetson University): Mr. Lichter has been an adjunct for the Criminology program for more than 10 years. He teaches our law courses.
- William Tilstone (Ph.D.): Dr. Tilstone is the most recent faculty member from FQS who has been teaching the Introduction to Forensic Science Course.

In the past seven years we have also used several other adjuncts, including graduate students from the Criminology program at USF Tampa, the former police chief of the St. Petersburg Police Department, and employees of the National Forensic Science and Technology Center and Forensic Quality Services (FQS).

b. Faculty Research and Scholarship

USFSP requires its faculty to be productive researchers and scholars. Each year the faculty is assessed on this productivity in the annual review and is set to a high standard for tenure and promotion. Research conducted by the Criminology faculty has been published in peer reviewed journals, and two faculty members currently have books forthcoming. In comparison to similar institutions we are at a slight disadvantage in that we do not have a graduate program in order to obtain research assistance and have higher service requirements. We also have higher teaching loads than some peer institutions and even some programs within our own Department and CAS.

Dawn K. Cecil's Research Agenda

Throughout my career my research has focused primary on gender issues and the correctional system. These two areas have been incorporated into the current focus of my research-- media representations of crime and justice. Over the past ten years this field of research has expanded tremendously in the United States and I have been able to carve out a niche in this ever growing field. This work has been published in *The Journal of Criminal Justice and Popular Culture*, *Feminist Criminology*, *Howard Journal of Criminal Justice*, and *Women and Criminal Justice*. In addition, a series of co-authored pieces on mothers in jail and the co-caregivers of their children have been published in Criminology, Social Work and Psychology journals.

While my research on media representations of crime and justice has examined female offenders, the main area of inquiry is how the media represent correctional institutions. Given that correctional institutions are far removed from most peoples' daily lives, the images they

consume are critical to their understanding of this social institution. As American society began to binge on imprisonment, more media images became readily available to inform them about these social institutions and the people incarcerated within. Many books and articles have been written on prison films; however, no one had really taken the time to explore documentaries. Prison documentaries on television really took off in the 21st century. Much of my research has focused on the elements of these documentaries, the accuracies of the images, the messages contained within and the potential impact on viewers. This work has resulted in several peer-reviewed articles, a book chapter, and a forthcoming book called *Prisons and Popular Culture: Unlocking Images of Prison Life* (2014). I have been able to examine women's prisons in the media, jails, and men's prisons. I have also presented research on the depiction of juvenile detention centers.

From 2006-2009, I also focused on the issue of incarcerated mothers with colleagues from Psychology and Social Work. This work was funded by the National Institute of Health, as well as an internal grant from the USF's Collaborative for Children, Families and Communities. The study focused on mothers in jail and how they were able to manage the co-caregiving relationship with their own mothers. It not only examined how the women related to one another, but also the potential effects on the children. This interdisciplinary study contributed to the literature in Criminology, Social Work, and Psychology.

Shun-Yung Wang's Research Agenda

My research activities and creative works are evenly divided into three areas: cybercrime, juvenile justice and delinquency, and the economy and crime. Within the past few years, I published several peer-reviewed articles and monographs in an emerging field – cybercrime. This rapidly growing social problem has created enormous costs across national borders, and I have collaborated with other scholars and published several articles and book chapters to explore scholarly understanding and propose theoretical frameworks. At USFSP, I had opportunities to work with students who are interested in this topic and came out with a student paper that was submitted to an academic journal titled *Internet Journal of Criminology*. In the coming two years, I plan to have another two peer-reviewed articles or book chapters based on an ongoing research project of phishing attacks internationally.

Another arm of my research interest is about juvenile delinquency and the juvenile justice system. Specifically, I focus on assessing the issue of minority overrepresentation in the system and examine its etiology. Concerning this issue, I produced two monographs/governmental reports in which an OJJDP (Office of Juvenile Justice and Delinquency Prevention) recommended measure of minority representation is used to assess the possible existence of the issue at different juvenile justice stages (arrest, detention, disposition, adjudication, commitment, and transfer to criminal court) across Florida counties and years. Currently, I am using police records from St. Petersburg Police Department and conducting research regarding the distance effect on police discretion when contacting juveniles.

My third research interest concerns the economy and crime. I was invited to write an entry for an encyclopedia of white-collar crime and a book review. The topic of the encyclopedia entry is "mortgage fraud," a social issue that is particularly serious in Florida. The encyclopedia is anticipated to be published by Sage in late 2013. The book review of *Crime and*

Economics was published online first in the Asian Journal of Criminology in 2012. A book manuscript titled “The economy and crime: American youth’s work experience and delinquent behaviors” is currently under a publisher’s review and anticipated to proceed within a few months.

William Ruefle’s Research Agenda (Does not have a research assignment)

My research is focused on crime and community development in St. Petersburg. My crime analysis course conducts quantitative studies of crime in St. Petersburg using current incident report data, arrest data, and CAD calls for service data provided by the St. Petersburg Police Department. In 2010-2011 I received a research contract with the City of St. Petersburg to conduct an *Evaluation of the Child’s Park Weed and Seed Program*. In 2004-2005 I received a research contract with the City of St. Petersburg to conduct an *Evaluation of the Midtown Weed and Seed Program*.

Faculty Grant Activity, 2006-2013

- Dawn K. Cecil—Co-Principal Investigator (with Joel Pietsch), University of South Florida’s Collaborative for Children, Families and Communities Grant, *Promoting mothers' successful readjustment to family upon re-entry to community after incarceration: A needs assessment*, 2008-2009, \$12,500
- Dawn K. Cecil—Co-Principal Investigator (with Anne D. Strozier, and James P. McHale, Principal Investigator), National Institute of Child Health and Development R21HD50730, *Incarceration, Co-Caregiving and Child adjustment*, 2006-2008, \$348,000.

University Support for Research

- The USFSP Office of Research formerly offered New Investigator Research Grants and Senior Investigator Research Grants. After several years of not offering these grants, in 2012 applications for internal research grants were accepted.
- The College of Arts and Sciences used to award travel grants to be used to present research at conferences. In the last three years money has been given to the departments. The SCL department accepts applications for these funds. Priority is given to junior faculty wishing to present research at conferences. Faculty can also apply to use the money for other research-related activities or supplies. Over the years, however, the travel money pool given to the departments has been substantially decreased. In 2012, approximately \$400 each was given to those who applied for travel funds.
- The University provides support for grant writing, as well as grant administration and management.

c. Teaching

The program focuses on offering comprehensive and rigorous courses. We attempt to keep our class sizes small so that we can incorporate discussions, writing assignments, and active learning

in order to match the mission of the University. As a program we had previously decided to limit the number of on-line course offerings; however, given the student demand we have added some on-line versions of our required courses, while still making certain to teach them in the classroom at least once a year. We feel that this is the best way to meet the needs of all of our students; however, we do not foresee expanding our on-line offerings any more in the near future.

Syllabi

Syllabi for recent course offerings are included in the supplemental materials. Faculty is encouraged to refer to the [syllabi check list](#) offered on the college's website. Syllabi for fulltime faculty members have been a part of the annual review process. Only recently have we started doing evaluations of adjunct faculty, a part of which is to assess their syllabi. A more concerted effort will be made to ensure that all adjuncts are complying with required syllabi information.

Quantitative Evaluations

Each semester students evaluate their professors using the evaluation sheets provided by the University. Overall, the three main faculty members average 4.5 on their overall rating, which is slightly above the average for the college (4.3). Our adjuncts score an average of 4.6 on their overall rating. Evaluation scores for each professor and our adjuncts are included later in this section.

Program's Teaching-Load Policy and Practice

The UFF Collective Bargaining Agreement has established the teaching load for faculty in all Florida universities. A faculty's assignment must be the equivalent of twelve (12) contact hours of instruction, service, and/or research. In the Criminology program, full time tenure-earning and tenured faculty teach a 3/2 load. This teaching load is consistent with most programs in the College of Arts and Sciences; however, some programs are on a 2/2 load. Instructors are assigned a 4/4 teaching load. Our main instructor, Bill Ruefle, also oversees our internship students; therefore, every other year he teaches a 4/3 course load.

Guidelines for Evaluating Teaching and the Use of Evaluations

Each spring the faculty completes their annual reviews. One of the areas of consideration is teaching performance. The teaching evaluations and student comments are used in the annual reviews to assess their performance. The department is still in the process of developing its by-laws, which will include guidelines for using evaluations in annual reviews, as well as tenure and promotion.

Goals and Policies for Mentoring Students

Mentoring students is an important goal of the Criminology program. We do not have a formal mentoring process in place; however, we are able to mentor students in our smaller courses and through directed studies and directed research.

Academic Integrity

Academic integrity is discussed in each of our courses. The syllabi that are developed include statements on academic integrity, including links to the student handbook so that students can further understand the types of behaviors that violate this code. In addition, students are made aware of the policy on the disruption of the academic process. We also make certain to review the issue of academic integrity with students before they take exams and when assignments are given.

Dawn K. Cecil's Teaching Summary

One of the main reasons I became a professor was because I enjoy being in the classroom. I attempt to offer challenging and thought provoking courses. I want to encourage students to think critically about the issues related to Criminology and criminal justice. Most of them have grown up in the get tough era of the criminal justice system; therefore, they only know one way of dealing with crime in our country and do not stop to think critically about the system and its impact on society. Every day they are inundated with various images and messages about crime, criminals, and the criminal justice system. From my class on media images of crime to those focusing on the correctional system and explaining criminal behavior, I attempt to combat the popular misconceptions. There are two ways I attempt to accomplish this goal. First, I strive to humanize the people who are processed through the system. Most come into the program with the idea that the system is good and the offenders are bad. Through the assignments, books, and videos, I make the point that many people who are in the system are not that different from themselves and the people they know. For example, in my theories class they write a biography on someone they personally know who has committed crime (or at the very least deviance) and ask them to think about why that person did what they did. So often they think of criminals as others, but in fact most of them actually know a person who has been involved with crime. Second, depending on the class, I use service learning or civic engagement activities so to connect them to the system. By researching organizations to help victims or visiting correctional institutions, students can see victims, offenders and the system firsthand. I also believe that students should be challenged intellectually, which of course is the goal of many of those in education. With the right guidance and instruction, many of them can learn and do things they never thought they could. I want them to develop their writing skills, their ability to think critically, and of their view of the world. Unfortunately not every student is committed to this process, but I have been lucky to have many students who have appreciated these challenges and have told me that they have benefited from them in their future studies and careers.

Dawn K. Cecil: Summary of Overall Instructor Evaluations for Courses Taught in the Previous Three Years (2009-2012)

Semester	Year	Course Prefix	Course	Rating out of 5
Fall	2009	CCJ 3117	Theories of CB	4.5
Fall	2009	CCJ 4934	SS: Gender and Crime	4.3
Spring	2010	CCJ 3117	Theories of CB	4.4
Spring	2010	CCJ 4934	SS: Crime, Media & Pop Culture	4.5
Spring	2010	CJC 4010	American Correctional System	4.5
Summer	2010	CCJ 4934	SS: Crime, Media & Pop Culture	4.5
Fall	2010	CCJ 3117	Theories of CB	4.2
Fall	2010	CCJ 4934	SS: Gender & Crime	4.5
Fall	2010	CJC 4010	American Correctional System	4.4
Spring	2011	CCJ 3117	Theories of CB	4.4
Spring	2011	CCJ 4934	SS: Crime, Media & Pop Culture	4.7
Summer	2011	CCJ 4934	SS: Crime, Media & Pop Culture	4.8
Fall	2011	CCJ 4934	SS: Gender & Crime	4.5
Spring	2012	CCJ 3117	Theories of CB	4.4
Spring	2012	CCJ 4933	ST: Life in the Big House	4.8
Spring	2012	CCJ 4934	SS: Crime, Media & Pop Culture	4.6
Summer	2012	CCJ 4934	SS: Crime, Media & Pop Culture	4.7
Fall	2012	CJC 4010	American Correctional System	4.2
Fall	2012	CCJ 3117	Theories of CB	4.2

Shun-Yung Wang's Teaching Summary

Teaching has been a priority in my academic career, as I believe that teaching is one of the essential functions of a university in modern society. In higher education, successful teaching requires not only delivering and sharing information and knowledge but also stimulating and developing a student's thinking process. Most educators probably would not disagree that students with critical thinking ability are more competitive in the job market, especially in today's "flat" world (Friedman, 2005). Thus, I think that teaching is an important process in which faculty can help students sharpen their ability of critical thinking and analytical reading.

Many Criminology major students were attracted to the discipline because of their exposures to TV shows, movies, and novels. Some may experience one or few crime incidents and seek for answers or explanations of the incidents. Thus, students often start with certain level of myths or misconceptions about crime and offenders, or they may be limited by their personal experience. Introducing the reality and the scientific approach of studying crime becomes very important to Criminology major students. At USFSP, I am primarily assigned to teach methodology courses in Criminology (applied statistics and research methods) and several elective courses (The Economy and Crime, Cybercrime, Juvenile Justice System). To engage students and advance their level of knowledge, synchronizing students' levels of knowledge and experience with my own is the first step.

The key of teaching undergraduate methodology courses is to demonstrate how widely the scientific methods can be and have been applied. In the applied statistics course, for example, students are expected to learn how and when to apply appropriate statistical tests and a number of basic statistical concepts. I draw upon examples relevant to social science theory and social research methodology as they provide the fundamental questions and research tools to which statistics are applied. In this particular class, I engage students by using real criminal justice data and making each student in charge of one geographical area or county. This teaching technique brings students a sense of responsibility and helps them realize the importance of evidence-based decisions in the field of justice. In the classroom, we compare results of statistical analyses, and students of all levels can learn the patterns across regions and/or the interpretations of the data. In the learning process, I also sharpen students' critical thinking by using the empirical data to question the stereotypes or myths they may have, and the learning outcomes of this approach are almost always impressive. This course prepares students for today's job market in the justice field, as data-driven and evidence-based decision making has become the norm.

For another example, in a research methods course, which involves many abstract concepts, I sharpen students' analytical thinking process by applying methods in different research scenarios and by asking numerous "why" questions in a sequential order. After giving lectures and demonstrating several examples, I encourage them to speak out and demonstrate how they would apply the methods just learned. I pause for about a half minute until someone volunteers. This approach gives them enough time to think thoroughly before speaking and makes them appreciate others' contribution of ideas. Then, I usually call on another less-engaged student to provide an answer. The entire group of students quickly learns that they cannot be idle in the class and need to finish readings, take notes, and think about applications of learned methods. Through working on a writing assignment - a small scale research proposal - students learn to plan the process of connecting different research steps. I provide timely written feedback with an emphasis on logic flaws in students' writings. This usually helps students

realize the logical flow of conducting research and how each dot of methods should be analytically connected together.

In a higher level course, such as the seminar titled The Economy and Crime, I facilitate group discussions and lead class-wide discussions. At this level, students learn to integrate as much information and knowledge absorbed from the core courses as possible and apply them in the discussions. The seminar also allows students to dig into the topic, explore the multi-faceted nature of social issues, and exercise critical thinking in the discussion. Students are particularly encouraged to critique the readings (journal articles), as well as other students' arguments in the discussion. I have learned from students that this type of discussions helps them excel, especially those who are ready for advanced education in professional and graduate schools. This level of discussion in the classroom equips students with abilities of critical thinking and analytical reading.

Shun-Yung Wang's Summary of Overall Instructor Evaluations for Courses Taught in the Previous Three Years (Joined faculty in fall 2010).

Semester	Year	Course Prefix	Course	Rating out of 5
Fall	2010	CCJ 3701	Research Methods in Criminal Justice	4
Fall	2010	CCJ 3706	Crime Stats	4.63
Spring	2011	CCJ 3701	Research Methods in Criminal Justice	4.2
Spring	2011	CCJ 3706	Crime Stats	4.6
Spring	2011	CCJ 4933	The Economy and Crime	5
Spring	2011	CCJ 4900	Directed Reading	N/A
Summer	2011	CCJ 4933	Cybercrime	4.94
Fall	2011	CCJ 3701	Research Methods in Criminal Justice	4.6
Fall	2011	CCJ 3706	Crime Stats	4.52
Fall	2011	CJE 4010	Juvenile Justice System	4.68
Spring	2012	CCJ 3701	Research Methods in Criminal Justice (online)	N/A
Spring	2012	CCJ 3718	Crime Stats	4.47
Spring	2012	CCJ 4910	Directed Research	N/A
Summer	2012	CCJ 4933	Cybercrime	4.53
Fall	2012	CCJ 3701	Research Methods in Criminal Justice	4.76
Fall	2012	CCJ 3718	Crime Stats	4.24
Fall	2012	CCJ 4934	Senior Seminar: The Economy and Crime	4.83

William Ruefle's Teaching Summary

In my teaching I try to accomplish three things. First and foremost, I try to engage the students in the material by making it interesting and relevant to both their personal lives and to the society they live in. Second, I structure each of my classes very differently so that students must do very different types of academic work in each class. Because we have only three full-time Criminology faculty to serve almost 200 majors I have many students who take three or four of my classes; thus I believe it is important that each of my classes is very different from the others. Third, I try to get the students to apply what they learn to both their current daily lives and their future professional lives. In all of my classes I stress the value of Criminology as a major and the value of a career in the criminal justice system. To that latter point, in all of my classes, from freshman survey courses to senior exit courses, I urge students to do a Criminology internship with a local criminal justice agency and, if possible, spend a semester at the Washington Center where they can intern with a federal agency.

Development of undergraduate courses. I developed an online version of CCJ 3024 and have taught it online 4 times. The initial 2010 development of this course was supported by a Distance learning Course Development Award; current improvement of this course is supported by a 2012 Distance Learning Course Refinement Award. In support of distance learning the CAS Dean's Office provided support for me to attend the 2011 Quality Matters national conference in Baltimore, Maryland. I developed and taught the first Crime Analysis course (CJE 3656) to be offered anywhere in the USF system.

CCJ 3024 Survey of the Criminal Justice System. This is an introductory survey course; as such it is a mile wide and an inch deep. Also it is taken by a wide variety of students. It is required of all Criminology majors/minors and ISS majors with a cognate in Criminology; however, many other students with non-Criminology majors also take it as a social science Gen Ed elective. Exams for this course consist of a combination of multiple-choice questions (on the book) and, for the class room sections, essay questions (on the lectures). Both online and class room sections must also complete work on the MYCJLab web site where they take pre and post tests on the material in each chapter and complete interactive simulations that force them to walk through the entire criminal justice system making decisions and learning the process at each step in the system. My goals in the class are twofold. First, I want the students to understand what the criminal justice system is all about because it is an integral part of their society. Second, I want the students to be aware of the moral and legal controversies that swirl around the criminal justice system because as citizens they must help make policy choices regarding those controversies and live with the outcomes of those choices.

CJE 3444 Crime Prevention. This is a required core course for Criminology majors and an elective for minors and ISS majors with a cognate in Criminology. The goal of this course is to provide in-depth knowledge of 1) ecological/environmental theories of Criminology and 2) problem-oriented policing strategies. This course is also a Gordon Rule writing course. In this course I try to connect the content to the daily lives of the students. In this course the students must complete a weekly short writing assignment on the assigned readings, produce a written

review of a news article about a specific crime or crime problem and apply the concepts of situational crime prevention in the design of a preventive intervention, and conduct a in-depth crime prevention self-study of their life. The crime prevention self-study involves a routine activities study, a risk assessment study based on online crime mapping data, and the application of crime prevention concepts to reduce the risk of victimization/offending for the student. The crime prevention self-study is presented as both a formal written report and an oral/power point presentation.

CJE 3656 Crime Analysis. This is a required core course for Criminology majors and an elective for minors and ISS majors with a cognate in Criminology. It is the capstone course in the Criminology curriculum in that it combines theory, statistics, research methods and crime prevention and that it requires the students to complete an in-depth quantitative research project. In the first month of this course the students learn about the process of crime analysis, how crime analysis fits into policing, and crime analysis as a profession. The students are then taught about the graphic presentation of quantitative information and how to interpret charts and graphs. After an exam on the previous material the students spend the rest of the semester conducting group crime analysis projects using UCR part I data, arrest data and CAD calls for service data provided by the St. Petersburg Police Department. The projects focus on types of crimes (burglary, auto theft, drug violations, domestic violence, etc.), crime at specific places (budget motels, downtown, big box stores, etc.) and crime by types of offenders (homeless, juveniles, elderly, etc.). The projects have also correlated census tract level socio-demographic characteristics of St. Petersburg (income, % juvenile, etc.) with the distribution of violent and property crime. To help the students understand the results of their work they are encouraged to go out into the real world and study community characteristics. The results of these projects are presented at the annual Undergraduate Research Symposium and are sometimes presented to interested groups in the community (management staff of the SPPD, City Council, Downtown Property Owners Association, etc.).

CCJ 4934 Senior Seminar in Drugs, Crime and Society. This EXIT COURSE is an elective for Criminology majors and minors and ISS majors with a cognate in Criminology; many other students also take it to satisfy their exit course requirement. In this course the students must read three books, take essay exams and write a 10-15 page argumentative/persuasive capstone essay in which they critique current US drug control policies and offer their views on how society should best respond to the issue of drug abuse. The purpose of this course is for the students to understand the social and personal issues surrounding psychoactive substance use, to understand the impact of psychoactive substance use on the criminal justice system, to understand the policy options available regarding psychoactive substance use, to understand the different moral/ethical/philosophical views regarding how society should respond to psychoactive substance use and to present their own personal policy choices for this issue.

CCJ 4934 Senior Seminar in Violence, Guns and Crime (exit course). This EXIT COURSE is an elective for Criminology majors and minors and ISS majors with a cognate in Criminology; many other students also take it to satisfy their exit course requirement. In this course the students must read three books, take essay exams, and write a capstone essay in which they apply a theoretical explanation to a case study of murder and write a presentencing evaluation report

for a convicted killer in which they recommend (and justify) either execution, life in prison without the possibility of parole or 25 years in prison with the possibility of parole. In this course the students also learn about the role guns play in both the commission and prevention of crime and the issues in the debate over gun control policy.

Dr. William Ruefle's Summary of Overall Instructor Evaluations for Courses Taught in the Previous Three Years

Semester	Year	Course Prefix	Course	Rating out of 5
Fall	2009	CCJ 3024	CJ System	4.5
		CJE 3444	Crime Prevention	4.3
		CJE 3656	Crime Analysis	4.1
		CCJ 4934	Drugs and Crime	4.6
Spring	2010	CJE 3444	Crime Prevention	4.6
		CJE 3656	Crime Analysis	5.0
		CCJ 4934	Drugs and Crime	4.7
Summer	2010	CCJ 4934	Violence/Crime	4.6
Fall	2010	CCJ 3024	CJ System	4.3
		CJE 3444	Crime Prevention	4.5
		CJE 3656	Crime Analysis	4.4
		CCJ 4934	Drugs and Crime	4.7
Spring	2011	CJE 3444	Crime Prevention	4.3
		CJE 3656	Crime Analysis	4.9
		CCJ 4934	Drugs and Crime	4.7
Fall	2011	CCJ 3024	CJ System	4.3
		CCJ 3024	CJ System	3.2
		CJE 3444	Crime Prevention	4.8
		CJE 3656	Crime Analysis	4.7
Spring	2012	CCJ 3024	CJ System	3.9
		CJE 3444	Crime Prevention	4.4

		CJE 3656	Crime Analysis	4.7
		CCJ 4934	Drugs and Crime	4.4
Summer	2012	CCJ 4934	Violence/Crime	4.4
Fall	2012	CCJ 3024	CJ System	4.5
		CCJ 3024	CJ System	4.0
		CJE 3444	Crime Prevention	4.0
		CJE 3656	Crime Analysis	3.9

Adjuncts

As stated previously we have had to use several adjuncts to teach our courses. Below are the overall evaluations for most of the courses that these adjuncts have taught over the past three years.

Summary of Overall Instructor Evaluations for Courses Taught in the Previous Three Years

Semester	Year	Adjunct	Course Prefix	Course	Rating out of 5
Fall	2009	R. Blasdell	CCJ 3024	Survey of CJ Systems	4.5
		R. Blasdell	CCJ 3701	Research Methods	4.95
		R. Blasdell	CCJ 4933	ST: Victimology	4.94
		R. Blasdell	CJE 4114	American Law Enforcement	4.9
Spring	2010	R. Blasdell	CCJ 3024	Survey of CJ Systems	4.72
		R. Blasdell	CCJ 3706	Crime Stats	4.74
		R. Blasdell	CCJ 4933	ST: Victimology	4.52
		D. Lichter	CJL 4010	Criminal rights & procedures	4.85
Summer	2010	S. Sinha	CCJ 4933	ST: Human Trafficking (on-line)	3.67
Fall	2010	R. Blasdell	CCJ 3024	Survey of CJ Systems	4.85
		L. Landis	CCJ 3621	Patterns of Criminal	4.5

				Behavior (on-line)	
		R. Blasdell	CJE 4010	Juvenile Justice Systems	4.42
		R. Blasdell	CJE 4114	American Law Enforcement	4.76
		D. Lichter	CJL 3110	Substantive Criminal Law	4.97
Spring	2011	R. Blasdell	CCJ 3024	Survey of CJ Systems	4.7
		L. Landis	CCJ 3621	Patterns of Criminal Behavior (on-line)	3.64
		R. Blasdell	CCJ 4930	Critical Issues in Policing	4.9
		R. Blasdell	CCJ 4933	ST: Victimology	4.8
		D. Lichter	CJL 4010	Criminal rights & procedures	4.8
Fall	2011	L. Landis	CCJ 3621	Patterns of Criminal Behavior (on-line)	3.96
		R. Ferner	CCJ 4933	ST: IT and Criminal Justice	4.88
		C. Donner	CJE 4114	American Law enforcement	4.35
		D. Lichter	CJL 3110	Substantive Criminal Law	4.94
Spring	2012	R. Blasdell	CCJ 3666	Victimology	4.95
		D. Lichter	CJL 4010	Criminal rights & procedures	4.61
Fall	2012	L. Landis	CCJ 3621	Patterns of Criminal Behavior (on-line)	3.96
		R. Blasdell	CCJ 3718	Crime Stats	4.73
		R. Ferner and S. Carron	CCJ 4930	Critical Issues in Policing	4.95
Average Adjunct Rating					4.62

d. Service

Criminology faculty members provide service to the university, the community and to the fields of criminal justice and Criminology. Below please find information on the service-related activities of our faculty members.

[Dawn K. Cecil—University, Professional and Community Service, 2005-2012](#)

2012 Service

- Criminology Program Coordinator
- Criminology Assessment Coordinator
- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- SCL Annual Review Committee
- SCL Travel Committee
- CAS Faculty Council member
- CAS Tenure and Promotion Committee
- Reviewed book manuscript for Elsevier Academic Press
- Program Committee Member for 2012 Annual Meeting of Academy of Criminal Justice Sciences.

2011 Service

- Criminology Program Coordinator
- Criminology Assessment Coordinator
- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- SCL Annual Review Committee
- SCL Travel Committee
- CAS Faculty Council member
- CAS Tenure and Promotion Committee

2010 Service

- Criminology Program Coordinator
- Criminology Assessment Coordinator
- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- SCL Annual Review Committee
- SCL Travel Committee
- USFSP Sabbatical Committee
- USFSP General Education Committee

2009 Service

- Criminology Program Coordinator
- Criminology Assessment Coordinator
- Criminology Search Committee Chair
- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- USFSP General Education Committee
- USFSP Scholarship Committee
- Guest Speaker at the Business and Professional Women's Group (Tampa Bay), St. Petersburg, FL.

2008 Service

- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- USFSP General Education Committee
- USFSP Scholarship Committee
- Vice Chair USFSP Enrollment Management Committee

2007 Service

- Criminology Assessment Coordinator
- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- Vice Chair USFSP Enrollment Management Committee

2006 Service

- Criminology Assessment Coordinator
- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- Criminology Search Committee Member
- Oral Board Committee for University of South Florida, St. Petersburg Police Department

2005 Service

- Criminology Assessment Coordinator
- Faculty Advisor to Criminology Student Association
- Co-Faculty Advisor to Alpha Phi Sigma (the National Criminal Justice Honor Society)
- Criminology Search Committee Member
- College of Arts and Sciences Annual Review Committee
- Oral Board Committee for University of South Florida, St. Petersburg Police Department
- Student Grade Grievance Committee, University of South Florida St. Petersburg
- Guest Speaker at Richard Sanders School, Pinellas Park, FL.

In addition to the aforementioned service activities, Dr. Cecil has reviewed various manuscripts for *Feminist Criminology*; *Journal of Criminal Justice and Popular Culture*; *American Psychologist*; *Journal of Crime and Justice*; *Justice Research and Policy*; and Roxbury Publishing Company.

Dr. Cecil is also a member of the American Society of Criminology and has been a member of the Academy of Criminal Justice Sciences.

Shun-Yung Wang—University, Professional and Community Service, 2010-2012

2012 Service

- Undergraduate Council, USF St. Petersburg
- Panel Judge of Pinellas County History Day
- Editorial Board for *Crime and Criminal Justice International*

2011 Service

- Open House for prospective students, USF St. Petersburg
- Scholarship Committee, USF St. Petersburg
- Initiative of Collaboration Agreement between Criminology Program USF St. Petersburg and St. Petersburg Police Department
- By-Law Committee, Department of Anthropology, Criminology, and ISS, USF St. Petersburg

2010 Service

- By-Law Committee, Department of Anthropology, Criminology, and ISS, USF St. Petersburg
- Open House for prospective students, USF St. Petersburg

In addition to the aforementioned service activities Dr. Wang has reviewed manuscripts for the following: *Child: Care, Health and Development*; *Crime Mapping*; *Issues on Juvenile Crimes and Delinquency (in Chinese, published in China, CSSCI)*; *Journal of Criminal Justice*; and *Journal of Juvenile Justice*. He has also reviewed a research grant proposal for the Florida Department of Juvenile Justice.

Dr. Wang is also a member of the American Society of Criminology and the Academy of Criminal Justice Sciences.

William Ruefle—University, Professional and Community Service, 2005-2012

William Ruefle does not have a service assignment.

- Internship Coordinator, 2005-present: I am the Criminology Internship Coordinator and sponsor all CCJ 4940 Internship students. Since 2005 over 75 Criminology students have done internships including five students who have attended the Washington Center and interned at a federal agency as part of that program. Local intern sites include: SPPD,

Pinellas County Sheriff's Office, State Attorney's Office, Public Defender's Office, Department of Juvenile Justice, Adult and Juvenile Probation and Parole, Child Protective Services, FDLE, US Secret Service, DEA, Florida Wildlife Commission, NOAA's Division of Law Enforcement, Clearwater PD, Gulfport PD, Hillsborough County Sheriff's Office, Manatee County Sheriff's Office, Adult Drug Court, National Forensic Sciences Technology Center, CASA, Pinellas Department of Justice and Consumer Services, Guardian Ad Litem Program and the Florida Department of Corrections.

- Faculty Adviser for Alpha Phi Sigma, 2005-present: I am the faculty advisor for the Lambda Kappa Mu chapter of Alpha Phi Sigma the National Criminal Justice Honor Society. Since 2005 35 USFSP Criminology majors have joined Alpha Phi Sigma.
- I established the original "Data Sharing Agreement" between USFSP and the St. Petersburg Police Department. The data provided by the SPPD is used by students in my crime analysis course to study current crime problems and trends in the city.
- Chair Criminology Faculty Search Committee, 2012-2013
- Advisory Board, Criminal Justice Magnet Program, Pinellas Park High School, 2009-present

IV. STUDENTS

Since 2006 we have increased the number of students majoring in Criminology and the number of degrees awarded. In 2006 we had 107 majors and granted 35 degrees. Since 2010 we have had on average 150 majors, and award on average 45 degrees per year. The number of student credit hours has also increased. Since 2006, the number of student credit hours generated by the Criminology program has nearly doubled. See table below.

Academic Year	Student Credit Hours
2006-2007	2313
2007-2008	2905
2008-2009	3254
2009-2010	3625
2010-2011	4640
2011-2012	4564

As the major has grown, so too has the diversity of the students enrolled in our program. In the fall of 2006 65% of our majors were female. These majors were predominately white (71%); nearly 6% were Hispanic and 17% African American. In comparison, in the fall of 2012, 57% of our majors were female students. In terms of the racial and ethnic breakdown 61% of the students were Caucasian, 13% African American, and 21% Hispanic. We now have more male and more minority students than six years ago.

USFSP strives to create a diverse and all inclusive academic environment. To that end, USFSP has the [Chancellor’s Council on Diversity and Inclusive Community](#), which is a group of students, administrators, staff and faculty. Their purpose is to work together “to create a climate and sense of community within the University that is safe, affirming, and inviting for all administrators, faculty, staff and students.” Related to this mission are the [Office of Multicultural Affairs](#) and the [Harborside Activities Board](#), both of which offer events related to culture and diversity. The Criminology program supports this mission through its reliance on both of these offices. We also expect students to be open to other points of view and to be all inclusive. By exposing them to issues related to race, ethnicity, gender, and even social class in our Criminology courses we seek to create an understanding that supports an inclusive academic environment.

Dispute Resolutions and Academic Integrity

The program follows the guidelines outlined by the University to resolve disputes and to deal with academic integrity issues. Should students wish to file an academic grievance, they are referred to the [grievance procedure](#) document available in the Undergraduate Catalog. The process begins with informally trying to resolve the situation with the professor. If the issue cannot be resolved at that level it is taken to the program and department level.

If a professor suspects a violation of [academic integrity or a disruption of the academic process](#), he/she follows the process outlined by the University and available in the Undergraduate Catalog.

USFSP has also instituted a process called [SOCAT](#), Student of Concern Action Team. If a faculty member is concerned about the behavior of a student a referral can be made to the team. The goal is to ensure both the student’s safety as well as that of the USFSP community.

Student Achievements

Jennifer Leitner co-authored a manuscript that was published in *The Howard Journal*

Jeremy McDaniel co-authored a manuscript that has been submitted for review.

Students in Alpha Phi Sigma, The National Criminal Justice Honor Society (Since 2009):

Ingrid Morales
Tiffany Harris
Frank Johnson
Joseph Macolino
Fatimeh Shamseddine
Rebekah Parks
George Mavrakis
Shannon Wilson
Dennia Krijestarac
Nicole Karlan
Jennifer Kochey
Nicole Gulizia
Lauren Fernandez

Kelly Friedrich
David Leszcynski
Cara Reese
Efrain Sanchez

Graduate Placement

Most often our graduates go on to work for local law enforcement agencies or to attend law school or graduate school.

Fatimeh Shamseddine: Assistant to the Director of the White House Fellows program

Kendall Meadows: Working for the DEA as a Diversion Investigator and is obtaining her J.D. from the University of Arkansas Little Rock.

Meghan Wise-Bouffard: Department of Defense

Mary Rogers: Department of Defense

James Kejonen: NOAA

Anthony Carbo: GIS Specialist for St. Petersburg Police Department

Nate Williams: Officer with St. Petersburg Police Department

Jeremy Johnson: Officer with St. Petersburg Police Department

Ericka Jennings: Officer with the Pinellas Park Police

Brian Fey: Officer with the Pinellas Park Police

Kristen Berg: Child Protective Investigator, Hillsborough County Sheriff's Office

Tina Engert: Graduate student at Florida State University.

Amy Graves: J.D. from Florida Coastal University

John Dubal: J.D. from Florida Coastal University

April Farley: Mediator with Mediation Managers Inc., which is a court appointed agency that manages mediations for foreclosures.

V. GOVERNANCE, ADMINISTRATIVE SUPPORT, FACILITIES AND EQUIPMENT, LIBRARY AND INSTITUTIONAL RELATIONSHIPS

A. Governance

The Criminology program is housed with the Department of Society, Culture and Language, previously known as the Department of Anthropology, Criminology and Interdisciplinary Social Sciences. Once the world languages program joined the department we changed to the name to best reflect the myriad of fields contained in our department. Currently, the department consists of 14 members (2 of these are visiting lines) and is chaired by Associate Professor of Social Work (in the ISS program) Susan Allen. Each program has its own coordinator. Program coordinators must be tenured faculty members in the department and serve three year terms. Criminology only has one tenured faculty member, who has been serving as coordinator since 2009.

The departmental by-laws were approved in April 2011, before the addition of world languages and the name change. The department is currently in the process of revising these by-laws in several ways, including adding tenure and promotion guidelines. In addition, the faculty had voted to give program coordinators a part of the chair's stipend; however, we were unable to do this in practice. The by-laws are included in the supplemental materials.

B. Administrative Support

Until 2007 all programs in the College of Arts and Sciences were centralized and run through the college. In 2007 we began forming departments. The departments have taken on most of the responsibilities; however, the only administrative support that is available is through the college. Since the college staff must serve all departments, they are spread thin and unable to offer some of the needed support.

C. Facilities and Equipment

- For the most part the physical space for teaching and research is appropriate. The main exception is the availability of computer labs. Two of our courses (Crime Stats and Crime Analysis) require a computer lab; however, we are continually struggling to get our classes assignment to computer lab when requested or the computer lab we are given is too small to meet the needs of the student population. For example, if Crime Statistics is assigned to the computer lab with 28 seats we need to offer at least two sections and we do not have the faculty to do this.
- Instructional equipment is appropriate. Virtually every classroom on campus is a smart classroom with DVD and VHS players, a computer and a projector; many also have document projectors.
- Some of the office computers are out-of-date and will not be supported by the IT department later this year.

D. Library Resources

The Nelson Poynter Memorial Library physically located at the University of South Florida St. Petersburg (USFSP), houses an extensive collection of materials that support the educational, research, and service missions of USF St. Petersburg. USF St. Petersburg faculty, staff, and student have on-site access to the Poynter Library's collection of over 224,760 items, including monographs, current periodical and serial subscriptions, newspaper subscriptions, and audiovisual titles.

In addition to the resources held at the USFSP library, the shared electronic resources of the USF System are available at all times, except for brief system maintenance. Currently, the USF Libraries subscribe to over 800 proprietary databases. Additionally, USFSP faculty and students can access documentaries and instruction videos available online through streaming media from such prestigious studios as the Alexander Street Press, Swank Video, Filmmakers Library Online, and the Annenberg Media Collection. All of these resources are available remotely to currently affiliated USF students, faculty, and staff through the use of NetID or an authenticated server.

USFSP faculty, staff, and students also have efficient interlibrary loan access or in-person borrowing privileges to resources of all libraries of the USF System as well as resources help by other local institutions of higher learning through a series of formal agreements. In addition to sharing resources with other libraries in the USF System, USF St. Petersburg's Poynter Library is a member of Lyasis, a full member of the Florida Library Information Network (FLIN), and the Tampa Bay Library Consortium (TBLC). Through participation in these networks, student and faculty borrow materials freely within the state, throughout the United States, and when possible, internationally. Courier service expedites interlibrary loan borrowing and lending, and Ariel technologies provide desktop delivery of digitized articles.

Criminology Collection Assessment Report 2013

Nelson Poynter Memorial Library, University of South Florida St. Petersburg

CRIMINOLOGY EXPENDITURES

HV Social Pathology, Criminology:

7/1/2009-6/30/2010:	309 books	\$ 11,807.40
7/1/2010-6/30/2011	72 books	\$ 2,283.00
7/1/2011-6/30/2012	191 books	\$ 7,643.37
<u>7/1/2012-3/27/2013</u>	<u>85 books</u>	<u>\$ 3,150.54</u>
TOTAL:	657 books	\$ 24,884.31
Average per year:	164	\$6,221.

BOOKS

Total Print Book Title Counts by Call Number Range

HV1-9960 Social pathology. Criminology. **8,266**

Related Disciplines and topics by call number range:

HA1-4737 Statistics.	632
HM811-821 Deviant behavior. Social deviance	21
HQ101-440.7 Prostitution	101
HD49-49.5 Crisis & Emergency management.	21
KF Law of the United States (Includes 401 titles on Florida law)	4,964
RA1001-1171 Forensic medicine.	48
<u>U1-900 Military science (General)</u>	<u>488</u>
TOTAL Related Print Book Titles:	6,227

Total Print Books HV and Related disciplines and topics: 14,591

Electronic Books, Subject, Criminology 4,347

Electronic Books, Related Subjects

Crisis / Emergency Management	598
Deviance	35
Financial / Fraud / White Collar Crime	855
Military Law, Justice,	2,029
National Security	1,266
Prostitution	144
<u>Trafficking</u>	<u>41</u>

TOTAL Electronic Books, Related Subjects 4,968

TOTAL Electronic Books Criminology and Related disciplines and topics: 9,315

**TOTAL Print and Electronic books, Criminology and Related Subject
23,906**

MEDIA: Audio & Visual Resources, Subject Criminology:

150

DATABASES: Subject Criminology **56**

See Appendix A for list Criminology Databases and Reference Resources⁵

E-JOURNALS: Subject Crime, Criminology and Law Enforcement **593**

See Appendix B for partial list of e-journal

E. Institutional Relationships

By nature of our departmental structure the Criminology program has connections with other programs, in particular Anthropology and Interdisciplinary Social Sciences. Languages recently joined the department; however, Criminology and World Languages do not have the same commonalities that we have with the other programs in our department. Some Criminology faculty members have made connections with faculty in other programs to collaborate on research projects; these connections include Psychology, Environmental Science and Policy, the College of Business, and the School of Social Work in Tampa.

VI. CONTINUOUS IMPROVEMENT

This program review is the first time the Criminology program at USFSP has been reviewed; however, the campus has been through the accreditation process and reaccreditation. This process required us to think extensively about the way the program is assessed. We are consistently thinking about ways to improve the assessment process itself.

As mentioned previously in this report, our assessment procedures were most recently revamped in the late fall of 2010. We continue to collect the assessment data and to think about how the findings impact our core courses. Other needed changes to the curriculum are not assessment driven at the time rather they are based on logistics. Assessment reports are due in May of each year. We are required to assess the outcomes, to discuss changes, and to describe changes for the following year. The most recent assessment report is included in the supplemental materials.

Over the past seven years we successfully implemented new curriculum that was unique in comparison to other programs in the USF system and the area in general. However, the faculty turnover and loss of faculty lines has hindered our ability to progress any further in the development of our program.

⁵ Appendices A and B from the library assessment are included in the supplemental materials.