Appendix A4.4.13

Sociology and Criminal Justice
### DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

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<th>QUESTON</th>
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<td>A. What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?</td>
<td>The Department has developed cooperative agreements with the Target Cooperation, United States Marshals Service, and Internal Revenue Service where qualified students serve as interns, and later gain employment with the organizations. The Department also has internship agreements with the Florida Board of Bar Examiners, United States Secret Service, Capitol Police, and the United States Forestry Service.</td>
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| Do you have measurable goals to meet employers’ current needs? If so, please provide them. How often are these goals updated?       | **Sociology – Learning outcomes endorsed by the American Sociological Association**  
*Discipline Specific Knowledge:*  
a) demonstrate an understanding of the discipline of sociology and its role in contributing to our understanding of social reality  
b) demonstrate the role of theory in sociology converse on two or more specialty areas within the discipline  
*Intellectual Skills:*  
a) demonstrate the role of evidence and of quantitative and qualitative methods  
b) use computers for purposes of data analysis and information retrieval  
c) write in an appropriate style for conveying findings of research  
*Intellectual Capacities:*  
a) identify and apply the principles of ethical disciplinary practice  
b) articulate an understanding of how culture and social structure operate  
c) articulate the reciprocal relationship between individuals and society  
d) articulate distinctions between macro and micro levels of analysis  
e) articulate the internal diversity in the United States and its place in the international context  
f) demonstrate critical thinking  

**Criminal Justice – Learning outcomes (professional standards)**  
Knowledge of the Criminal Justice System:  
a) Understand the basic components of the criminal justice system  
b) Understand sociological, economic, biological, and psychological theoretical explanations for criminal behavior  
c) Understand current and critical issues relating to law enforcement  
d) Understand the structure of the American Court System,
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<th>B.</th>
<th>Do you have measurable goals for each graduate in the areas of writing proficiency and critical thinking? If so, please send them to me with the goals and include the results for the last five to ten years.</th>
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<td><strong>Sociology</strong> – The most recent program review (2007) notes that the program’s learning outcomes are in line with those suggested by the American Sociological Association. Among the learning outcomes related to writing proficiency and critical thinking captured in the program’s Academic Learning Compact are:</td>
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<td>- 80% of students in each major course shall write/present a report demonstrating good reading, writing, spelling, grammar and speaking skills at the level of “C” grade or better.</td>
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<td>- 80% of students in Research Process II shall write/present a report demonstrating the ability to state a hypothesis, review literature, collect data, perform appropriate analysis and draw the appropriate conclusions at the grade level of “C” or better.</td>
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<td>- 90% of students in Seminar in Sociology shall write/present a research paper that demonstrates the ability to apply principles of the sociological imagination at the grade level of “C” or better.</td>
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<td><strong>Summary of Results</strong> – Data for the last five years show that the program is generally meeting or exceeding these performance measures.</td>
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<tr>
<td><strong>Criminal Justice</strong></td>
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<td>70–80% of majors in each core course shall write and present a report demonstrating good writing, spelling, grammar and speaking skills at the level of “C” grade or above.</td>
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<td>70-80% of majors shall be able to write/present a position essay that demonstrates the ability to apply principles of criminal justice at the grade</td>
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level of “C” or better.

Each graduating student shall be able to write a scientific paper and/or make a presentation in which he/she will state a model (theoretical or research oriented), state hypothesis, collect basic data, perform appropriate analyses and draw the appropriate conclusions. The student shall demonstrate mastery of the computer within this activity.

**Summary of Results** – Data for the last five years show that the program is generally meeting or exceeding these performance measures.

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<th>C.</th>
<th>Are professors required to integrate writing proficiency and critical thinking into all courses? If so, what oversight is provided to ensure that these skills are being taught? How are these skills integrated into course assessments?</th>
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<td>Across core courses, required of all majors, faculty require students to complete exams, papers, activities and/or projects that demonstrate the ability to analyze, interpret and report on statistical data; critique current sociological/criminal justice issues, analyze social situations, and draw conclusions. The aim of these activities is to integrate writing and critical thinking skills into the courses.</td>
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<th>F.</th>
<th>Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.</th>
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| | The following is a short list of (recent) prominent Sociology & Criminal Justice graduates:  
  - Mr. Jacques Herring – Vice President of Ross Stores (formerly Regional Manager of Operations for Target Stores, GAP & Old Navy)  
  - Mr. Shaun West – Agent, United States Secret Service  
  - Ms. Sharon Duncan, Chief Inspector, Internal Affairs, United States Marshals Service (1st former co-op student to occupy this position)  
  - Mr. Thaddeus Lee, Chief of Security, Jamaica (1st former co-op student to occupy this position)  
  - Mr. John Curry, Chief Inspector, Recruiter & Instructor, Federal Law Enforcement Training Center (1st former co-op student to...
occupy this position)

- Ms. Regina ______, Agent, Homeland Security, First black female to become a United States Air Marshal from FAMU
- Mr. Troy Diggs, Agent, Internal Revenue Service (IRS), first student ever to graduate from FAMU with a degree in Criminal Justice w/concentration in Accounting.
- Attorney Ian Nesbeth, Attorney, Nesbeth Law Firm & Adjunct Professor (Soc & Criminal Justice)
- Mr. Neceive Owens, Spec Agent Supv, Department of Environmental Protection

Our department prepares students for a variety of careers in public/private sector employment and graduate school. Among the competencies graduates should be able to demonstrate in any of these endeavors are:

- Students will demonstrate the ability to use effectively electronic technology to collect analyze and synthesize information.

- Students shall demonstrate knowledge of and adherence to the set of principles as defined by the American Sociological Association code of ethics or American Criminal Justice Association code of ethics.

- Student shall be able to write a scientific paper and/or make a presentation in which he/she will state a model (theoretical or research
| M. | What programs do you have to educate students regarding job opportunities? What are your measurable goals for each program? Do you use information similar to the data available from the Florida education and Training Placement Information Program (FETPIP) to prepare student prior to admission and prior to selection of major? Please provide me the results for the last five to ten years. | Students in our Department are required to complete a capstone course (Seminar in Sociology or Seminar in Criminal Justice). Students are required to register with the FAMU Career Center, develop resumes, write cover letters, and participate in mock interviewing workshops. In addition, all students are required to develop a Career Strategic Plan, which includes but is not limited to: a S.W.O.T (Strengths, Weaknesses, Opportunities, Threats) assessment, resource assessment, and an action strategy.

The Department engages in a variety of onsite recruitment activities including: field visits to federal prisons, law firms, etc. and career forums, which include professional from diverse fields, in the department.

Field trips to visit and tour criminal justice and social service agencies: Internship Director & Agency Director or representatives will facilitate informational forum/ sessions to discuss career options/opportunities (Includes: law firms, correctional facilities, courtrooms, judge’s chambers, crime labs, law enforcement training facilities, juvenile justice detention facilities, crime prevention/intervention centers, loss prevention and asset protection programs, private security agencies, etc.).

Back –To-Basics Student Information Sessions: Information related to graduation requirements, internships, programs and services available to Soc & CJ Students. |
“Motivation Mondays” (speakers from various CJ & Soc Agencies and private firms communicate and motivate students).

Our Department has an internship program that has enabled our students to gain field experience and secure employment with various federal, state, local government and private agencies. Among the federal agencies in which our students have secured employment include the U.S. Federal Marshal, the U.S. Forestry Service, the U.S. Department of Internal Revenue Service, and the U.S. State Department. Our Department ranks number one among HBCU’s in the recruitment and placement of students for the U.S. Marshals Centralized Student Career Experience Program.

FAMU ranks second only to John Jay University, which has placed more students in the CSCEP (Centralized Student Career Experience Program – U.S. Marshals) than any College or University in this program.

100% of FAMU’s Criminal Justice students entering the Federal Law Enforcement Training Academy have successfully completed and passed all components of the program (since 1996).

FAMU has the distinction of having the first and only (former) CSCEP participant to be selected as member of the U.S. Marshals Special Operations Team (an elite Federal Law Enforcement SWAT TEAM). (2003-2004)

The Department initiated and developed a formal Memorandum of Agreement with the Florida Department of Corrections (DOC) to facilitate faculty and student research, student internship placements, program review and evaluations, etc. (2005)

The Department initiated and developed a revised Memorandum of Agreement (MOA) with the Florida Department of Corrections to facilitate the Governor’s Ready To Work Initiative. (2008-2009)

The FAMU Criminal Justice program incorporated Juvenile Justice as an
area of academic emphasis in the mid 1990’s. The Department has educated and trained over four thousand students to serve as mentors within the public school system, and communities across the State of Florida. And, many of the graduates who focused studies on Juvenile Justice have found employment in correctional facilities, schools and governmental agencies where they continue to serve the at-risk and problem youth populations.

Q. Please provide me with any additional information you think may be helpful, including your thought process to make sure we are headed in the right direction.

The American Sociological Association Research and Development Department’s survey (2008) of recent grades found sociology graduates employed in a variety of fields including social services/counseling, social science –research, management, and teaching. The Bureau of Labor Statistics reports, “Overall employment of sociologists and political scientists is expected to grow 21 percent from 2008 to 2018, much faster than the average for all occupations. Sociologists will experience much faster than average job growth because the incorporation of sociology into research in other fields continues to increase. Sociologists possess broad training and education in analytical, methodological, conceptual, and quantitative and qualitative analysis and research, so their skills can be applied to many different occupations. As a result, many workers with sociology backgrounds will find work in niche areas with specialized titles, such as market analyst, research assistant, writer, and policy analyst . . .Demand for sociologists also will stem from growth in the number of social, political, and business associations and organizations, including many nonprofit organizations, to conduct various evaluations and statistical work.”

Student with a degree in Criminal Justice can work in a variety of fields including but not limited to: corrections, juvenile justice, probation & parole, victim advocacy, and counseling. The Bureau of Labor Statistics reports, “Employment of probation officers and correctional treatment specialists is projected to grow faster than average for all occupations
Employment of probation officers and correctional treatment specialists is projected to grow about 19 percent between 2008 and 2018, faster than the average for all occupations. Mandatory sentencing guidelines calling for longer sentences and reduced parole for inmates have resulted in a large increase in the prison population. However, mandatory sentencing guidelines are being reconsidered in many States because of budgetary constraints, court decisions, and doubts about the guidelines' effectiveness. Instead, there may be more emphasis in many States on rehabilitation and alternate forms of punishment, such as probation, that will spur demand for probation and parole officers and correctional treatment specialists. Additionally, there will be a need for parole officers to supervise the large number of currently incarcerated people when they are released from prison. In addition to openings due to growth, many openings will be created by replacement needs, especially openings due to the large number of these workers who are expected to retire. This occupation is not attractive to some potential entrants due to relatively low earnings, heavy workloads, and high stress. For these reasons, job opportunities are expected to be excellent.”

The Department of Sociology and Criminal Justice is uniquely situated to meet the continuing needs of the state by producing African-American graduates with the requisite skills to meet the workforce needs of the State of Florida.