

SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN CRIMINAL JUSTICE (225)

2019-20 Degree Program Evaluation

The information required to complete this annual evaluation process mirrors the information required by OSRHE Policy on Academic Program Review. Specifically, it covers the following Vitality of the Program items: (1) Program Objectives and Goals, (2) Quality Indicators, (3) Minimum Productivity Indicators, and (4) Other Quantitative Measures (for additional information see OSRHE Policy 3.7.5.B.1-4).

1. Program Objectives and Goals

Associate in Science in Criminal Justice Degree Program Outcomes

Outcomes for Transfer Degree Programs

- Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state and professional institutions of higher learning granting professional and baccalaureate degrees in Oklahoma.
- Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

Outcomes Specific to Associate in Science in Criminal Justice

- Outcome 3: Students will demonstrate knowledge, skills, and values consistent with the science and application of criminal justice.
- Outcome 4: Students will display the knowledge, skills and values consistent with curriculum developed for criminal justice.

2. Quality Indicators

Course Embedded Assessment for Social Sciences:

Results from the CEA for the year shown above in the table at the top were up significantly compared to the 2018-2019 year. Current results are similar to the outstanding results prior to last year's (2018-2019) decline. The Social Sciences Division goal for years was 70% minimum for post-tests. The Assessment Committee adopted a campus-wide standard in 2018 of 60% minimum for post-tests or 30% growth range from the pre-test scores to the post-test scores. Based upon this standard every category for 2019-2020 exceeded the campus-wide standard and all but two categories exceeded the Social Sciences Division standard for post-tests.

Student Feedback on Instruction:

We still need to improve completion rates for this survey.

Instructors had a mean score this year was 4.6 out of 5 for all rated questions, which was a slip from last year's mean score of 4.7 out of 5. Nonetheless, this year's score is still higher than the 4.52 of 2017-2018 and the 4.46 of 2016-2017. Students continue to give positive scores for instructor encouragement of students (4.5 out of 5—same as last year), concern for student success (4.5 out of 5—down from 4.6), and instructors creating an environment of respect, inclusion, and tolerance in the classroom (4.6 out of 5—down from 4.7).

Responses for online classes seemed down. For online instructors, the mean score was 4.5 out of 5 for all rated questions, which is up from last year's score of 4.41. All the average scores this year are still positive. My goal was to track specific issues over five years to see if any patterns emerged, but it seems like many of the questions have been updated or modified making this difficult.

Graduate Exit Survey: 2019-20 year analysis can be found in the General Education Evaluation on page 24. Very positive numbers given by students rating academics, faculty, and their overall satisfaction with SSC.

ETS Proficiency Test:

The ETS test is given to students who have earned at least 45 credit hours and thus many of the students may have had their basic courses. 126 students took this test in the fall semester. This test provides information for both Seminole State College students and the national database. Over the last two years students seem to have met the minimum acceptable threshold established by the Assessment of Student Learning Committee.

Other Quality Indicators: N/A

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2019-20	Summer 2019	17	0
	Fall 2019	65	5
	Spring 2020	45	2

Does the degree program meet the minimum OSRHE standards for productivity this year?

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): Yes

Comments/Analysis:

The short-term goal for the program is to increase the number of graduates to at least 10 students per year. The number of graduates is slightly higher than the lowest point reached during a downward trend that ended in 2016-2017. In 2016-17 only 5 students graduated. In 2017-2018 the number was 7 graduates, in 2019-2019 there were 8 graduates and this year it dropped back down to 7 graduates. The number of declared majors keeps fluctuating up and down. In 2016-17 the number of declared majors was 97 and in 2017-2018 it went up to 101. In 2018-2019, the number of majors went down to 89 students. This year the number climbed to 127 students.

Low Productivity Justification:

The decline in this major in recent years is perhaps related to the recent negative perception of the Criminal Justice system in the U.S. We anticipate that this might contribute to a decline in students seeking a career in law enforcement at the local, state, and federal levels. However, the number of students involved with the programs seems to be increasing. I would attribute this to the recruitment efforts of Professor Sam Rivera. Hopefully, with the increased student enrollment we will result in higher numbers of students graduating. It is apparent that the program has stabilized in recent years and begun to reverse the significant declines of just a few years ago.

4. Other Quantitative Measures

Number of Sections Taught and Enrollment for Each Course in Major Field of Degree Program

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Ave. Class Size	Total Credit Hours Generated
CJ	1103	Introduction to Criminology	2	37	19	111
CJ	1123	Introduction to Criminal Justice Systems	1	21	21	63
CJ	1143	Introduction to Law Enforcement	1	10	10	30
CJ	2203	Rules of Evidence	1	14	14	42
CJ	2243	Fundamentals of Criminal Investigations (not offered this period)	1	11	11	33

Credit Hours Generated in Major Field Courses of Degree Program By Level (from table above)

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2019-20	204	75

Note: Credit Hours Generated columns represent the student credit hours generated by all the major field courses of the degree program for the given academic year. The hours do not represent the number of student credit hours generated only by those students declaring this major.

Direct Instructional Costs

Academic Year	Instructional Costs*	Costs Shown By Division or Program?
2019-20	\$560,175.00*	\$560,175.00*

*When cost data are not available by degree program, use total division budget for instructional costs for each degree program.

Credit Hours Generated by Courses in Major Field That Are Part of General Education Requirements in Other Degree Programs

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
na	na	na	na

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Sam Rivera	Criminal Justice	M.S.	University of Oklahoma

Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
NA	NA	NA	NA

5. Recommendations and Other Relevant Items: Describe recommendations, new developments or initiatives pertaining to degree program.

We are in the third year of the division’s effort to increase declared majors and graduates in the Criminal Justice program. The program continues to update recruitment information for distribution at career fairs and high schools in the college’s five county service area. The instructor/mentor has been actively recruiting students at the local high schools as well as law enforcement personnel who need to maintain certification through additional coursework.

We have seen some improvements in our efforts to identify and create a relationship with students in the program in an effort to encourage retention. However, this still needs some major changes. We have a large number of students claiming to be CJ majors but continue to have difficulty filling all CJ classes. We suspect that first year new students are declaring CJ as their major, however, whoever is advising them they are not following the course rotation schedule on the Degree Program Plan and Checklist. This may need to be resolved by holding a workshop for all advisors so that we can all get on the same page.

We have worked on course rotation and course availability in order to help students complete the program in a timely fashion. We would strongly recommend that students who declare this major be encouraged by advisors to meet with the program mentor and director directly to ensure students are taking the courses they need when they are offered.

In the spring 2020 semester, Ethics in Criminal Justice debuted as a new elective for Criminal Justice majors as well as Sociology emphasis majors. The hope is to attract more students to the program by offering this elective. This course will bring the total of Criminal Justice courses offered at SSC to ten.

Initiatives we would like to pursue at this time include the following:

1. Work with the SSC Media Relations to proceed with the development of the “Spotlight Career” advertisement ideas we began working on last year, but with little assistance or attention from that area. This would highlight Criminal Justice career opportunities and pay to help recruit students to our program.
2. Promote and establish an online version of the Criminal Justice degree program in order to reach more potential students. We would like to begin formulating standards and policies to guide this process and create a way to have two separate formats of the Criminal Justice program. For example, a unique online format that encourages the growth of the online program that would run continuously in perhaps a four session rotation year round that would not interfere or impede the on campus version of the same degree program. So, a student who enrolls in the online Criminal Justice program must take all of their courses online, however,

those who enroll in the standard campus format must take both online and face-to-face courses. We are suggesting this in order to not disrupt and see face-to-face classes decline in enrollment. In addition, the college's current policy does not allow for faculty to teach only online courses.

3. We would also like to modify the Degree Program in order to increase the number of Major Field Requirement courses. Currently there are five major courses required. We would like to raise this number to either six or seven major courses required. The additional required courses would come from the Criminal Justice courses currently listed as Major Field Electives and Support. At least two of these courses are typically required by four year schools and students matriculating usually have to take them at their transfer institution.

It is my recommendation that this program be allowed to continue to develop and grow.