

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

**Program Review Summary**

**October 1, 2012**

Description of the program’s connection to the institutional mission and goals:

The SSC mission empowers all students for academic success, personal development, and lifelong learning. The goals of the Criminal Justice program promote these qualities by providing education and training that can be utilized throughout their career. Not only are high academic standards expected, but this program prepares students for career long personal development and continuing education that the Criminal Justice field requires. The employment opportunities in the Criminal Justice field require employees to earn continuing education hours to stay current on laws, proper field practices, and new techniques needed for this profession. Each student becomes familiar with these requirements and through the institutions mission, students develop the skills and drive to want to strive for lifelong learning and academic success in the classroom as well as in their career field.

**3.7.5 Process (Internal/External Review): Self-review by academic division**

**A. Centrality of the Program to the Institution’s Mission:**

According to the U.S. Bureau of Labor Statistics, the most common career choices for Criminal Justice majors occur in the projections shown below. The SSC Criminal Justice program prepares highly educated students that can enter most of the careers listed with the completion of their degree. As students near graduation, they are highly encouraged to transfer to a college or university to complete their bachelor degree to increase their knowledge in the field and increase their salary potential. The SSC mission states we should empower students’ personal development and lifelong learning. This belief is carried over to the students seeking continual improvement in the Criminal Justice field. Criminal Justice professionals practice continual improvement through the many hours of required continuing education and training.

Employment projections data for police and detectives, 2010-20

Occupational Title	Employment, 2010	Projected Employment 2020	Change	2010-20
<b>Police and Detectives—</b>	794,300	853,100	7	58,700
Detectives and Criminal Investigators	119,400	122,900	3	3,500
Fish and Game Wardens	7,600	7,900	5	400
Police and Sheriff’s Patrol Officers	663,900	718,500	8	54,600
<b>Transit and Railroad Police</b>	3,600	3,800	6	200

Employment projections data for probation officers and correctional treatment specialists, 2010-20

Occupational Title	Employment 2010	Projected Employment 2020	Change	2010-20
Probation Officers and Correctional Correctional Treatment Specialists	93,200	110,400	18	17,100

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state baccalaureate institutions of higher learning in Oklahoma.

Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

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.

B.2 Quality Indicators (including Higher Learning Commission issues):

**Course Embedded Assessment Results**

2008-2009 Course-Embedded Assessment results

Total # of Students completing Assessment: 80

Total # of Students who scored correctly on both Outcomes on the Pre/Post Tests listed below:

Pre-Test	Post-Test
16	38

2009-2010 Course-Embedded Assessment results

Total # of Students completing Assessment: 106

Total # of Students who scored correctly on both Outcomes on the Pre/Post Tests listed below:

Pre-Test	Post-Test
53	89

2011-2012 Course-Embedded Assessment results

Total # of Students completing Assessment: 87

Total # of Students who scored correctly on both Outcomes on the Pre/Post Tests listed below:

Pre-Test	Post-Test
43	70

The pre-test and post-test option has been the most practical for course-embedded assessment in this program because these courses are highly content driven with seven different courses involved. Students have shown significant improvement in pre-test scores and post-test scores that correspond with the degree program outcome for Criminal Justice. Students taking more than one of the seven offered Criminal Justice courses tend to learn the numerous current and

historical aspects of the Criminal Justice system and do better on pre tests than students taking their first Criminal Justice course.

**CAAP Test (ACT Collegiate Assessment of Academic Proficiency)**

SSC students are meeting or slightly exceeding the national average in writing skills and reading comprehension. SSC students are slightly lower than the national average in math and science. Criminal justice careers incorporate all four areas depending on the career path taken. For example, forensic scientists utilize a tremendous amount of math and science knowledge. Police officer use math in recreating auto accidents and all criminal justice career fields write reports used in court as evidence.

**CCSSE Survey (Community College Survey of Student Engagement)**

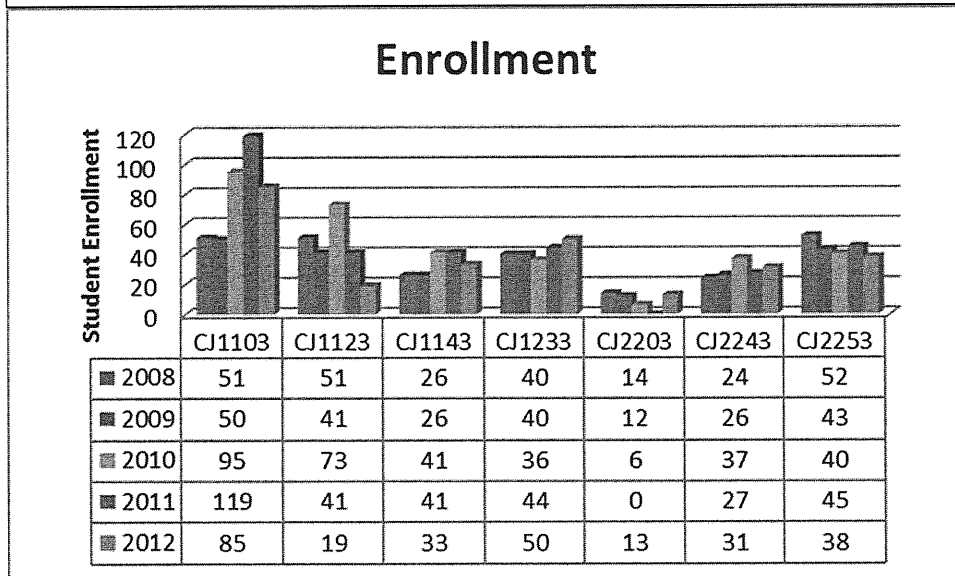
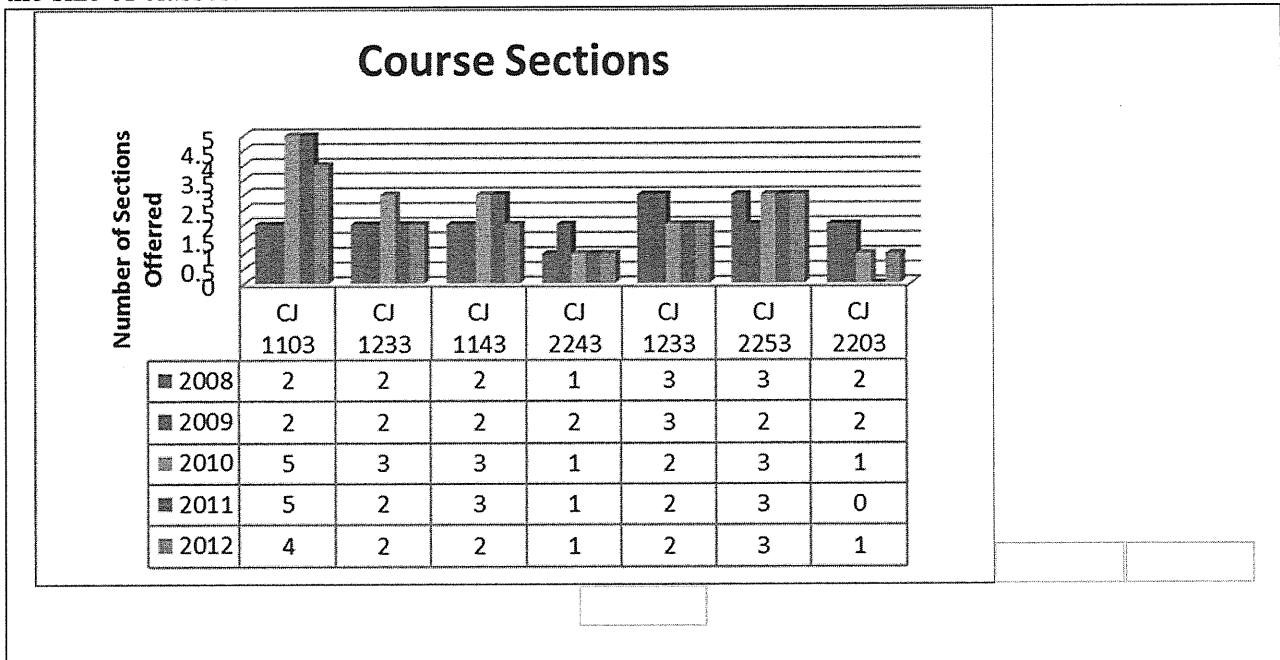
According to the CCSSE, a large percentage of students had good interaction with an instructor discussing grades but a low percent discussing career plans with an instructor. Students have low contact with other students outside the classroom or off campus. The lowest student responses center on working or collaborating with other students and having educational involvement in the community. A majority of students attending SSC live off campus in the surrounding five county service area. As a commuter college, students leave the campus after their classes are over and do not return until the next day they have classes. Not living on campus brings down the pool of students that get together after classes or get involved in the local community. Student learning communities were low mostly due to being a commuter school.

**B.3. Minimum Productivity Indicators:**

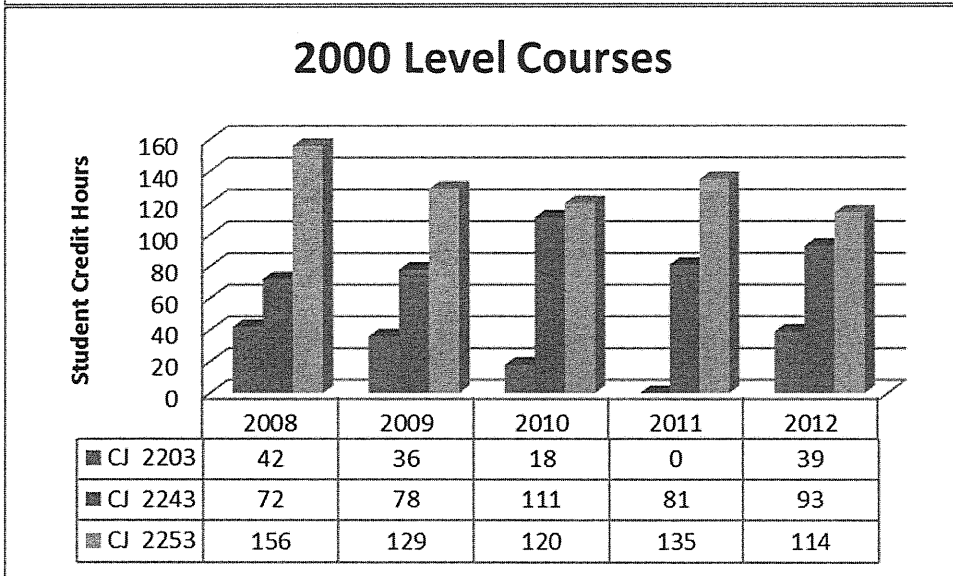
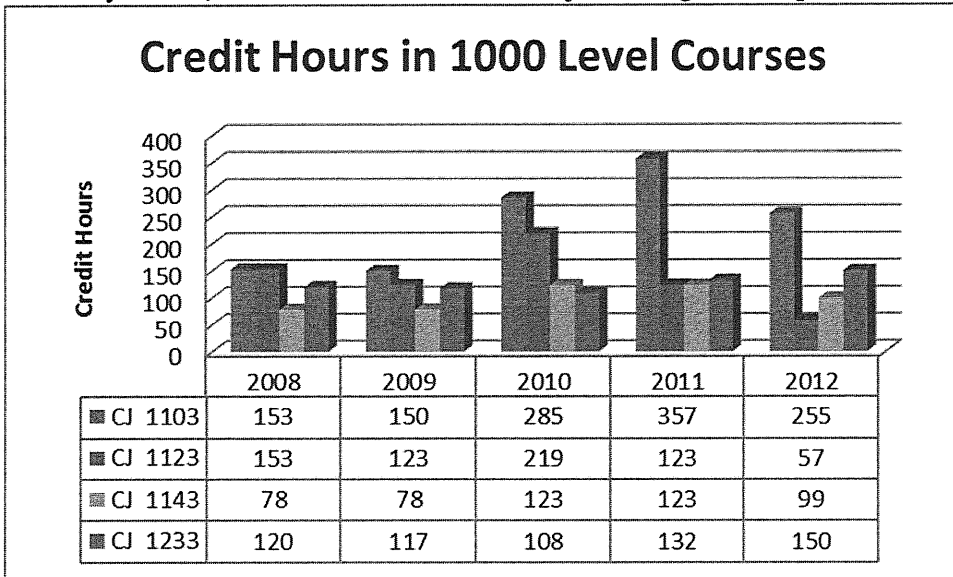
Time Frame (e.g.: 5 year span)	Head Count	Graduates
	Declared Majors	
Spring 2008	52	07-08 18
Fall 2008	60	08-09 12
Spring 2009	62	09-10 17
Fall 2009	94	10-11 18
Spring 2010	77	11-12 7
Fall 2010	75	
Spring 2011	59	
Fall 2011	57	

**B.4. Other Quantitative Measures:**

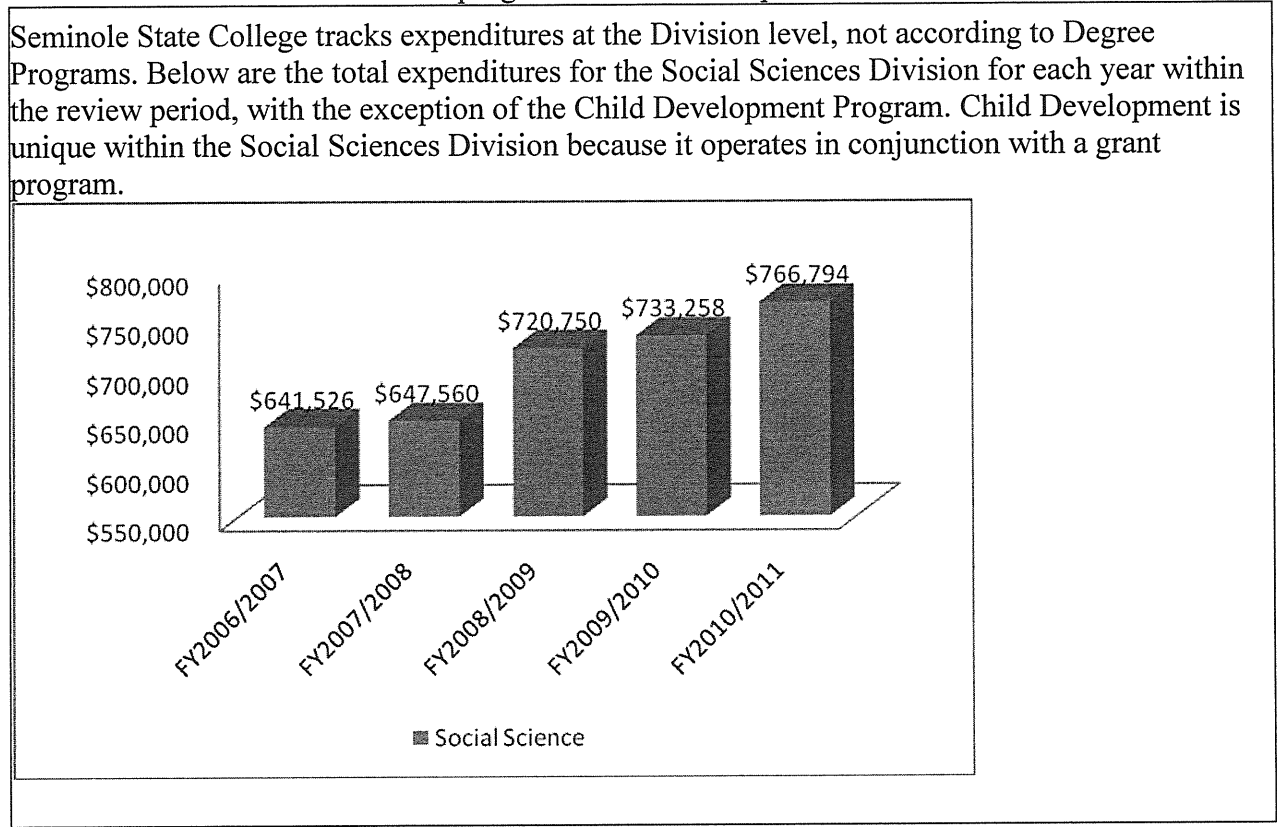
**a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:**



b. Student credit hours by level generated in all major courses that make up the degree program for five years: 4,227 total credit hours in major during review period.



**c. Direct instructional costs for the program for the review period:**



**d. The number of credits and credit hours generated in the program that supports the general education component and other major programs including certificates:**

Most students taking criminal justice courses as electives take the Introduction courses plus the sophomore level course Fundamentals of Criminal Investigation.

**e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:**

Faculty	Credential	Institution that granted degree
Bill Knowles	AA	Seminole Junior College 1991
	BA	University of Oklahoma 1993
	MCJA	Oklahoma City University 1994
	M Ed	East Central University 2008

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Information requested is not available at this time.

g. If available, information about the success of students from this program who have transferred to another institution:

Information requested is not available at this time.

**B.6. Effective Use of Resources:**

The institution plans to continue to devote institutional resources, human, physical, and financial to enhance instruction and to maintain effective operations of the institution. Efforts are ongoing to routinely upgrade computers, servers and software. Emphasis is being placed on technology in the classroom, development of online courses, and on colloquial programs and in-house seminars for faculty on the use of technology in academic courses. Systematically, computerized multimedia projection equipment is installed in classrooms to foster the use of instructional technology. The College maintains a list of technology-based equipment requests used to prioritize updates of older instructional technology as funding becomes available. To support the addition of instructional technology, Seminole State College dedicates allocations from its E & G budget, capital outlay funds, and appropriate federal grants.

**Institutional Program Recommendations:** (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Increase enrollment of Criminal Justice majors by 20% from the Fall of 2011 total of 57.	Coordinate through media relations information pertaining to Criminal Justice courses and majors. Inform the public as well as coordinate with a information relayed by area high school recruiters pertaining to Criminal Justice courses and majors. Stress employment statistics and the number of employment positions in the job market for this specific major.	Fall 2013

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	Assistance with program publicity.	Utilizing college recruiters to promote program.	Funding for advertising in local media.
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/  
Program Head Marta Osby  
(Signature)

Date 12-18-12

Dean S. Min  
(Signature)

Date 12-18-12