

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

2020-21 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

**Combined Course Embedded Assessment Results For 2020-21
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	10%	73%	61%
General Education Outcome 2	18%	78%	60%
General Education Outcome 3	40%	75%	35%
General Education Outcome 4	16%	78%	60%
Specific Outcomes for AS Criminal Justice	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	39%	74%	35%
Degree Program Outcome 4	21%	71%	50%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2020		Fall 2020		Spring 2021	
2020-21	Total Students	16	100%	58	100%	41	100%
	Black	0	0%	4	7%	3	7%
	Indian	4	25%	16	27%	10	24%
	Asian	0	0%	0	0%	0	0%
	Hispanic	3	19%	4	7%	4	10%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	9	56%	34	59%	24	59%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2020	Fall 2020	Spring 2021
2020-21	Male	5	21	14
	Female	11	37	27

Student Feedback on Instruction:

We did see improvements with regard to percentages of survey completion by class and instructor over the previous year, however, there is still plenty of room for improvement in completion rates.

The instructor had a mean score of 4.8 out of 5 for all rated questions, which is higher than any other program in the division over the last couple of years. Students gave positive scores for instructor encouragement of students (4.9 out of 5), concern for student success (4.7 out of 5), and instructors creating an environment of respect, inclusion, and tolerance in the classroom (4.8 out of 5).

For the online instructor, the mean score was 4.4 out of 5 (**88%**) for all rated questions. The online instructor rated 4.6 out of 5 for treating students fairly and respectfully. In the area of routinely providing student grades on exams, assignments and participation in Brightspace, the result was a rating of 4.5 out of 5 (**90%**). Regarding the question of whether or not it was easy to submit assignments and/or take assessments on Brightspace, the result was a rating 4.8 out of 5 (**96%**). The goal is to track

these specific issues over five year to see if any patterns emerge. Overall, these are positive results!

Graduate Exit Survey: 2020-21 year not available.

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. Approximately 200 students take this test in the fall semester. This test provides information for both Seminole State College students and the national database.

Effecting Teaching and Effective Learning Environment Quality Indicators:

SSC students are performing slightly below the national mean in all areas tested. For the Social Sciences program the results from the Critical Thinking, Reading, Writing, and Social Sciences exams show that our students are just below the national mean by only **0.3 points**. This comes within the minimum acceptable threshold of no more than 2.0 points established by the Assessment of Student Learning Committee in 2018.

Other Quality Indicators: None Available.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2020-21	Summer 2020	16	0
	Fall 2020	58	3
	Spring 2021	41	8

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 has increased each of the last three years (reversing a downward trend). In 2016-17 only 5 students graduated. Last year the number was 7 graduates. However, this year there are 11 graduates – a **57% increase!** The number of declared majors keeps fluctuating up and down. By 2019-20, the number of declared majors was 127. However, for this cycle, there was a slight downtick and we dropped to 115.

Low Productivity Justification:

Despite some positive results in this field, there may be several reasons for the decline in this major. For example, the recent negative perception of the Criminal Justice system in the U.S. has contributed to the decline in students seeking a career in law enforcement at the local, state, and federal levels. Additionally, the COVID-19 pandemic has had a negative impact on college recruitment, enrollment and retention throughout the U.S.

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	24	12	72
CJ	1123	Introduction to Criminal Justice Systems	1	29	29	87
CJ	1143	Introduction to Law Enforcement	1	19	19	57
CJ	2203	Rules of Evidence	1	19	19	57
CJ	2243	Fundamentals of Criminal Investigations	1	20	20	60

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
2020-21	216	117

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?
2020-21	\$535,470*	\$535,470*

*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 fourth year of the division’s effort to increase declared majors and graduates in the Criminal Justice program. Since 2017, the instructor has pursued various recruitment, enrollment and retention efforts including personal contact and distribution of program materials at career fairs, high schools and other events in the college’s five county service area. In addition, the instructor/mentor has been actively recruiting at law enforcement agencies to reach personnel who need to maintain certification through additional coursework. Other initiatives that were launched were the “Spotlight Career” virtual flyer and promotional video for the Criminal Justice program.

We have seen some improvements in our efforts to identify and create a relationship with students in the program encourage retention. Evidence of improvement is that we are offering five Criminal Justice courses a semester in both the fall and spring semesters and they have been making—we have not had to cancel a course for low enrollment. Recently, the Criminal Justice degree requirements has increased with the addition of Adult Corrections and Juvenile Justice courses. This was important due to meeting the requirements of neighboring institutions after SSC Criminal Justice students graduate. Course rotations have been listed in suggested order to help students complete the program in a timely fashion.

Ethics in Criminal Justice was launched in 2019 - a new elective for Criminal Justice majors as well as Sociology emphasis majors. This course has a total of Criminal Justice courses offered at SSC to ten. Lastly, the Criminal Justice degree program is available 100% online effective Fall 2021!

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