

ACADEMIC AFFAIRS
Mission Statement, Program Outcomes, and Assessment
For Associate Degree in Criminal Justice

Mission Statement:

To provide education for citizens of Orangeburg and Calhoun Counties and surrounding areas who enter our program so that upon graduation they will possess the skills, knowledge, and characteristics necessary to function in this contemporary and evolving society that is strongly focused on trade and industry and to assist students in the transition from the academic arena to a world of professionalism for which they have been prepared through their course of study in Criminal Justice.

Program Outcomes:

Criminal Justice

Graduates with a degree in Paralegal Studies should be able to demonstrate knowledge and skills in the following areas:

A. Perform Public Relations	CRJ 101, CRJ 110, CRJ 222, CRJ 224, CRJ 250, SOC 101
B. Use Judgment / Make Decisions	CRJ 110, CRJ 130, CRJ 222, CRJ 224, CRJ 230, CRJ 236, CRJ 240, CRJ 246, CRJ 250, LEG 121, PSC 201, PSC 215
C. Develop Basic Theory / Skill of Police Patrol	CRJ 101, CRJ 102, CRJ 110, CRJ 120, CRJ 125, CRJ 130, CRJ 145, CRJ 202, CRJ 210, CRJ 220, CRJ 224, CRJ 230, CRJ 236, CRJ 238, CRJ 240, CRJ 244, CRJ 246, CRJ 250, ENG 101, ENG 155, ENG 165, LEG 121, PSC 201, PSC 215, SPC 205
D. Develop Investigative Skills	CRJ 110, CRJ 120, CRJ 202, CRJ 222, CRJ 230, CRJ 236, CRJ 250
E. Work with Courts (Civil, General Sessions, Family, Magistrate, Federal)	CRJ 101, CRJ 110, CRJ 120, CRJ 210, CRJ 236, CRJ 242, CRJ 244, CRJ 250
F. Knowledge of Corrections and/or Detention Facilities	CRJ 101, CRJ 240, CRJ 242, CRJ 244, CRJ 250

G. Knowledge of Juveniles Procedures	CRJ 101, CRJ 120, CRJ 145, CRJ 210, CRJ 220, CRJ 250
H. Knowledge of Probation and Parole	CRJ 101, CRJ 244, CRJ 250, LEG 231
I. Basic Police Patrol	CRJ 101, CRJ 110, CRJ 130, CRJ 230, CRJ 236, CRJ 250
J. Develop Concept of Security Officer's Role	CRJ 102, CRJ 238
K. Develop Concept of Victim's Assistance	CRJ 101, CRJ 220, CRJ 250, LEG 231
L. Demonstrate Communication Skills	CRJ 110, CRJ 125, CRJ 130, CRJ 224, CRJ 230, CRJ 250, CPT 170, ENG 101, ENG 155, ENG 165, OST 105, SOC 101, SPC 205
M. Exhibit Professionalism	CRJ 222, CRJ 250, LEG 121, SOC 101
N. Technology	CRJ 130, CRJ 202, CRJ 230, CRJ 250, OST 105, CPT 170
O. Basic	CRJ 220, CRJ 224, ENG 101, ENG 155, ENG 165, LEG 121, MAT 170, SOC 101, SPC 205,

Assessment Methods:

Direct Student Learning Outcomes

This program does not have a capstone course; however, the Criminal Justice instructor and the Dean for Human and Public Service are working on an exam that will be administered to students when they first enter the program and again during their last semester assess the student's overall understanding and abilities to perform the major competencies in the program. The students will have to take the exam before the Program Coordinator and Dean will sign off on their graduation packets. Students graduating in Criminal Justice will validate their academic knowledge and skills by scoring a grade of "C" or better on the exam.

Indirect Student Learning Outcomes

The Program faculty review the following indirect measures of student and program success yearly, or as needed, to ensure program viability: grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (52%), 2003 (36%), and 2004 (59%).

Job Placement

OCtech Benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the part three years, job placement has been: 2001 (64%), 2002 (69.23%), and 2003 (81.8%)

Graduation Rates

OCtech Benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program. Over the past three years, graduation rates have been: 2001-2002 (7.61%), 2002-2003 (10.26%), and 2003-2004 (13.19%).

Internal Measures of Success

Direct measures of soft skills and academic/program foundation skills:

- 80% of the graduating students will demonstrate significant improvement with regards to their knowledge and skills in the Criminal Justice competencies by comparison of their grade on the CRJ exam when they first enter the program and when the exam is administered during their last semester.
- 90% of graduating students will achieve a grade of “C” or better on the exam upon existing the program.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reinstigate an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Maintain or improve retention over the FY03-04 Benchmark.
- Incorporate 100% of validated DACUM competencies into Paralegal Studies course outlines with demonstrated student performances.

Review Process and Use of Results:

Criminal Justice is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum’s own advisory committee. DACUMS are usually conducted every four years to ensure currency with the last DACUM occurring February 2004. In between each DACUM the program faculty performs the following internal processes yearly as part of the strategic planning and review process.

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student performances in the capstone course against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean and the Curriculum Committee to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?

Changes have been made within the Criminal Justice program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

Criminal Justice Actions

Our lead Criminal Justice instructor is incorporating more report writing into the upper-level courses in the Criminal Justice curriculum.

Benchmark #1 Plan of Action: Program faculty will emphasize the increased earning potential for students with an Associate Degree in Criminal Justice.

All instructors in the Criminal Justice curriculum will continue to emphasize the importance of academic success so as many students as possible will have an opportunity to participate in an internship to gain hands-on experience which will definitely be a plus when

they begin looking for employment. The instructors will also advise students accurately about the consequences of withdrawing from and dropping classes and emphasize the importance of taking education seriously to avoid academic probation.

Students who are in need of academic assistance will be referred to the appropriate academic support services.

Benchmark #2 Plan of Action: Program faculty will communicate with more agencies to establish good rapport in an attempt to provide students with internship opportunities. Because students in the CRJ have the opportunity to articulate with four-year institutions, students having difficulty getting employment will be encouraged to explore continuing their education.

Benchmark #3 Plan of Action: Students in need of academic assistance will be referred to the appropriate academic support services.