Criminal Justice Program Review

As per your request on May 15, 2002:

A. Learning Outcomes/Objectives:

1. Identify and describe the three components of the Criminal Justice system and explain their interaction.

2. Demonstrate and apply knowledge of the complexity of maintaining law and order in a free and open society, within the guidelines of the U.S. Constitution.

3. Demonstrate knowledge of principles related to criminology, law, corrections, and policing.

4. Demonstrate an awareness of ethics as it applies to the field of criminal justice.

5. Demonstrate sensitivity to multicultural issues pertaining to criminal justice.

B. Major Findings and Action Plan that pertain to student learning and assessment:

Major Findings

I. Curriculum

1. Prior to this review, there were no assessment methods or instruments used in the program to measure students’ attainment of the desired learning outcomes. After careful consideration by the committee members, it was determined that a multiple-choice examination would be the best instrument to assess the student learning outcomes established by the CJ faculty. It was also determined that in order to administer the examination effectively, it would be necessary to create a one credit capstone course for all students who have completed the CJ course requirements. This is especially important in light of no other CJ courses having pre or co-requisite requirements.
**Recommendations**

**I. Curriculum**

1. A multiple-choice examination used to measure student learning outcomes in the CJ program will be created by the CJ faculty. In consultation with Institutional Research, the exam will be tested for content validity and reliability prior to or during the pilot. In an effort to administer the examination and to fairly apply the assessment measure, a one-credit capstone course will also be proposed in fall 2002 to the college Curriculum Committee. Upon approval, it will be offered in fall, 2003. The assessment examination will be piloted in the capstone course in fall, 2003. See Appendix E for sample questions.

**C. Assessment Measure:**

The measurement of the students’ attainment of the desired learning outcomes will be accomplished with a 25 question, multiple choice examination. The questions are designed to assess each of the five learning objectives that have been identified.

A one-credit (15 hours) capstone course will be proposed for students who have completed their Criminal Justice course requirements. Its purpose is to integrate the student learning outcomes of the CJ program. This will be accomplished by administering the cumulative assessment examination (see appendix E). In addition, the capstone course will be used to identify career and job opportunities related to the field of criminal justice (goal #2).

2.
I. Introduction: Program Description, History and Mission

1. Describe the nature of the program

Criminal justice is an A.S. degree program designed to provide students with instruction in all areas of law enforcement. This is accomplished through the offering of education in both core criminal justice courses and in the liberal arts and sciences. The ultimate goal of the program is to produce an education that is well suited to prepare students to meet the requirements of four-year colleges and universities and to facilitate transfer to those institutions. In addition, it is intended to prepare them for entry into the various fields of law enforcement such as police, courts, corrections, and the federal agencies.

The program’s faculty is staffed with five full-time educators, all of whom possess advanced degree’s in either Criminal Justice or Law and all of whom are retired law enforcement professionals. The adjunct faculty consists of professional law and law enforcement personnel currently associated with the local criminal justice system, all of whom possess advanced academic and/or professional degrees.

Program admission is somewhat selective in that it requires incoming full-time students to possess a minimum high school average of 75, and continuing students to have a 2.5 GPA upon completion of 12 credit hours. Incoming students must also attain a grade of C+ in Freshman English and Introduction to Criminal Justice.

The program consists of core criminal justice courses, social science, humanities and math and science electives. The required credit distribution breaks down as follows:

- Criminal Justice: 24 credits
- English: 6 credits
- Social Science: 12 credits
- Mathematics: 3-4 credits
- Science: 4 credits
- Humanities: 3 credits
- Computer Information Systems/Computer Science: 4 credits
- Communications: 3 credits
- Restricted Electives: 3 credits
- Freshman Seminar: 1.5 credits
- Physical Education: 2 credits

Total: 64.5-66.5 credits

The program continues to evolve with greater emphasis being placed on changing contemporary C.J. issues, advanced forensics and the application of computer technology.
1. Moreover, the program is one of the three largest within the college, with enrollment figures suggesting an interest in employment with federal, state, and local police/law enforcement agencies (see appendix A) on full-time enrollment.

2. Provide a brief history of the program

The Criminal Justice program began in the fall of 1965. It began as a part-time program only and was designed primarily for in-service students. In-service students were categorized as those serving in various law-enforcement positions. By the fall of 1966, the Police Science Program offered a full-time course of instruction for the first time. The department was entitled the “Department of Police Science”, chaired by R. Martin, and possessed two full-time and two adjunct instructors. It is significant that the two full-time instructors did not possess any academic degrees.

The curriculum offered an A.A.S degree in Police Science. The program offered the following courses:

- Police Science 1&2; Criminal Law 1&2; Criminal Investigation 1&2, for the first two semesters of study;
- Police Administration 1; Ballistics and Firearms and Traffic Problems and Control, for the third semester;
- Police Administration 2; First Aid; Juvenile Offenders; and Police Supervision (police organization and patrol problems) in the final semester. These courses were prefixed: PD.

In 1968, the following courses were added: Evidence and Case Presentation, Civil Rights/Human Relations, and Criminalistics. In 1973, the Ballistics and Firearms course material was added to the Criminalistics course.

In the fall of 1969, the degree program changed to an A.A.S. in Criminal Justice. The curriculum remained unchanged until the fall of 1973, when a new course was added: Contemporary Problems in Law Enforcement. At that time the PD prefix was dropped, the new CJ prefix was added, and the First Aid course was discontinued.

The college began the operation of its Western Campus in the fall of 1974 when total enrollment reached 14,000 full and part-time students. The Eastern Campus began operation in 1977. In 1977, the Criminal Justice faculty proposed a corrections option for the Criminal Justice program, which began in 1978. The option, however, never fully met enrollment expectations and the department discontinued it in 1982.
2. In 1982, the department discontinued requiring the students take two supervisory courses: CJ51 (Criminal Justice Supervision) and CJ81 (Administration and Criminal Justice Personnel Management). Both courses were ultimately discontinued after 1990 due to lack of enrollment.

The Police Administration Program, which began in 1989, is open exclusively to Suffolk County Police Academy recruits. Previously, the college offered credit for police academy training (in Suffolk and elsewhere) based upon the State University of New York’s Guide to Educational Programs in non-Collegiate Organizations. This program formalized such training with a certificate from SCCC and an option for participants to complete an Associate’s Degree program. Prior to this, students who were graduates of “recognized entry level law enforcement programs” were granted college credit for the following courses: Introduction to Criminal Justice, Police Operations, and Introduction to Corrections (for correction officers). The college continues to award credit in these areas for non-police administration students.

In 2000 the Associate in Science degree program in Criminal Justice began. This third change in program curricula, although still offering entry level options in law enforcement and related careers, was designed primarily as a transfer option to the four-year colleges and universities. New courses, “Introduction to Private Security,” “Computer Crime,” and “Introduction to Organized Crime,” were added as electives in the latest curriculum revision.

3. Develop a mission statement for the program or review and revise, if necessary, the existing mission statement.

The Criminal Justice A.S. degree program is designed to provide students with a challenging course of study that is consistent with the academic expectations of four-year colleges and universities and with the rigorous requirements of today’s job market in the field of law enforcement. At the same time, it has sufficient flexibility to allow students to tailor the curriculum to fit their needs and to achieve their career objectives. The program is cognizant of the demographics of the United States and is therefore designed to enable the students to understand and appreciate diversity, especially as it relates to the functioning of the criminal justice system. The significance of ethical behavior and the appropriate use of discretion and judgment are emphasized across the curricula.

4. Demonstrate how the program mission advances the college mission

The college mission of providing students with the opportunity to realize their highest potential for individual human development is complemented by the Criminal Justice program, which provides students with a challenging course of study. The emphasis in the Criminal Justice program on ethics and diversity also furthers the college mission of
having students come to an understanding of themselves, their society, and their physical world.

5. Summarize the main findings from the previous program review

The preceding Criminal Justice Program Review, conducted in 1992, contained five sections with the main findings listed at the end of each section. A summarization of those findings is as follows:

Section 1 – Goals and Objectives

1) A survey of students indicated that criminal justice students frequently seek career opportunities outside law enforcement and often pursue formal education beyond the two-year level. The Criminal Justice Department must therefore reevaluate the definition and scope of its present curriculum leading to the terminal A.A.S. degree.

Section 2 – Curriculum

2) Effort should be made to ensure that Criminal Justice majors take the introductory course (CJ 11) in their first semester.

3) The sequence of courses, fall and spring, should be clarified in the college catalog and by faculty advisement.

4) CJ 51 (Criminal Justice Administration) and CJ 81 (Criminal Justice Personnel Management) should be deleted from the college catalog.

5) The offering of a course in Private Security should be considered.

6) The course “Topics in Criminal Justice” should be defined as a Criminal Justice restricted elective.

7) CI 21 (Software Applications) should be an option under Math/Science Electives.

8) Foreign language should be an option under Restricted Electives.

9) The catalog description of CJ 55 (Human Relations and Criminal Justice) should be revised to reflect the course’s commitment to issues of ethics and cultural diversity.

10) EG 13 (Introduction to Literature) should be the second English requirement.
4.

11) The following courses should be acceptable as social science courses: CJ11 (Introduction to C.J.), CJ 35 (Criminal Procedure Law), CJ 41 (Introduction to Corrections), CJ 55 (Human Relations and Criminal justice), and CJ 75 (Juvenile Justice).

12) The feasibility of an A.S. degree program in criminal justice should be considered.

Section 3 – Students

13) Students should be encouraged to pursue internships in public service.

14) Faculty should be encouraged to give at least one assignment involving group or individual visits to a criminal justice facility.

15) Criminal Justice classrooms are in poor condition and should therefore be refurbished.

16) There should be a coordination of course offerings on the three campuses.

17) To meet student interest in computer literacy and foreign language, it is recommended that CI 21 (Software Applications) and SP20-21 (Basic Conversational Spanish) be added to the list of Restricted Electives.

Section 4- Resources

18) It is recommended that the college provide the following additional equipment for the Criminal Justice Program: a) fingerprint cabinet, b) life-size mannequin, c) video camera, d) computer.

19) Supplies and copying capability should be more accessible.

20) It is recommended that the library staff work closely with the criminal justice faculty to:

   a- determine adequacy of book & periodical collection to meet needs of the program
   b- develop library-based course assignments to improve library literacy
   c- prepare a handout on Criminal Justice library resources
   d- identify additional media that may be needed to support the program
Section 5 – Staffing

21) Recommend smaller class sizes than the current 33 to one ratio.

22) It would be advantageous to hire the next full-time Criminal Justice faculty member from an agency outside the New York City area.

6. **Describe the implementation of recommendations from the previous review. Where recommendations were not implemented, explain why.**

The numbers followed by the explanations in this section correspond to the numbers followed by the recommendations in the previous section five entitled “Summary of Main Findings.”

1. The Criminal Justice Department reevaluated its A.A.S curriculum and determined that it was no longer adequate to meet the overall needs of its student body. Beginning September 2000, the A.A.S. was eliminated for incoming students and an A.S. Degree Program in Criminal Justice was established.

2. Efforts to ensure that Criminal Justice majors take CJ 11 (Introduction to Criminal Justice) in their first semester have been made. All advisors have been apprised of the importance of emphasizing that it should be taken in the first semester and it is listed as a first semester course in the college catalog. However, the Department decided against designating it a prerequisite because, although it is helpful, the successful completion of other criminal justice courses does not depend on taking CJ 11. We therefore did not want to preclude students in other disciplines from enrolling in any of the criminal justice courses that were of particular interest to them.

3) In the past, Criminal Justice courses were offered either in the fall or spring semesters. Presently, all required courses are offered in both semesters, making it unnecessary to indicate the sequence of offerings.

4) CJ 51 (Criminal Justice Administration) and CJ 81 (Criminal Justice Personnel Management) have been deleted from the college catalog.

5) A Private Security course was first offered at the college in the spring of 2000. It is now a permanent addition to the Criminal Justice curriculum.

6) “Special Topics” courses have been defined as electives rather than required courses.

7) CI 21 (Software Applications) or CM 11 (Introduction to Computing) became a requirement in the fall of 2000 under the new A.S. program. Subsequently, the two
courses have been combined into CS 11 (Application Software Using MS Office 2000) and remains a required course.

8) Foreign language is an option under the Humanities Elective requirement rather than the Restricted Elective requirement as proposed in the last review.

9) The catalog description of CJ 55 (Human Relations and Criminal Justice) has not been revised to reflect the course’s commitment to issues of ethics and cultural diversity. However, we did revise the descriptions of the introductory course (CJ 11), Policing (CJ 15), Corrections (CJ 41), and Private Security (CJ 45) to emphasize the importance of these issues. The Department feels confident that ethics and cultural diversity are adequately addressed throughout the curriculum.

10) EG 13 (Introduction to Literature) is the second English requirement in our program.

11) No criminal justice courses are accepted as social science courses. This issue can only be addressed at a higher level in the University system.

12) The CJ Department, after careful consideration, decided to implement the A.S. program and eliminate the A.A.S. program in September of 2000.

13) Students have been encouraged to pursue internships and many have been placed in public service positions through a program conducted by the Political Science Department. In June of 2001, the CJ Department began an independent study program that places students with a local law enforcement agency. The plans are for this program to evolve into a permanent CJ internship program.

14) Student assignments requiring visits to criminal justice facilities are not feasible because most students work and have schedule conflicts outside of class. Most visits would have to be made individually or in small groups thereby creating a burden and a nuisance to the staff of the agency concerned.

15) The Criminal Justice classrooms have been refurbished and are adequate for teaching purposes.

16) There has not yet been coordination of course offerings on the three campuses because each campus is responsible for its own program. There is no one person accountable for a college-wide Criminal Justice program.

17) CI 21 (Software Applications), which is now CS 11, has become a required course under the 2001 revised curriculum and basic conversational Spanish has been added to the list of Humanities electives.
18) The CJ Department has been provided with a fingerprint cabinet and all instructors have access to computers. We have not been provided with a life-size mannequin or a video camera because they are no longer necessary under our A.S. program. We have become academically oriented as opposed to the more technical approach prevalent under the A.A.S. program.

19) We now have full access to necessary supplies and copying capability.

20) There is an excellent working relationship between the library staff and the CJ faculty. The book and periodical collection is more than adequate to meet the needs of the program and the faculty is notified whenever additional resources are obtained. Library based course assignments are given but the decision to assign them is left up to the discretion of individual instructors.

21) Most colleges would prefer smaller class sizes than a 33-to-one ratio but we must address economic realities. This recommendation is not feasible at this time.

22) The CJ Department modified its position concerning the hiring of a new instructor. It feels that hiring a faculty member from outside the New York City area is not as important as hiring a highly experienced, well-rounded individual with a strong academic background. Therefore, this recommendation was not and will not necessarily be implemented.

II. Program Goals and Objectives

1. Delineate the basic goals of the program and evaluate their appropriateness and attainability.

The original goals of the program were vague. They were inappropriate for our mission and their attainability was problematic. As a result, updating or modifying the goals could not be accomplished effectively.

2. Identify any program goals that have been updated or changed since the last program review.

New goals that reflect the current nationwide concept of a broad liberal arts education and are intended to meet the specific needs of our criminal justice students have been established. They are listed below in step #6.
3. Explain how the program goals promote the mission of the program.

The goals promote the mission of the program by providing our students with a challenging course of study consistent with the academic expectations of four-year colleges and universities and with the rigorous requirements of today’s job market in the field of law enforcement.

4. List the program’s objectives. “Objectives” are defined here and throughout this document as desired learning outcomes, i.e. what students are expected to know and/or be able to do upon completing the program. Be sure that the outcomes are specific and measurable.

The program’s objectives from the last review in 1992 were as follows:

A – To provide a college level experience of high quality designed to enrich the lives of all of our criminal justice students and to permit them to develop both personally and professionally to the full limit of their potential.

B – To prepare all of our students, both pre-service and in-service, so they will be able to discharge their present or future professional duties in criminal justice with credit to themselves and satisfaction to their agency and to the people of the community.

C – To serve the community by providing a substantial number of well prepared, highly qualified criminal justice agency personnel.

5. Research appropriate external sources, such as relevant professional organizations, other educational institutions, program advisory boards and pertinent professional literature to consider additional goals and/or outcomes that could be incorporated into the program.

To assist us in considering additional goals and/or outcomes that could be incorporated into the program, we have consulted with the following external sources:

- Criminal Justice Educators Association of New York State
- Academy of Criminal Justice Sciences
- Criminal Justice Department, Molloy College
- Criminal Justice Department, Onondaga Community College

See Appendix B
6. Revise of program’s goals and/or objectives as needed.

The new goals and objectives for the Criminal Justice Program are as follows:

Goals:

Upon completion of the Criminal Justice program, students will:

1. Be prepared to transfer to a four-year institution with a broad liberal arts education and a strong foundation in Criminal Justice course work.

2. Acquire knowledge of the career and job opportunities related to the field of criminal justice.

Learning Outcomes/Objectives:

2. Identify and describe the three components of the Criminal Justice system and explain their interaction.

2. Demonstrate and apply knowledge of the complexity of maintaining law and order in a free and open society, within the guidelines of the U.S. Constitution.

3. Demonstrate knowledge of principles related to criminology, law, corrections, and policing.

4. Demonstrate an awareness of ethics as it applies to the field of criminal justice.

5. Demonstrate sensitivity to multicultural issues pertaining to criminal justice.

III. Curriculum

A. Curriculum/Assessment

1. Outline those actions regularly undertaken by program faculty to insure that the curriculum is current. Explain what curriculum revisions have taken place since the last program review. What was the rationale for those changes?

Criminal Justice faculty members participate in professional associations from throughout the country, including the “Academy of Criminal Justice Sciences,” “The Criminal Justice Educators Association of New York State,” and the “American Society of Criminology.” Regular attendance at conferences sponsored by these organizations provides a forum for 10.
an exchange of information that ensures the currentness of the Criminal Justice curriculum.

The revisions that have taken place since the last program review and the rational for the changes can be found in section one, numbers five and six.

2. Discuss any planned revisions of the curriculum. What is the rationale for the changes under consideration?

a. Expand the number of elective courses available to our students. Prior to revising the curriculum in 2000, there were no electives to choose from in Criminal Justice. Subsequent to the revision, four courses were made electives. In 2001, a fifth course was offered and we are currently in the process of adding a sixth. Our intention is to make several additional elective courses available so students have the opportunity to tailor their program in alignment with their personal interests.

b. Develop an internship program. Presently, our students seeking internships do so through the Political Science Department. We have an Independent Study Program that places students in law enforcement positions but it is on a limited basis and doesn’t meet student demand. We feel it would be advantageous to expand the program on a permanent basis so as to facilitate closer ties between the academic environment and the workplace.

c. Develop a multi-discipline course. We feel that a course involving the practical application of law enforcement and the theoretical application of a second discipline would be of significant interest to both students and faculty. The disciplines currently under consideration for participation in a multi-discipline course are Psychology and Philosophy.

d. Develop a Criminal Justice honors course. There are many intelligent students who would greatly benefit from a course more challenging than what is now offered within the CJ program. Such a course or courses would be attractive to those students and, in general, would enhance the academic reputation of the discipline.

e. Create a capstone course. This course is necessary to administer the program assessment instruments in a fair and effective manner.

3. Indicate how the curriculum provides organized sequential learning experiences.

“Introduction to Criminal Justice” (CJ11) is always highly recommended as the initial course to take for Criminal Justice majors. It is the one course that has any significant effect on other courses in the program. However, the curriculum does not provide
organized sequential learning experiences because the remaining CJ courses can be given independently of each other. They can be given in any sequence without a negative impact. The introductory course is recommended as a prerequisite rather than mandated so as not to preclude students in other disciplines from taking criminal justice courses. There is a college-wide interest in studies such as forensic science, investigations, organized crime, etc. Prerequisites would eliminate these areas of interest for many students.

4. **Indicate how the program satisfies the SUNY general education course requirements specifying which courses meet which requirements.**

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<tr>
<th>SUNY Requirements</th>
<th>Criminal Justice Requirements</th>
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<tr>
<td>Natural Science</td>
<td>Lab Science</td>
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<tr>
<td>Social Science</td>
<td>Psychology (PC 11)</td>
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<tr>
<td>American History</td>
<td>American History (HS 33 or 34)</td>
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<tr>
<td>Other World Civilizations</td>
<td>Restricted Elective</td>
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<tr>
<td>Humanities</td>
<td>Introduction to Literature (EG 13)</td>
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<td>Basic Communication</td>
<td>Interpersonal Communication (CO 12)</td>
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<td>The Arts</td>
<td>Humanities elective</td>
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<td>Foreign Language</td>
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<td>Western Civilization</td>
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Mathematics - Students must complete MA 23 or MA 61 or higher to fulfill the SUNY general education requirement. Although our students are not mandated to take any specific mathematics courses, it is highly recommended by the college catalog and by advisors that they take MA 23 to meet that requirement.

Western Civilization, the Arts, and Foreign Language are not required by the Criminal Justice Program. However, the Humanities elective in the Criminal Justice program may meet the Arts or Foreign Language requirement for SUNY general education.

In summary, students in the program must take five courses that fulfill the general education requirements. There is the possibility that eight of their courses will fulfill those requirements if students follow the recommendations of their advisors when choosing their Mathematics, Restricted, and Humanities Electives.
5. Compare this curriculum with similar curricula at a few other two-year colleges.

A.S. Programs:

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As shown above, the Suffolk program compares favorably with other community colleges. There are only minor differences in the SUNY general education requirements. There is a significant difference in C.J. credit requirements between Suffolk and Onondaga Community College but the difference is offset by Onondaga’s general elective requirement. Overall, the programs are very similar.

6. State whether the program has an advisory board. If not, explain. If the program does have a board, how often does it meet? What changes, if any, have resulted from advisory board input?

Our program has an advisory board consisting of seven members. They include two educators, a police officer, a federal agent, a private investigator, an attorney and a police commissioner. The board tries to meet at least once a year.

Board members were instrumental in determining that an ethics course was not appropriate for our program at the time it was considered. They also assisted us in determining that private security and computer crime courses would be appropriate based on employment demands.
7. Describe the instructional and learning activities embodied in the curriculum designed to produce the program’s outcomes.

In addition to the traditional examinations and term papers, there are also field exercises, computer research projects, film and video presentations, guest lectures, and role-plays embodied in the curriculum for the purpose of producing the program’s outcomes. For example, during a field exercise, a mock crime scene might be established. Two students would be asked to assume the role of police officers and directed to handle the crime scene based on what they learned in class. The instructor and other students would observe and evaluate the actions taken.

8. Identify the assessment methods or instruments used in the program to measure students’ attainment of the desired learning outcomes.

The measurement of the students’ attainment of the desired learning outcomes will be accomplished with a 25 question, multiple choice examination. The questions are designed to assess each of the five learning objectives that have been identified.

A one-credit (15 hours) capstone course will be proposed for students who have completed their Criminal Justice course requirements. Its purpose is to integrate the student learning outcomes of the CJ program. This will be accomplished by administering the cumulative assessment examination (see appendix E). In addition, the capstone course will be used to identify career and job opportunities related to the field of criminal justice (goal #2).

9. Explain the criteria or scoring rubric used in applying the assessment measures.

The CJ program is developing an objective multiple-choice test as its primary assessment measure. As part of the development process this instrument will be subjected to recommended evaluation for reliability and validity.

Reliability refers to the consistency or reproducibility of test results. When assessed statistically, reliability will indicate the degree to which the CJ assessment tool/instrument consistently measures the knowledge base CJ students have attained through the CJ program. The reliability of an objective measure of student performance, such as the one the committee is developing, should be evaluated in terms of internal consistency (inner-item reliability), which conceptualizes each item as a “mini-test,” and correlates performance on each item with every other item. Using this method, development of the instrument will continue until a reliability (r or alpha) of .90 or better, as is recommended, has been established.

In addition, the content validity of the CJ objective measure will be evaluated in order to establish the extent to which the items measure some aspect of the CJ learning outcomes/objectives. This will assure that the CJ instrument measures the full range and
variety of the aspects of the CJ learning outcomes/objectives (domain sampling). It will also assure that the CJ instrument can distinguish among the various items and their dimensions to ensure that students receive ratings on all of the appropriate dimensions. Using this method development of the instrument will continue, until a minimum validity coefficient of .81 (indicating 90% overlap between the items and the content area domains) is established to ensure adequate domain sampling and measurement among the respected domains.

10. Describe the procedures in place for using the results of the assessment process to bring about programmatic changes.

As discussed in preceding question #9, the results of the multiple-choice test should reliably measure the knowledge base attained by CJ students through the CJ program. When a deviation, not consistent with acceptable results, is observed programmatic changes will be developed and implemented by the C.J. faculty.

B. Program Courses

1. Discuss any new courses, revisions to existing courses, or elimination of courses that have occurred since the last review.

As previously mentioned in section one, step six, entitled “Implementation of Recommendations from Previous Review,” the following additions and deletions of courses have occurred since the last review:

Additions

CJ 45 (Introduction to Private Security) - The field of private security employs a greater number of personnel and is expanding at a much faster rate than that of public sector security. This has caused a strong need for qualified candidates for this type of employment.

CJ 90 (Computer Crime) – Computer crime is proliferating at an alarming rate and has resulted in an enormous need for law enforcement personnel trained to combat it. All students anticipating a career in criminal justice should have some familiarity with computer crime.

Independent Study Program – Some qualified students are given the opportunity to work and study in positions as Code Enforcement Officers for the village of Port Jefferson, New York. This provides practical experience for students, which is an important component of any criminal justice program.
Deletions

CJ 51 (Criminal Justice Administration) and CJ 81 (Criminal Justice Personnel Management) were deleted due to lack of interest by the students.

2. List any changes in course prerequisites since the last review. Have the prerequisites or co-requisites in the major courses in the program been recently reviewed to determine need? Can any prerequisite or co-requisite be added, deleted or changed to “recommended?”

There are no course prerequisites in the Criminal Justice Program and there have been no changes since the 1992 review. During our program revision in 2000, full-time Criminal Justice faculty discussed whether or not prerequisites would enhance the quality of the program but concluded that they were not necessary and would adversely affect enrollment.

The capstone course that we have proposed will require prerequisites due to the nature of the course.

3. Indicate how often are program’s course syllabi updated? What is the date of the most recent revisions to the current syllabi?

There is no specific timetable for the course syllabi to be updated. Instructors use their own discretion in deciding when it is necessary. Updating usually occurs when the instructor changes the textbook he or she uses or when a new edition of the textbook is published. However, all Academic Chairs must review the syllabi submitted each semester for appropriateness and currency.

The most recent revision to the current syllabi took place prior to the commencement of the spring, 2002 semester.

4. Are the objectives for all major courses in the program written in behavioral terms and measurable? Are course objectives consistent with program objectives? Have assessment instruments been developed? Give examples of such instruments. Provide examples of how assessment results have been used to produce course revisions.

Some objectives for the major courses are written in behavioral terms and measurable and some do not meet that standard. In the past, the Criminal Justice Department did not address assessments or assessment outcomes. However, this is no longer the case. We have
begun to revise some of our course objectives and to reevaluate the others. All revisions will be undertaken in a manner that lends itself to measurement.

The program objectives were vague. Therefore, many of our course objectives are not consistent with the program objectives. Also, course assessment measures have not been developed to meet course learning outcomes.

As we revise our course objectives, we will make certain that they are consistent with program learning outcomes/objectives. Simultaneously, we will consider assessment measures that are capable of indicating when learning outcomes are being met.

C. Instructional Methodologies and Modalities

1. List any innovative instructional methodologies that have been implemented in the program since the last review.

One innovative instructional methodology, which has been implemented in the program since the last review, involves the use of videotape presentations to test the student’s ability to analyze and communicate on a professional level. The topics the tape addresses include theories of law, policing, juvenile justice, corrections, and ethics. The student is required, after viewing videotape in class, to immediately analyze, interpret, and prepare a written report concerning the material presented in the tape. This necessitates that the student utilizes an extemporaneous approach that is often required in the criminal justice system. The ability to analyze, interpret, and evaluate under time constraints is a required skill in policing, courts, and corrections.

A second instructional methodology, which has been recently incorporated into the program, is the use of field exercises. These include exercises involving surveillance, mock criminal trials, and evidence gathering. The exercises are designed to enable the student to perform operational tasks based upon material presented in the curriculum.

An innovation utilized in several law classes involves the presentation of material from prominent criminal court cases. A district attorney who was involved in the case would be presented as a guest lecturer. This enables the students to engage in dialogue concerning case strategies and the nuances of the court system.

2. Cite some examples of how faculty in the program have integrated technology into instruction.

The faculty is integrating technology into instruction in several ways. One method is to assign students Internet exercises, which involve researching a topic by becoming aware of
various criminal justice websites. Students are also introduced to the latest technology concerning the collection and analysis of evidence. When possible they are provided the opportunity to use some of this technology in a laboratory setting.

Faculty has also attended seminars concerning the utilization of the “smart cart.” Due to fiscal restrictions this technology is not readily accessible on all three campuses but it is in use in most classrooms and is considered by faculty to be a valuable resource.

3. List any courses in the program that are currently being offered in a distance education format. If program faculty do not believe this format is applicable to their program, explain why. Indicate any assessment that has been done of the distance education format in comparison to the traditional instructional format.

The Criminal Justice program does not currently offer any courses in a distance education format. The program is offered at all three campuses and a significant majority of our students are both young and not employed full time, negating a sense of urgency regarding distance education. Criminal Justice faculty, however, are currently evaluating the need and feasibility of distance education courses. One possible consideration for this format would be offering special topics or other courses only taught on one campus. This process of evaluation is ongoing to insure we will be able to offer all our students a quality program. To further determine the need for distance education we will address this issue in our student surveys.

D. Transferability/Employment

1. Indicate whether the program has any articulation or joint admissions agreements in place with other colleges and universities. If so, which institutions? How specific are those agreements? When was the last time those agreements were reviewed or updated?

The Criminal Justice Program has articulation agreements in place with the State University at Albany, Long Island University, and Saint John’s University. There is also a joint admission agreement with the State University at Brockport.

The articulation agreements are very specific. Suffolk Community College students who follow a program as outlined in the agreements will be awarded full transfer-credit and have the opportunity to complete the bachelor’s degree program in four additional semesters of full-time study or the equivalent. The joint admission agreement with Brockport is less specific. It recommends courses that correspond as closely as possible to the courses recommended to Brockport students in their first two years of attendance. It does not, however, ensure a seamless transfer.
All of the agreements date back prior to 1995, which is well before the implementation of our new A.S. program. Therefore, all articulations must be updated. In addition we feel that it is very important to increase the number of articulation agreements with other colleges and universities that are of interest to our students.

2. **In the case of AA and AS programs, discuss the transferability of courses in the program. Have there been any problems with transfer of any of the courses?**

Our AS program has not been in effect long enough to determine whether or not there are problems with transferability. However, the new program was designed to meet SUNY requirements and is fully transferable to other SUNY institutions. It is therefore anticipated that there will be no significant problems with the transfer of courses to private institutions.

3. **In the case of A.A.S. programs, note the results of recent surveys of employers and graduates regarding the success of program graduates in the workplace.**

The AAS program was terminated with the implementation of the current program in September, 2000.

**IV. Students**

1. **Review the findings of current and former student surveys for relevant information regarding student profiles, educational and career goals, and satisfaction with instructional and non-instructional college services and facilities.**

Surveys have been sent out to current and former students but the information will not be accessible prior to the due date of this report. This question will be addressed in an addendum.

2. **Describe program enrollment trends (full-time & part-time) since the last review and compare them to the college in general and to similar SUNY programs.**

Due to the revision of the program from an A.A.S. to an A.S. in 2000, we only have a two-year track record with which to work. The enrollment numbers for the full and part-time students in the old A.A.S. program fluctuated throughout the last 10 years. The total number of students enrolled in the C.J. program was as high as 886 in 1993 and as low as 548 in 1994. In 2000, the year of the changeover to the A.S curriculum, the number of students in the program fell to 163 but in 2001, it jumped to 434. There are indications that it will continue to climb in 2002 based on early registration for the summer and fall semesters.
The total number of students in other college-wide programs also fluctuated throughout the last 10 years. Similar to Criminal Justice, most of the numbers increased in 2001 with signs of continued improvement in 2002.

Comparisons with the total number of students (full-time and part-time) in other Suffolk Community College programs indicate that the Criminal Justice Program is doing very well. Over the last four years, enrollment is up 9.5% while some of the other large programs have had decreases or only minor increases in enrollment. The statistics are as follows:

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>% since 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>577</td>
<td>579</td>
<td>554</td>
<td>632</td>
<td>9.5%</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>447</td>
<td>441</td>
<td>423</td>
<td>334</td>
<td>-25.2%</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>1,003</td>
<td>974</td>
<td>906</td>
<td>928</td>
<td>-7.48%</td>
</tr>
<tr>
<td>Social Science</td>
<td>354</td>
<td>380</td>
<td>421</td>
<td>490</td>
<td>38.4%</td>
</tr>
<tr>
<td>General Studies</td>
<td>8,961</td>
<td>9,093</td>
<td>8,760</td>
<td>9,176</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Enrollment in our Criminal Justice Program is also doing well in comparison to other SUNY programs. Rockland Community College had a decline of 38% in their CJ enrollment, going from 210 students in 1996 to 58 students in 2000.

3. **Report graduation rates since the last program review. How are graduation rates for the program related to student profiles, admissions criteria, etc.? Compare graduation rates to those of similar programs at the college. Identify factors that contribute to or impede successful completion of the program.**

The graduation rates for the CJ program and several similar programs since the last review are as follows:

<table>
<thead>
<tr>
<th></th>
<th>C.J.</th>
<th>Bus.Adm.</th>
<th>Early Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992 –</td>
<td>13.8%</td>
<td>23%</td>
<td>21.9%</td>
</tr>
<tr>
<td>1993 –</td>
<td>16.1%</td>
<td>21.3%</td>
<td>21.1%</td>
</tr>
<tr>
<td>1994 –</td>
<td>16.8%</td>
<td>29.4%</td>
<td>11.3%</td>
</tr>
<tr>
<td>1995 –</td>
<td>23.2%</td>
<td>28%</td>
<td>30.4%</td>
</tr>
<tr>
<td>1996 –</td>
<td>21.5%</td>
<td>20.2%</td>
<td>35.8%</td>
</tr>
<tr>
<td>1997 –</td>
<td>22.7%</td>
<td>25.1%</td>
<td>31.3%</td>
</tr>
<tr>
<td>1998 –</td>
<td>23.5%</td>
<td>17.2%</td>
<td>28.2%</td>
</tr>
<tr>
<td>1999 –</td>
<td>23.1%</td>
<td>21.2%</td>
<td>22.8%</td>
</tr>
<tr>
<td>2000 -</td>
<td>22.0%</td>
<td>18.5%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

See appendix C.
On average, the C.J. graduation rates are a little lower than the rates of some of the other programs. This may be directly related to the student profiles. Most students enroll in Criminal Justice because they plan to enter the field of law enforcement. Unlike many other careers, law enforcement offers numerous positions that do not require any type of degree. Therefore, as soon as many of the students become eligible for a position, they leave the college without completing the required coursework for graduation.

Another factor that impedes successful completion of the program is that there are quite a few four-year institutions in the vicinity of the SCCC campuses. Many students will finish a semester only a few credits short of the graduation requirement and opt to attend a senior college rather than complete their course work at Suffolk.

Finally, a strong economy, which Long Island has experienced in the past few years, will impede the completion of the program because many of our students choose full time work over a college education. Those who try to do both, often experience poor grades which also hinders program completion.

4. **Report and analyze the retention and attrition rates for the program since its last review.**

The graduation and persistence statistics of first-time full-time criminal justice students are available up to the year 2000. They can be found in Appendix D. The percentage of students graduating fluctuated from 1992 to 1995. From 1996 to 2000, the rate dropped significantly. The primary reason for this is likely to be that students are taking longer than two years to graduate. If you look at the percentage of students still attending the college, you will find that the rate from 1996 on has also gone up significantly, supporting the theory that it is taking most students more than two years to graduate.

There may be another reason contributing to the reduction in the graduation rate subsequent to 1995. In 1998 the graduation rate was only 7.8%. This was primarily due to the fact that many students (24%) were still attending classes beyond two years. However, the percentage of students no longer attending the college in 1998 increased to 67%, the highest level since the 1992 review. This may be the result of the fact that the American economy was booming during the 1990s and it was just about at the top of the economic cycle in 1998. Jobs were abundant and both citizens and governments were prospering. Many prospective students, likely to be interested in community colleges, were instead choosing employment positions. Hopefully, as the economy moves in its downward cycle, enrollment, persistence, and graduation will move in the opposite direction.
5. **How are students made aware of joint admissions and/or articulation/unified programs of study agreements with respect to this program? What percentage of students takes advantage of these agreements?**

Students are made aware of joint admission agreements when they first receive their admissions applications, which contain information relevant to this topic. Articulation and unified programs of study agreements with respect to the program are detailed in the college catalogue as well as in View books which are sent to all high school counselors.

7. **Examine the current demand for program graduates and the 5-year outlook. Evaluate employment availability, salaries, diversification within the field requiring special skills, etc.**

This is a question that perhaps should be answered by the school’s counseling staff who are conversant with these matters and counsel students on current jobs and job placement.

However, to give the reader a sense of the current job market in U.S. criminal justice system (police/courts/corrections) employment it would be safe to say that there are approximately two million job positions in police/courts/corrections (with police alone accounting for approximately 800,000 jobs). As this area is so diverse and perhaps fragmented it is very difficult to accurately assess each of the myriad of categories of positions in the system. The U.S. Labor Department’s Bureau of Labor Statistics issues the annual Occupational Outlook Handbook that is a comprehensive review of the employment picture in the U.S. by significant occupation. It contains a plethora of information on each occupation regarding such issues as Nature of Work; Working Conditions; Employment; Training; Other Qualifications and Advancement; Job Outlook; Earnings; Related Occupations; and Sources of Additional Information.

8. **Report program target goals for admissions. Examine trends in application submitted for the program. Are they up or down? How has the applicant pool changed relative to previous years? Describe any special marketing strategies that have been found successful. What new marketing strategies are needed?**

There are no target goals for admissions in Criminal Justice. The college’s Board of Directors has indicated that they would like to see a four-percent increase in admissions each year but the increase is not specific to any one department.

Applications for acceptance into the CJ Department have risen in the past few years. They are up again from last year but actual acceptances are slightly (8 acceptances) lower. According to the Director of Admissions, this may be due to the fact that students haven’t completed the application process and, eventually, the acceptances will probably be higher than last year.
The applicant pool has not changed from previous years and there are no marketing strategies that have been found to be more successful than others. Word-of-mouth seems to work well in attracting students to the CJ Program and as long as the Program continues to be perceived in a positive light, there is no need for a new marketing strategy.

9. **Describe the current advisement system in place for the program. Has it proven to be satisfactory? Discuss any recommended changes in the advisement system.**

Each student in the criminal justice program is assigned to one of the full time C.J. faculty members for advisement. Students visit their advisors as necessary prior to enrolling in classes.

All regular faculty schedule office hours and students are encouraged to visit them for advisement during these periods. Also, students seek advisement of professors before, during and after class and often call or e-mail professors for specific advisement.

The advisement system has been satisfactory based on an informal survey of students and faculty members and there are no recommended changes at this time.

V. Resources

1. **Review data provided by the library on availability, relevance, and quality of collections.**

Books

The initial criminal justice program review, completed in the spring 1992 semester, selected the Library of Congress classmarks for the discipline to measure the book collection. After discussion, the library faculty decided to retain the original classmarks and added one more to more fully describe materials related to criminal justice:

- HV 6001-HV 9960 - Criminology
- KF 9201-KF 9795 - Criminal Law
- KFN 6094-KFN 6199 - New York State Law
- KF 9001-KF 9999 - Criminal Procedure

Access to the book, as well as the media and periodical collections, is available through SCORE, the libraries' on-line catalog. The three libraries have a combined book collection in criminal justice as defined by the selected classmarks of 3,048 titles which is a slight increase over the total number reflected in the 1992 book analysis. College-wide, the
criminal justice books represent just under 2% of the total library collections which is identical to the 1992 report. For the purposes of this report, enrollment data for both the newer 211 and older 312 curricula for the period under study are analyzed to better reflect the criminal justice student population. When both curricula are totaled and viewed as a percentage of campus enrollment, the criminal justice program represents 3.6% of total headcount at East, 3.1% West and 2.7% at Ammerman. Enrollment in this program relative to total enrollment college-wide in 2000-2001 averages 3.1%, indicating a less than proportionate relationship between the size of the program to the size of the library book collection that supports it (<2%).

The median publication dates of the books are studied to determine the relative age of the collection in the program under study. Since 1992, the median age of the collection has improved overall, however, the Ammerman collection is still the most dated with the median age of the book collections at 1978. The median ages of the book collections at the East and West Campus Libraries are 1985 and 1981 respectively. Unfortunately, an aging book collection is a matter of concern for all program areas as reflected in similar results in other discipline program reviews. Nonetheless, the three libraries together did add 327 titles to their book collections to support the criminal justice curriculum in the last three years representing 2.8% of the total number of books added during the time period. (See Appendix F)

Since the last program review, the SCCC libraries can more accurately measure book circulation in subject areas using classmarks through the use of automated systems. The circulation rate of criminal justice materials as a percentage of total book circulation is 2.7% at Ammerman, 3.9% at East and 4.0% at West. Since the matriculated students in criminal justice represent a range of 2.7% to 3.6% of the total enrollment at each of the campuses, the circulation of books appears to be proportionate if it is criminal justice students who borrow them. Crime, criminals, policing, etc. are subjects of general interest, and students in other programs or courses may borrow criminal justice books finding the subject matter a topic of interest.

Periodicals

The number of criminal justice related titles in the print periodical collection college-wide is fourteen (14) the same number available in 1992. Only eight of these titles are active subscriptions, and the majority of active subscriptions are available at the Ammerman campus. Two titles, FBI Law Enforcement Bulletin and The Police Chief, are current subscriptions and are held at all three campuses. These titles together represent less than 2% of the total periodical collection college-wide. No new titles have been added in this discipline in recent years. The list of periodical titles with the holdings and campus locations are included in Appendix G.

Circulation figures are available for periodicals, and they indicate a higher utilization than reported in 1992. College-wide, 72 periodicals circulated in all the three campus libraries in 2000-2001, representing on average only 2% of the total periodical circulation for that 24.
Several reasons may be influencing the use of print periodicals: 1) the titles are not relevant to student and faculty needs, 2) assignments requiring the use of periodicals include publications in related social science disciplines and/or 3) students and faculty are using online resources.

**Online Resources**

Since the last criminal justice program review in 1992, the largest expansion in library resources in all program areas has been the acquisition of online resources. Available through the libraries' home page, databases have become powerful tools to access and retrieve through full-text capability a wide variety of information sources in criminal justice. There are different search options ranging from simple to advanced within the individual databases, and each search option allows students an interactive capability to refine and revise search strategies. These resources range from popular news reporting databases, such as *SIRS Knowledge Source*, to indexes of scholarly research publications such as *First Search*, to highly specialized legal and criminal justice services such as the *National Criminal Justice Reference Service*. A new addition, *Science Direct*, offers expanded full-text coverage in the area of forensics. An outline of these resources with notes analyzing subject coverage and full-text capabilities appears in Appendix H. These online resources are available to students who have access to the Internet at home and/or at work through the use of proxy server technology. Although the libraries can measure how many times a database is searched, detailed information about the usage of specific files in the database is more difficult to measure. The use of the libraries' online databases is extremely popular with students and faculty both on and off campus.

**Media Collections**

Access to the libraries' collection of media titles is available through *SCORE*, the online public access catalog. Criminal justice media titles have grown in number from 47 listed in 1992 to 67 titles in 2000 for an increase of 42%. The program media collection represents only 2.34% of the college-wide collection of 2,863 titles.

Although the Crime File video series, produced by the National Institute of Justice, represents a large number of titles as it did in the first criminal justice program review, new video titles have been added in areas such as date/campus rape, hate crimes and DNA in criminal investigations. The median age has improved from slightly from 1986 to 1990. Media titles by format are listed in Appendix D.

**Media Classroom Services**

It appears that the quantity and variety of media equipment available to the criminal justice program is adequate college-wide. Proportionately, the discipline faculty members consistently request more hardware (192 requests) than software (19 requests). This appears to be a general trend at the college.
2. **Review student and faculty use of available library holdings. Are there requirements for library research in course outlines in the programs? Give examples. Is the library sufficiently accessible to students and faculty? Do program faculty regularly refer students to the library?**

Student and faculty use of available library holdings was explained in the preceding answer to question one, Section V – Resources.

Most course outlines require a research paper and also require that students make use of either the library and/or Internet to conduct their research. The following is an example taken from the C.J.11, section 6577, spring 2002 semester: “Research from books, magazines, and the Internet is expected. All material can be found in the library.”

The library is sufficiently accessible to students and faculty. On all three campuses the libraries are opened Monday to Thursday, 8 A.M. to 9:45 P.M. On Fridays, the Ammerman campus is open from 8 A.M. to 3:45 P.M., the Western campus from 8 A.M. to 7:30 P.M., and the Eastern campus from 8 A.M. to 4 P.M. On Saturdays, the Ammerman campus is open from 11 A.M. to 3:45 P.M., the Western campus from 8:30 A.M. to 4 P.M., and the Eastern campus from 8:30 A.M. to 12:30 P.M.

Based on an informal survey of faculty, students are usually referred to the library when they are given instructions concerning their research papers by the faculty members.

3. **Review availability, adequacy, and usage of relevant teaching tools such as computers and software, instructional media, laboratories, etc.**

The teaching tools used by CJ faculty members are adequate and available to those who request them. There is a computer in the offices of all full-time instructors and also in the adjunct offices. There is also a computer laboratory that can accommodate an entire class of students. Reasonable requests for software and additional equipment are usually granted. There is sufficient audio-visual equipment to meet everyone’s needs and rarely is there a problem with its accessibility. A “smart” (technology) classroom, that we hope will be made available in the near future, has been requested for the CJ program.

4. **Evaluate referrals, access to, and use of academic computing labs and academic skills centers.**

SCCC has an Academic Computing Center, a Reading Center, a Writing Center, and a Mathematics Center available to all students in need of remedial instruction. Criminal Justice instructors apprise their students of the availability of services on the first day of class. In addition, each center advertises in the college catalog, the college handbook, on fliers, and in the Freshman Seminar class. Based on observations, the centers are not being
utilized as much as we would like and therefore a greater effort by classroom faculty and advisors will be made to promote awareness of their availability during the semester.

5. Discuss the adequacy of instructional space for the program. Discuss the adequacy of office space and equipment for faculty and staff. Prioritize the program’s primary needs in this area for the future.

The instructional space allocated for the program is adequate. On the Selden (main campus), there is one classroom used only for criminal justice classes. There are also two other classrooms that are shared with the Behavioral Science Department. On the Eastern and Western campuses, the classrooms are shared with several other disciplines but there is no shortage of space at either location.

VI. Staffing

1. Report the number of full and part-time faculty, professional staff and clerical staff in the program and note any changes or trends since the last program review. Discuss how staffing increases or decreases have impacted on program quality.

The CJ program has five full-time faculty members. Four are assigned to the Selden campus and one to the Western campus. There are no full time faculty assigned at the Eastern campus. There are 35 college-wide part-time faculty, who may or may not be assigned to classes at any of the three campuses based on preference and availability. There is one CJ clerical person at each of the three locations but they are also assigned duties relevant to other disciplines.

There has been no change in the full-time staffing level and only a slight increase in the part-time level since the last review. This has not impacted on the quality of the program.

2. What is the ratio of full time to part time faculty in the program? What percentage of sections (day and evening) are taught by full time faculty? Are additional full-time faculty needed? Explain why. Is additional professional and support staff needed? Explain why.

There are five full-time and 35 part-time faculty members, which is a ratio of 7:1. However, during any given semester, there may be a smaller number of part-time faculty members actually teaching courses. Presently (spring 2002), there are 19 part time faculty assigned to classes. That is a full time to part time ratio of 3.8 to 1.
There are 26 of 50 CJ sections (52%) currently being taught by full-time faculty. Although additional full-time faculty members are not absolutely necessary, it would certainly benefit the program if at least one member were assigned to the Eastern campus. That would provide stability and continuity for the program and students that come with full time responsibilities.

Additional professional and support staff is not needed at this time.

3. How do program faculty upgrade their teaching skills and their expertise in the discipline? Provide examples of professional development activities by program faculty and professional and support staff over the last six years. What type of institutional support is currently available to them in this area and what additional support do they need?

Program faculty members are continuously upgrading their expertise in the discipline. A significant percentage of adjunct faculty are currently employed in the Criminal Justice system as prosecuting attorneys, laboratory and crime scene specialists, correction supervisors, and as criminal court and family court judges. They are not merely upgrading their expertise but are often on the cutting edge of new developments within the system.

The full time faculty members are all retired Criminal Justice professionals who maintain a relationship with local police departments. The Suffolk County Police Department Academy is located on the Western campus of the college. These relationships enable the faculty to be cognizant of the most recent trends in the criminal justice system.

Members of the faculty also belong to various professional associations such as the Criminal Justice Educators Association of New York State. Attendance at annual conferences provides the faculty with an opportunity to exchange views about areas of common interest. Each year at the annual conference leaders in their field share their current research through presentations and panels. The topics have included integrity, cultural diversity, school violence, restorative justice, juvenile delinquency and many other relevant topics. Faculty also attends conferences provided by the Academy of Criminal Justice Sciences, which is a national organization. Adjunct faculties, especially those who are presently employed in the Criminal Justice System, also attend many conferences provided by professional organizations in their field.

Faculty also takes advantage of the many seminars provided by the college, which deals with topics relating to criminal justice such as cultural diversity, ethics, and management. The college offers opportunities to upgrade teaching skills through programs such as those offered by the Teacher Learning Center. Institutional support in the form of financial resources and time for attendance at conferences appears to be adequate.
VII. Major Findings

II. Introduction

1. The new mission calls for the Criminal Justice Program at Suffolk County Community College to provide students with an education that is well suited to prepare them to meet the requirements of four year colleges and universities and to facilitate transfer to those institutions. Additionally, it prepares them to meet the rigorous requirements for entry into the various fields of law enforcement such as police, courts, corrections, and federal law enforcement agencies.

2. Most recommendations from the 1992 program review have been implemented. Thirteen of the 22 (59%) are now in effect. Of the remaining nine, eight have not been implemented because the department no longer feels they are necessary. The remaining one is not in effect because implementation is contingent upon approval from higher levels within the college administration. However, there is no indication that a recommendation was even forwarded to administration for approval and therefore, it should be addressed.

III. Program Goals and Objectives

3. In the 1992 review, the goals were unclear and the objectives were neither specific nor measurable. Both were in need of revision. As a result of the current review, new goals and objectives that fully support the program’s mission statement were established.

4. The C. J. program was completely revised in 2000 from an A.A.S. to an A.S. program and now includes more elective opportunities for students and more adequately addresses the SUNY general education course requirements. Additionally, it reflects the current national trend towards broad liberal arts-oriented criminal justice programs.

IV. Curriculum

5. Prior to this review, there were no assessment methods or instruments used in the program to measure students’ attainment of the desired learning outcomes. After careful consideration by the committee members, it was determined that a multiple-choice examination would be the best instrument to assess the student learning outcomes established by the CJ faculty. It was also determined that in order to administer the examination effectively, it would be necessary to create a one credit capstone course for all students who have completed the CJ course requirements. This is especially important in light of no other CJ courses having pre or co-requisite requirements.
6. Four new courses have been added to the curriculum as electives since the program revision in 2000. These courses have given CJ students additional flexibility in designing a program to fit their personal preferences. As a result, the program has been made more attractive to prospective students and we feel that the offering of several additional courses will even further enhance its attractiveness.

7. There is a Political Science internship that can accommodate Criminal Justice students but there is no Criminal Justice internship. Many students are unaware of the availability of any opportunities related to internships.

8. An honors course for academically gifted C.J. students does not exist.

9. There are no courses offered in the distant education format.

10. The Criminal Justice Department has only four articulation agreements with other institutions which have not been updated since prior to the implementation of the new A.S. program. Four agreements are inadequate considering the size of the CJ student population.

V. Students

11. There are more students enrolled in the SCCC Criminal Justice Program than in most other large programs at the college and more than in most other SUNY community colleges. In 2000, with the initiation of the A.S. program, enrollment declined but it has been increasing each semester since that time.

12. Most students are not aware of joint admissions and/or articulation agreements with respect to the CJ program.

VI. Resources

13. For the period under study and in the course outlines selected for review, there are references to library based assignments, such as oral and written reports and term papers. However, there are only two instructional sessions recorded in the libraries for criminal justice classes to come to the library and learn about informational sources in the discipline available at SCCC.

14. Proportionate to the size of the criminal justice program college-wide, it appears that the book collection (<2% of the total collection) may not be large enough to support the information needs of a growing program. Although books in the discipline are actively acquired, an aging collection, especially at the Ammerman campus, is a concern. The use of the book collection as measured by circulation appears to be proportionate to the size of the program. The size of the print periodical collection is the same as recorded in 1992. Although only representing 2% of the total periodical collection.
circulation, there is an increase in the use of criminal justice periodicals since the last program review. The SCCC libraries have added both general and discipline specific online resources to support the information needs of College community. These online resources have dramatically expanded access to information resources.

15. The media equipment available in the classrooms to the faculty in criminal justice program is heavily used and appears to be meeting instructional needs. Although new media titles in criminal justice have been added since the last program review, there is little utilization of the media software collection.

16. Students are making little use of the academic computing labs and the skill centers despite the fact that many are in need of the benefits they offer.

VII. Staffing

17. The faculty staffing is adequate on the Ammerman and Western campuses but a full time faculty member is necessary on the Eastern campus. Presently, there are no full time C.J. instructors assigned there which creates difficulties for students seeking assistance, and for faculty members engaged in the multi-campus coordination of activities involving the Eastern campus.

31.
VIII. Recommendations

The following numbered recommendations correspond to the Section VII major findings preceded by the same number.

II. Introduction

1. The Criminal Justice Department will continue to analyze and update the curriculum as recommended by the State University of New York and as required by the demands of the majority of other four-year institutions throughout the country. In addition, we will keep abreast of what is taking place in the field of law enforcement and will modify the curriculum accordingly.

2. A proposal by the Academic Chair of Criminal Justice to coordinate the course offerings on all three campuses should be made through administrative channels.

III. Program Goals and Objectives

3. Communicate the new program goals and objectives to all faculty, both full and part time, on all three campuses. Also, occasionally reevaluate the goals and objectives to ensure that they are appropriate for the mission of the CJ Program.

4. Periodically review the program to ensure that it remains in line with SUNY general education requirements and with the national trend in criminal justice education.

IV. Curriculum

5. A multiple-choice examination used to measure student learning outcomes in the CJ program will be created by the CJ faculty. In consultation with Institutional Research, the exam will be tested for content validity and reliability prior to or during the pilot. In an effort to administer the examination and to fairly apply the assessment measure, a one-credit capstone course will also be proposed in fall 2002 to the college Curriculum Committee. Upon approval, it will be offered in fall, 2003. The assessment examination will be piloted in the capstone course in fall, 2003. See Appendix E for sample questions.

6. The program should be expanded, by adding elective courses that can benefit students interested in the field of law enforcement.

7. An internship program should be developed to meet the needs of the student and to facilitate closer ties between the academic environment and the workplace.
8. A criminal justice honors course should be developed to meet the needs of the students who can benefit from more challenging course work and to enhance the academic reputation of the discipline within the college.

9. Evaluate the need and feasibility of offering distance education courses. If it is determined that such courses will benefit the program, they should be developed and implemented as soon as possible.

10. Update existing articulation agreements and increase the number of agreements with other colleges and universities to ensure a seamless transfer to four-year institutions for our students.

V. Students

11. Remain aware of enrollment trends in an effort to identify factors that influence an increase or decrease in the number of students choosing Criminal Justice as their major. Those factors should be addressed in a manner that positively affects program enrollment.

12. C.J. faculty should confer and devise a means for increasing awareness among students regarding joint admissions and/or articulation agreements. New agreements should be highly publicized so that all students are cognizant of their existence.

VI. Resources

13. The library and the criminal justice faculty will collaborate to design assignments that will encourage the use of library resources. There are two important reasons why this effort is especially appropriate now. Since the last program review, the criminal justice program has moved from an A.A.S. to A.S. degree. Many students matriculating in the current program may plan on transferring to baccalaureate programs where the students typically have more research assignments. The information and research landscape is expanding and changing rapidly. For students and faculty to have the latest information on criminal justice sources available at SCCC, it is necessary to provide students with the opportunities to learn sources as well as research strategies in the discipline.

14. The criminal justice and library faculty will work together to build appropriate book, periodical, media and online collections, to meet the information needs of the program. The librarians will continue to evaluate the collections and dated materials will be withdrawn.
15. The criminal justice and media librarian faculty will work together to share information about media resources and to improve utilization of the media software collection.

16. An effort should be made to create greater student awareness regarding the opportunities presented by the academic skills centers and computing labs.

VII. Staffing

17. Recommend that administration consider the benefits of having one full time Criminal Justice faculty member assigned to the Eastern campus.