

SVCC CTE/Transfer Program Review Template

This program review template will be used to review the following program and courses.

Program (degree and related certificates):

Related program courses:

AA 624, AAS 082, AAS 081, C50

Program Objectives

Prompts: *What are the objectives of this program and the courses related to this degree(s)/certificate(s)?*

Response to prompts:

CJS 101, CJS 120, CJS 130, CJS 135, CJS 200, CJS 208, CJS 214, CJS 227, CJS 230
CJS 231, CJS 232, CJS 238, CJS 250 |

Criminal Justice (AA 624) – This program prepares students for transfer education in the areas of criminal justice, particularly law enforcement, corrections, court services, and private security. The program includes general education courses and additionally provides an emphasis in criminal justice and supportive social science courses.

Criminal Justice: Law Enforcement (AAS 081) – This program prepares students for careers in different law enforcement agencies. The program includes general education emphasizing criminal justice and supportive social science courses

Criminal Justice: Justice Affairs (AAS 082) – This program prepares students for careers in criminal justice that are outside of law enforcement, such as corrections, court services, dispatching, court advocacy, security loss prevention and private investigators.

Criminal Justice: Corrections (C 50) – This program is designed to prepare future correctional officers for the duties related to the field of corrections. Students completing the certificate will gain knowledge and competencies to enter the field of corrections at the state or federal level.

Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students? Are high quality jobs available for graduates of this program?*

Data sources: Table 1A, Table 1B, Table 2, Occupational Follow-up Survey data

For local data on wages use Illinois Department of Employment Security: find at http://www.ides.illinois.gov/LMI/Pages/Occupational_Employment_Statistics.aspx
Use region #6 (NW) or by individual county.

For local data on occupational outlook use IDES: find at http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

Use LWA #4.

National data on wages and occupational outlook can be found at the U.S. Bureau of Labor Statistics. Use this link: <http://www.bls.gov/ooh/home.htm>. Select occupational group and determine entry level education. Then select occupation.

Possible topics to discuss: Number of students in the program, number of students in the individual classes, number of students by modality (online, face-to-face, dual credit), number of majors, and number of degrees completed, quality and number of jobs available to graduates.

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The enrollment statistics are outlined in Table 1A. In FY 2012, there were a total of 36 sections offered. The number of sections has declined to 23 as of FY 2016.

Total enrollment was highest in FY 2012 with 618, and has decreased 57% by FY 2016. This compares to the overall SVCC decrease of 23% during the same period.

Face-to-face courses peaked in FY 2012 and FY 2013, with 409 and 407 respectively. In FY 2016, the lowest attendance in face-to-face courses was seen, with 264. This translates into nearly a 60% decrease since the peak years of 2012 and 2013.

Online courses averaged 151 students for the 5-year period of FY2012-FY2016, with the highest number of students (209) in FY 2012, compared to 101 in FY 2016.

The number of evening students has shown a significant decline, with only 12 during FY 2016, compared to a high of 105 during FY 2013. The 5-year average for evening courses was 57 students.

The average class enrollment was 14.2 since the last review.

There has only been one instance of a dual credit documented class during the previous 5-year period.

The following information, developed from Table 5 reflects the respective retentions within the degree and certificate programs offered in CJS for the period of FY 2012 through FY 2016:

AA 0624

<u>Fall 10-Fall 11</u>	<u>Fall 11-Fall 12</u>	<u>Fall 12-Fall 13</u>	<u>Fall 13-Fall 14</u>	<u>Fall 14-Fall 15</u>	<u>Mean</u>
45/90 (50%)	38/72 (52.8%)	37/75 (49.3%)	38/67 (56.7%)	30/65 (46.2%)	50.9%

During the same five-year period, the SVCC overall retention rate for all courses was 59.4%.

AAS 0081

<u>Fall 10-Fall 11</u>	<u>Fall 11-Fall 12</u>	<u>Fall 12-Fall 13</u>	<u>Fall 13-Fall 14</u>	<u>Fall 14-Fall 15</u>	<u>Mean</u>
24/38 (63.2%)	16/46 (34.8%)	12/31 (38.7%)	10/26 (38.5%)	9/20 (45.0%)	50.9%

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

During the same five-year period, the SVCC retention rate for all courses was 59.4%.

AAS 0082

<u>Fall 10-Fall 11</u>	<u>Fall 11-Fall 12</u>	<u>Fall 12-Fall 13</u>	<u>Fall 13-Fall 14</u>	<u>Fall 14-Fall 15</u>	<u>Mean</u>
16/22 (72.7%)	15/18 (83.3%)	10/12 (83.3%)	5/7 (71.4%)	3/5 (60.0%)	45.3%

During the same five-year period, the SVCC overall retention rate was 59.4%.

CER 0C50

<u>Fall 10-Fall 11</u>	<u>Fall 11-Fall 12</u>	<u>Fall 12-Fall 13</u>	<u>Fall 13-Fall 14</u>	<u>Fall 14-Fall 15</u>	<u>Mean</u>
0/0 (0%)	0/0 (0%)	0/0 (0%)	0/0 (0%)	0/3 (0%)	0%

During the same five-year period, the SVCC overall retention rate for all courses was 59.4%.

The overall program saw an 89% decline in participation between FY 2014 and FY 2016. In FY 2014, a total of 501 students were enrolled in CJS courses compared to 265 in FY 2016. This tremendous decline is attributable to the discontinuance of the Highland Community College classes previously conducted by SVCC at Highland, and the additional loss of the Whiteside Area Career Center students. Highland now has their own CJS program and those numbers will not be returning to SVCC. This substantial reduction in students does not reflect on the quality of SVCC instruction. It was simply an institutional decision and out of SVCC control.

Employment Outlook and Salary Information

The Illinois Department of Employment Security and U.S. Bureau of Labor Statistics provided the following median salaries for the two (2) most common positions being sought by students in the SVCC CJS Programs:

	<u>IDES (2015)</u>	<u>BJS (2014)</u>
• Correctional Officers	\$54,666	\$40,580
• Patrol Officers and Deputies	\$57,794	\$60,270

The BJS job outlook for both Correctional Officers, Patrol Officers and Deputies for the period of 2014-2024 is 4%. This is considered lower than the national average for other occupations.

The IDES job outlook for Correctional Officers shows a projected growth of 6.40% for the period of 2014-2024, while Patrol Officers and Deputies are projected to grow at a rate of only 0.50%.

Most law enforcement agencies within the SVCC service area do not require, at the entry level of employment, any education beyond a high school diploma. An exception would be the Illinois State Police, who require a bachelor's degree. While some agencies under the Fire and Police Commission Act, in accordance with Illinois State Law, may award extra credit or points to an applicant who possesses a college degree, it is not necessary to have one to take the series of tests required for initial

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

employment.

In other areas of the State of Illinois, a minimum of a 2-year degree is required in order to apply for an entry level position. A few agencies require a bachelor's degree for initial employment.

An additional oddity is the fact that promotion within area law enforcement agencies is not contingent upon having any additional academic accomplishments. Smaller agencies may not even have any formalized testing for promotion and tend to promote based upon seniority or past performance alone.

Members of the current review committee who have been involved in the hiring of law enforcement personnel for many years have pointed to the favorable consideration and desirability of an entry-level or promotional candidate who pursues additional education. Although specific, quantifiable points may not be prescribed within a given hiring process for education or promotion, the fact that someone engages in self-improvement is certainly given consideration.

The desirability of college education for law enforcement personnel has been recognized as being an important component of today's police officer (President's Task Force on 21st Century Policing, 2015). Fritsvold (2016) noted that studies have shown that officers with an advanced education are better equipped to adapt to change. With the multitude of changes occurring in technology and communications, it is fairly apparent that the successful future of law enforcement will depend upon attracting and retaining the best and the brightest.

In the current era of community policing and in trying to garner public support, it has been suggested that college-educated officers should, hypothetically, invoke the law less frequently and exhibit more creativity and flexibility in crafting alternative resolution methods to problem-solving (Bruns & Bruns, 2015).

As part of this review, the author prepared a survey (2016 CJS Survey) and distributed it to the 71 students currently taking lecture-based (traditional) CJS classes, as well as the various CJS online offerings. A total of 56 surveys were returned (79%). Some of the findings of the survey were as follows:

- Four students (7%) are currently employed with a law enforcement agency. All are civilian employees, not having the power of arrest.
- Forty-two students (75%) are Criminal Justice majors.
- Sixty-six percent of the students intend to pursue a law enforcement career.
- Twenty-one of the students (37%) are in their first semester at SVCC.
- Eight students (14%) are in their second semester at SVCC.
- Sixteen students (29%) are in their second year at SVCC.
- Eleven students (20%) have been attending SVCC for more than 2 years.

On the 2016 CJS Survey, only 2 students indicated that they previously were interested in a law enforcement career, but had changed their mind because of the unfavorable public opinions currently existing as they relate to law enforcement officers. This was a much lower rate than the committee

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

would have expected, given some of the recent controversies and enhanced media attention paid to the law enforcement image, police shootings and the overall use of force.

Program Cost Effectiveness

Prompts: *Is the program cost effective? What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

Available Data Sources: Table 1A, Table 1B, Table 3A, Table 3B

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? If so, what resources are needed? Is class size appropriate and cost effective?

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Prompts: *Is the program cost effective? What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

The program is cost effective and the addition of online courses should benefit the program, primarily through the use of adjunct faculty.

The local Police Mobile Training Team (MTU #1) has expressed an interest in working with the SVCC Criminal Justice Program on the implementation of a law Enforcement Certificate Program similar to the Corrections Certificate (C50). If properly conceived and implemented, the Mobile Team Director is optimistic that a process could be put into place to subsidize all or a substantial portion of tuition fees for the program. Its delivery would be primarily online, with a capstone event requiring one (1) day at the College.

Table 3A reflects that the program has been operating close to or within budgeted amounts.

Although there is a direct relationship between the loss of the Highland Community College and Whiteside Career Center students, the Criminal Justice Program continues to generate revenue for SVCC greater than expenses.

Offering additional online opportunities may generate more income.

At this time, the program has sufficient resources.

Available Data Sources: Table 1A, Table 1B, Table 3A, Table 3B

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? If so, what resources are needed? Is class size appropriate and cost effective?

The program has operated within its budget. Current funding seems adequate for services provided.

Class sizes are appropriate, but consideration should be given to eliminating evening classes due to lack of enrollment and instead converting those courses to online offerings. This has already been done with CJS 200 and there has been no reduction in attendance or student interest.

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps, if any, need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements including any accreditation, certifications, and licensures.*

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Assessment Data Base, College Dashboard, Graduate follow-up data, program surveys, focus groups, interviews.

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps, if any, need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements including any accreditation, certifications, and licensures.*

The CJS program offers programs mirroring those of other colleges and the Author recognizes the need to explore and consider new and innovative programs to capture student interest and hopefully increase enrollment.

One of the possible options to consider would be offering the CJS 101 course online to high school seniors. This course, as an introductory one, could stimulate the interest of potential students, as well as prime them for the rigors of college studies and how the college environment and regimentation may differ from their high school experience.

As part of the 2016 CJS Survey, students were asked to identify courses they would like to see offered that are not currently in the curriculum, as well as to offer suggestions for improvement. A total of 14 comments were received. Suggestions included additional crime scene courses, as well as specialized courses aimed at corrections and border patrol specialization.

86% of the students responding to the 2016 CJS Survey indicated they would like to see additional career counseling and assistance in understanding the law enforcement application process, as well as how to enhance their chances of obtaining a position in criminal justice. The author has previously taught a class of this nature at Elgin Community College. The committee conducting this review believes that a series of short seminars conducted at SVCC and throughout the college service area on enhancing a student's viability to obtain a law enforcement position, as well as providing an explanation on the various testing processes would enhance interest and potentially stimulate increased enrollment. The author has previously conducted such seminars. In addition, the Student Services Center could be provided with more information to assist in their advisory capacity. Finally, working in conjunction with the FACIT staff, an informational video and Powerpoint could be developed for student and applicant review.

Within the CJS Program there is one full-time faculty member and eight (8) adjuncts. This number seems to be adequate, given the trend in recent years to offer many of the courses online. Student interest in attending evening courses has significantly diminished. This has led to courses being

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

offered online to accommodate students and also to control costs. (Most online programs are taught by adjuncts). There have been no issues with overloads. If a student is in need of a particular class not being offered during a given semester, arrangements are made to provide the course either online or as an independent study option. In all cases the course objectives must be met and the rigors of individual courses mirror those of traditional course offerings.

During the next year, at least one meeting should be scheduled to meet with all adjunct faculty members in the program and to discuss strategies, challenges, innovations and suggestions. This has not been done program-wide for over 3 years.

The opening of the Thomson Correctional Facility could provide additional opportunities for presenting courses at that location or developing specialized course for the institution. This area should be further explored. Some additional inquiries have been received from the Dixon Correctional Center. Consideration should be given to developing a total online curriculum for the C50 Corrections Certificate.

Various colleges have been offering a law enforcement certificate, similar to the current corrections certificate at SVCC. This concept may warrant further exploration and provide an opportunity for experienced law enforcement personnel as well as prospective applicants to obtain less than a degree, but serve as a form of credentialing.

The Ohio Association of Chiefs of Police offers a Certified Law Enforcement Executive Program consisting of 6 one-day sessions throughout a 1-year period. The local State of Illinois Mobile Training Team (MTU #1) has expressed an interest in partnering in such a program and this also should be explored. The program would be a stand-alone institute and include coursework, case studies, collaboration, outside reading and a capstone event.

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Assessment Data Base, College Dashboard, Graduate follow-up data, program surveys, focus groups, interviews.

Focused Questions from the Administrative Review Team (ART)

Question 1.

Response to question 1 (please refer to any data sets or evidence to support your case):

Question 2.

Response to question 2 (please refer to any data sets or evidence to support your case):

Question 3.

Response to question 3 (please refer to any data sets or evidence to support your case):

Question 4.

Response to question 4 (please refer to any data sets or evidence to support your case):

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

Question 5.
Response to question 5 (please refer to any data sets or evidence to support your case):

<p>Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program’s challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.</p>
<p>Response to Challenges:</p>

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all 1.1 transfer courses. IR* will use the following link to create a master table that shows the current articulation agreements for the program’s courses. http://www.svcc.edu/students/equivalence.pdf	IR will complete

Signature/Date	Program Review Team Member	
		Chair
		Member

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

		Member
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Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

Program Review. Items from the program review will be entered here. After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.

* Use the origination code PR 2015.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)

Comments:

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Criminal Justice: AA 0624
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	430102
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Career Cluster	Career Pathway
Law, Public Safety, Corrections and Security	Correction Services

Program of Study	SVCC's Program Title
Corrections	A.A.S. 0082

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

<p><i><u>Need:</u> Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p> <p> </p> <p><i><u>Cost-effectiveness:</u> Is the program cost effective? Does the program require additional resources?</i></p> <p> </p> <p><i><u>Quality:</u> Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?</i></p>
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Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	430107
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Career Cluster	Career Pathway
Law, Public Safety, Corrections and Security	Law Enforcement Services

Program of Study	SVCC's Program Title
Criminal Justice/Police Science	A.A.S. 0081

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

<p><u>Need:</u> <i>Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p> <p><u>Cost-effectiveness:</u> <i>Is the program cost effective? Does the program require additional resources?</i></p> <p><u>Quality:</u> <i>Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?</i></p>
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Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	430102
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Career Cluster	Career Pathway
Law, Public Safety, Corrections and Security	Correction Services

Program of Study	SVCC's Program Title
Corrections	C50

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

<p><u>Need:</u> <i>Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p>
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Career Technical and Transfer Programs (AA 624, AAS 082, AAS 081, C50)

Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team:	
Signature of the Program Review Committee Chair	

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	