

**PROGRAM: *Criminal Justice***  
**FY12 Instructional Five Year Program Review**

**WHY DO A PROGRAM REVIEW?**

As a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. Each institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

The Illinois Community College Board (ICCB) requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The program review process should...

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed in the unit.
- Examine current information and data.
- Produce results that are considered in campus planning, quality improvements, and budget allocation decisions.

The College’s annual *Program Review Report* to the ICCB comes directly from the approved program reviews.

The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning.

<b>TIMELINE</b>	
April/May	Units informed that they are scheduled to conduct a program review in the fall
Beginning of the fall semester	Program review orientation sessions conducted
Fall semester	Units conduct their program reviews
<b>December 1</b>	<b>Program reviews are due</b>
Early Spring semester	Unit’s administrator and the Program Review Committee will consider program reviews, request revisions, and approve final reviews
April 1	Equipment Requests, Personnel Change Requests, and Major Project Requests from <u>approved</u> program reviews, will be forwarded for consideration in the budget allocation process
End of spring semester	Instructional units submit next year’s operational plans, including all activities identified in the program review
Early July	Student and academic support services submit next year’s operational plans, including all activities identified in the program review

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**INSTRUCTIONS**

- The program review is to be conducted by a team of 5 to 10 individuals recommended from the following:
  - Department/unit staff and administrator
  - Employees not part of the department
  - 1 or 2 students
  - Community members and/or industry representatives who are not SVCC employees
- Use this document as a template. Do not use alternate formats.
- Complete all items on all pages
- Use past *Operational Plans* as resources
- The ICCB Best Practices Report may describe the entire unit or a specific practice. *This is the only optional component* of the program review
- Insert the names of the program review team on the SIGNATURES AND APPROVAL page
- Complete any appropriate request forms:
  - Equipment Request
  - Personnel Change Request
  - Major Project Request
  - Request forms are available in *FAST* under *Documents and Forms*
  - Requests will be forwarded to the budget allocation process, *after all program review revisions have been submitted and the review has been approved by the Program Review Committee*. The requests will not be forwarded to the budgeting process until the Committee informs the unit that the review has been approved.
- The approval process:
  - Submission of the review alone does not constitute approval
  - The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed
    - Reviews must be *approved by April 1* for requests to be forwarded for budgetary consideration
  - The program administrator may request a meeting to discuss the review and/or request modifications, and approves the review after the Committee approves it
  - The President provides the final approval of every review

**HOW to SUBMIT the PROGRAM REVIEW**

- Program reviews are **due December 1**
- The program review, appropriate request documents, and any other support documents should be submitted as an e-mail attachment to:
  - The program's immediate administrative supervisor (dean or vice president), *and*
  - The chair of the Program Review Committee, Janet Lynch.
- A printed copy of the review *is not required*, and is discouraged.
- A printed copy of the SIGNATURES AND APPROVAL page, with signatures from all team members, should be sent to the Program Review Committee chair, Janet Lynch.

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**Part 1: ALIGNMENT WITH THE COLLEGE MISSION**

**College Mission**      *Tells who we are as an institution and what we do*  
SAUK VALLEY COMMUNITY COLLEGE is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

**College Vision**      *Tells where we want to go as an institution*  
SAUK VALLEY COMMUNITY COLLEGE will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Program Mission**  
The Sauk Valley Community College Criminal Justice program is designed to prepare students for careers in the Criminal Justice System while emphasizing ethics, professionalism and community partnerships.

**Part 2: PREVIOUS PROGRAM REVIEW**  
The previous program review should be studied in conjunction with this review

1. Was the previous program review studied?  
 Yes  
 No

2. Were the plans identified in the previous program review carried out?  
 Yes, skip #3  
 No, continue with #3

3. Why were plans *not completed*?  
The prior full-time instructor left the program shortly after the previous program review was completed. The instructor at that time was new to the program and working through a transition at the time he resigned. The full-time Criminal Justice instructor position remained vacant for the entire year of 2008. Adjunct faculty filled in all of the courses in 2008 and a full-time instructor was hired in June of 2009. He remains in the position currently.

4. What innovations have been introduced since the previous program review?  
Technology has been greatly enhanced in the program. Students have many technological capabilities provided to them within the program, such as podcasting. Professor Mandrell records his course lectures and they are then available to students through iTunes or on the course's Moodle page. The online courses of the program have expanded and students can now take many of the required courses online, including CJS 101, CJS 120, CJS 200, CJS 208, CJS 214, CJS 225, CJS 227, and CJS 238. The Criminal Justice program received Perkins funding in 2010 and purchased evidence processing kits for use in appropriate courses. The addition of the evidence processing kits allows students to learn elements of the process of evidence processing,

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which is a skill that will give students an edge in the job market. Training officers in evidence processing techniques is costly for police departments, and hiring recruits who have this training prior to employment can result in a substantial savings for the hiring agency. With the growth in the interest of forensics, purchasing this equipment has allowed students to work with tools that are up-to-date in the field and on the cutting edge of technology. The public's expectation of evidence processing has been heightened as result of new technologies widely publicized in the media and entertainment fields. Sauk Valley Community College's Criminal Justice program is operating with the most current and most widely used equipment employed by professionals in the field.

**Part 3: VIABILITY COMPONENT**

The viability component focuses on quantitative analysis and the need for the program(s)

**ENROLLMENT & COMPLETIONS**

<b>DATA TABLE 1: Course Enrollment</b>		<b>Discipline Group: Criminal Justice</b>					
Tutorials not included. Honors students included. Honors sections not included.							
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
a	Total Sections Offered	52	37	38	40	35	202
b	Total Enrollment at 10th day	481	494	468	693	633	2769
c	Average enrollment for all sections offered at 10th day	9.3	13.4	12.3	17.3	18.1	13.7
d	Proportion of successful completions (A,B,C or P)	80.5%	82.1%	85.4%	85.5%	79.8%	82.7%
e	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	85.3%	88.5%	90.6%	92.0%	90.3%	89.3%
f	Course	CJS 100	CJS 100	CJS 100	CJS 100	CJS 100	
g	Sections	0	0	0	0	0	0
h	Enrollment at 10th day	0	0	0	0	0	0
i	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
j	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
k	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
l	Course	CJS 101	CJS 101	CJS 101	CJS 101	CJS 101	
m	Sections	14	8	10	12	8	52
n	Enrollment at 10th day	174	147	162	220	176	879
o	Average enrollment per section at 10th day	12.4	18.4	16.2	18.3	22.0	16.9
p	Proportion of successful completions (A,B,C or P)	85.6%	85.7%	82.1%	86.4%	72.7%	84.7%
q	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	91.4%	92.5%	88.3%	90.9%	83.5%	90.6%
r	Course	CJS 102	CJS 102	CJS 102	CJS 102	CJS 102	
s	Sections	0	0	0	0	0	0
t	Enrollment at 10th day	0	0	0	0	0	0
u	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
v	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
w	Persistence Rate completions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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(A,B,C,D,F,P,Q, or I)							
x	Course	CJS 105	CJS 105	CJS 105	CJS 105	CJS 105	
y	Sections	3	0	1	0	0	4
z	Enrollment at 10th day	9	0	6	0	0	15
aa	Average enrollment per section at 10th day	3.0	#DIV/0!	6.0	#DIV/0!	#DIV/0!	3.8
ab	Proportion of successful completions (A,B,C or P)	66.7%	0.0%	83.3%	0.0%	0.0%	30.0%
ac	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	66.7%	0.0%	100.0%	0.0%	0.0%	33.3%
ad	Course	CJS 110	CJS 110	CJS 110	CJS 110	CJS 110	
ae	Sections	0	0	0	0	0	0
af	Enrollment at 10th day	0	0	0	0	0	0
ag	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
ah	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ai	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
aj	Course	CJS 120	CJS 120	CJS 120	CJS 120	CJS 120	
ak	Sections	11	6	6	2	2	27
al	Enrollment at 10th day	100	96	79	30	26	331
am	Average enrollment per section at 10th day	9.1	16.0	13.2	15.0	13.0	12.3
an	Proportion of successful completions (A,B,C or P)	93.0%	87.5%	88.6%	76.7%	61.5%	81.5%
ao	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	95.0%	95.8%	93.7%	90.0%	92.3%	93.4%
ap	Course	CJS 130	CJS 130	CJS 130	CJS 130	CJS 130	
aq	Sections	4	5	3	6	6	24
ar	Enrollment at 10th day	48	71	40	115	110	384
as	Average enrollment per section at 10th day	12.0	14.2	13.3	19.2	18.3	16.0
at	Proportion of successful completions (A,B,C or P)	58.3%	77.5%	77.5%	84.3%	78.2%	75.2%
au	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	64.6%	83.1%	82.5%	92.2%	91.8%	82.8%
av	Course	CJS 131	CJS 131	CJS 131	CJS 131	CJS 131	
aw	Sections	0	0	0	0	0	0
ax	Enrollment at 10th day	0	0	0	0	0	0
ay	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
az	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ba	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
bb	Course	CJS 135	CJS 135	CJS 135	CJS 135	CJS 135	
bc	Sections	2	2	2	2	2	10
bd	Enrollment at 10th day	28	33	23	44	50	178
be	Average enrollment per section at 10th day	14.0	16.5	11.5	22.0	25.0	17.8
bf	Proportion of successful completions (A,B,C or P)	71.4%	81.8%	100.0%	93.2%	86.0%	86.5%
bg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	82.1%	84.8%	100.0%	97.7%	94.0%	91.7%
bh	Course	CJS 200	CJS 200	CJS 200	CJS 200	CJS 200	
bi	Sections	1	0	0	0	2	3
bj	Enrollment at 10th day	1	0	0	0	40	41
bk	Average enrollment per section at 10th day	1.0	#DIV/0!	#DIV/0!	#DIV/0!	20.0	13.7
bl	Proportion of successful completions (A,B,C	100.0%	0.0%	0.0%	0.0%	82.5%	36.5%

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bm	or P) Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	0.0%	0.0%	0.0%	92.5%	38.5%
bn	Course	CJS 208	CJS 208	CJS 208	CJS 208	CJS 208	
bo	Sections	2	4	4	6	4	20
bp	Enrollment at 10th day	35	55	65	103	82	340
bq	Average enrollment per section at 10th day	17.5	13.8	16.3	17.2	20.5	17.0
br	Proportion of successful completions (A,B,C or P)	71.4%	78.2%	89.2%	80.6%	84.1%	80.7%
bs	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	80.0%	85.5%	93.8%	88.3%	89.0%	87.3%
bt	Course	CJS 214	CJS 214	CJS 214	CJS 214	CJS 214	
bu	Sections	1	0	1	0	0	2
bv	Enrollment at 10th day	4	0	7	0	0	11
bw	Average enrollment per section at 10th day	4.0	#DIV/0!	7.0	#DIV/0!	#DIV/0!	5.5
bx	Proportion of successful completions (A,B,C or P)	100.0%	0.0%	100.0%	0.0%	0.0%	40.0%
by	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	0.0%	100.0%	0.0%	0.0%	40.0%
bz	Course	CJS 225	CJS 225	CJS 225	CJS 225	CJS 225	
ca	Sections	2	1	0	1	1	5
cb	Enrollment at 10th day	11	1	5	18	15	50
cc	Average enrollment per section at 10th day	5.5	1.0	#DIV/0!	18.0	15.0	10.0
cd	Proportion of successful completions (A,B,C or P)	90.9%	100.0%	100.0%	94.4%	86.7%	94.4%
ce	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	90.9%	100.0%	100.0%	100.0%	93.3%	96.8%
cf	Course	CJS 227	CJS 227	CJS 227	CJS 227	CJS 227	
cg	Sections	1	1	0	0	1	3
ch	Enrollment at 10th day	1	9	0	0	6	16
ci	Average enrollment per section at 10th day	1.0	9.0	#DIV/0!	#DIV/0!	6.0	5.3
cj	Proportion of successful completions (A,B,C or P)	0.0%	100.0%	0.0%	0.0%	100.0%	40.0%
ck	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	100.0%	0.0%	0.0%	100.0%	40.0%
cl	Course	CJS 230	CJS 230	CJS 230	CJS 230	CJS 230	
cm	Sections	2	2	2	2	3	11
cn	Enrollment at 10th day	11	20	8	29	36	104
co	Average enrollment per section at 10th day	5.5	10.0	4.0	14.5	12.0	9.5
cp	Proportion of successful completions (A,B,C or P)	81.8%	70.0%	62.5%	65.5%	86.1%	73.2%
cq	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	81.8%	80.0%	75.0%	75.9%	88.9%	80.3%
cr	Course	CJS 231	CJS 231	CJS 231	CJS 231	CJS 231	
cs	Sections	3	2	3	2	2	12
ct	Enrollment at 10th day	21	22	16	41	50	150
cu	Average enrollment per section at 10th day	7.0	11.0	5.3	20.5	25.0	12.5
cv	Proportion of successful completions (A,B,C or P)	81.0%	59.1%	68.8%	78.0%	86.0%	74.6%
cw	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	85.7%	68.2%	87.5%	90.2%	94.0%	85.1%
cx	Course	CJS 232	CJS 232	CJS 232	CJS 232	CJS 232	
cy	Sections	0	0	1	4	1	6
cz	Enrollment at 10th day	0	0	17	75	24	116

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da	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	17.0	18.8	24.0	19.3
db	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	94.1%	98.7%	95.8%	57.7%
dc	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	94.1%	100.0%	100.0%	58.8%
dd	Course	CJS 235	CJS 235	CJS 235	CJS 235	CJS 235	
de	Sections	0	0	0	0	0	0
df	Enrollment at 10th day	0	0	0	0	0	0
dg	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
dh	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
di	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
dj	Course	CJS 236	CJS 236	CJS 236	CJS 236	CJS 236	
dk	Sections	0	1	0	0	0	1
dl	Enrollment at 10th day	0	5	0	0	0	5
dm	Average enrollment per section at 10th day	#DIV/0!	5.0	#DIV/0!	#DIV/0!	#DIV/0!	5.0
dn	Proportion of successful completions (A,B,C or P)	0.0%	80.0%	0.0%	0.0%	0.0%	16.0%
do	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	100.0%	0.0%	0.0%	0.0%	20.0%
dp	Course	CJS 237	CJS 237	CJS 237	CJS 237	CJS 237	
dq	Sections	0	0	0	0	0	0
dr	Enrollment at 10th day	0	0	0	0	0	0
ds	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
dt	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
du	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
dv	Course	CJS 238	CJS 238	CJS 238	CJS 238	CJS 238	
dw	Sections	0	0	1	1	1	3
dx	Enrollment at 10th day	0	0	11	12	15	38
dy	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	11.0	12.0	15.0	12.7
dz	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	100.0%	100.0%	100.0%	60.0%
ea	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	100.0%	100.0%	100.0%	60.0%
eb	Course	CJS 240	CJS 240	CJS 240	CJS 240	CJS 240	
ec	Sections	0	1	0	0	0	1
ed	Enrollment at 10th day	0	6	0	0	0	6
ee	Average enrollment per section at 10th day	#DIV/0!	6.0	#DIV/0!	#DIV/0!	#DIV/0!	6.0
ef	Proportion of successful completions (A,B,C or P)	0.0%	100.0%	0.0%	0.0%	0.0%	20.0%
eg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	100.0%	0.0%	0.0%	0.0%	20.0%
eh	Course	CJS 250	CJS 250	CJS 250	CJS 250	CJS 250	
ei	Sections	2	1	2	2	2	9
ej	Enrollment at 10th day	6	5	4	6	3	24
ek	Average enrollment per section at 10th day	3.0	5.0	2.0	3.0	1.5	2.7
el	Proportion of successful completions (A,B,C or P)	66.7%	100.0%	100.0%	100.0%	33.3%	80.0%
em	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	66.7%	100.0%	100.0%	100.0%	100.0%	93.3%
en	Course	CJS 255	CJS 255	CJS 255	CJS 255	CJS 255	



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eo	Sections	0	0	0	0	0	0
ep	Enrollment at 10th day	0	0	0	0	0	0
eq	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
er	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
es	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
et	Course	CJS 289	CJS 289	CJS 289	CJS 289	CJS 289	
eu	Sections	0	0	0	0	0	0
ev	Enrollment at 10th day	0	0	0	0	0	0
ew	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
ex	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ey	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ez	Course	CJS 299	CJS 299	CJS 299	CJS 299	CJS 299	
fa	Sections	4	3	2	0	0	9
fb	Enrollment at 10th day	32	24	25	0	0	81
fc	Average enrollment per section at 10th day	8.0	8.0	12.5	#DIV/0!	#DIV/0!	9.0
fd	Proportion of successful completions (A,B,C or P)	100.0%	91.7%	96.0%	0.0%	0.0%	57.5%
fe	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	91.7%	96.0%	0.0%	0.0%	57.5%

5. Describe the five-year enrollment trends

The Criminal Justice program restructured its program in 2009 after a transition in the full-time faculty member position. In 2008, the full-time position was vacant, which adversely impacted the number of sections offered, resulting in a substantial decline. All course sections were offered solely by adjunct faculty in 2008, which limited availability.

In 2009, the program's three program curriculums were reconstructed and the availability of several course sections was increased. As a result of availability and course content, most sections have seen an increase in enrollment. For example, since 2006, the majority of course offerings – and enrollment – have doubled. CJS 130 had just 48 students in FY07, but increased every year and peaked at 115 students in FY10 and had 110 students in FY11. CJS 208 had 35 total students in FY07, but peaked at 103 in FY10 and had 82 in FY11. CJS 135 showed a similar a trend, going from 28 students in FY07 to peaking at 50 in FY11. CJS 230 had just 11 students in FY07 and peaked at 36 students in FY11. CJS 231 had 21 students in FY07 and more than doubled to 50 in FY11. CJS 101 has remained steady in the five-year period, averaging 175 students per year and peaked at 220 students in FY10.

Many of the inactive classes, as seen above, have been removed from the curriculum. Those courses that remain in the curriculum have had strong enrollment patterns. For example, CJS 130, Criminal Investigations, has nearly tripled in course section offerings and in overall enrollment. CJS 200, Ethics in Criminal Justice, is now a required course in all three program offerings and its enrollment has increased from just one student in the previous four years to 40 students in FY11. Courses such as CJS 101, Introduction to Criminal Justice, are often taken by students from all program areas, and it continues to be in high demand. All sections of CJS courses, whether online or in a traditional classroom, are demonstrating steady growth.



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Courses in Corrections have been reduced due to the lack of interest among students and also because the field of Corrections (in Illinois, at least) does not require a specific degree to gain employment. Many students are pursuing degrees in other areas of Criminal Justice. For example, in 2009, a survey was provided to students in all sections of CJS 130 requesting their feedback concerning their interest in the Criminal Justice field. The survey revealed that 80% of the students were pursuing careers in the Law Enforcement sector of Criminal Justice. 15% were pursuing careers in Probation and Parole and the remaining 5% were pursuing careers in other areas. The program previously offered a degree in Corrections, but due to low enrollment the curriculum for that program was restructured. The degree is now known as “Justice Affairs” and is designed to appeal to students not pursuing careers specifically targeted to careers in Law Enforcement. This degree has experienced a steady increase and appeals to those students in the survey pursuing careers in probation, parole, corrections and other fields related to Criminal Justice.

The Criminal Justice program as a whole is growing and many sections are now offered both online and in the classroom. The program strives to offer as many sections as possible with the amount of available qualified faculty. By continuing to focus on student needs and demand, as well as the needs and qualification requirements of the employers in the field, these programs are expected to continue growth.

6. Describe the five-year successful *course completion* trends

The five-year successful course completion trends have declined in some sections over the given period, while others have remained steady around the 80% mark. This may likely be a result of the increased challenges of the new curriculum since 2009. The new curriculum strongly emphasizes writing and technology, which has significantly impacted student course completion. For example, CJS 130 now requires two written police reports based on a mock crime scene analysis. These reports are 5 pages in length. This has increased the course’s difficulty, which may be attributed to the drop in course completion to an average of 75% for the past five years. Since 2009, CJS 101 has required a 5-page research paper, which has made the course more challenging, and may account for the drop in completion rate from FY10 of 86.4% to 72.7% in FY11. Successful writing and the use of technology are critical in the field today and by emphasizing these areas, our students are more prepared for the workforce and its expectations.

The completion rates in the data tables above with sections reflecting zero have a variance due to them being calculated in with the total completion rate over the five-year period. The zero represents that the course was either not offered or was deactivated. For example, the completion rate for CJS 232 is provided as 57.7%, but it was only offered three of the five years, which means the actual completion rate was actually 96.2%. CJS 236 was only offered one semester with an 80% completion rate, which would be the accurate completion rate for five years, but the data states that it only had a 16% completion rate as a result of the sections with zero offerings being calculated in. CJS 238 was only offered the past three of five years and had a 100% completion rate each semester, which would be its total completion rate over five years, despite the data stating it is 60%. CJS 105 was only offered two of the past five years, which had completion rates of 66.7% and 83.3%, which would result in a 75% completion, contrary to

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the data table above. CJS 240 was only offered once in the time period, which had a 100% completion rate and would also be its five-year completion rate. CJS 299 was only offered three of the five years and had a completion rate of 95.9% despite the data indicating it was only 57.7%.

Writing is an area that challenges many students, but the college provides several services that focus on improvement. An example is the Learning Assistance Center, which provides tutoring in composition for Criminal Justice courses. Many students also take remedial courses to help prepare them for future composition courses. As a result of the most recent curriculum changes, students are required to write, practice public speaking and communicate more than was the case in previous curriculum requirements.

#### 7. Describe the five-year *persistence rate* trends

The five-year persistence rate trends have fluctuated based on the various courses. A majority of the courses tend to have a trend between 80% and 90%. In 2009, the curriculum was significantly changed, which resulted in the removal of five courses that were replaced by others, such as CJS 200 and SPE 131. FY07 consistently appears to be the lowest among persistence rate trends, but it was also the lowest year for average enrollment in all sections at the 10<sup>th</sup> day. FY10 and FY11 have held steady persistence rate trends around the 90% mark. Some of these results may be due to a change in the primary instructor over the past five years. Additionally, a number of these courses have transitioned into online sections. Due to retention rates in online courses being traditionally lower, this impacts that persistence rate trend, particularly in FY10 and FY11 when online course offerings were significantly increased.

#### 8. Describe the efforts to improve the trends (#5, 6, 7 above) conducted since the last program review. Indicate how frequently each effort was conducted during the past five years.

The Criminal Justice program uses an aggressive marketing strategy to maintain persistent growth and completion trends. The program uses traditional marketing, such as the college website, banners, electronic billboards, and brochures. Since 2009, the program's staff makes regular appearances at college activities that promote recruitment and marketing. For example, instructors regularly attend events such as "Work in the Real World" and "New Student Day," which educate students on the field of Criminal Justice and how Sauk can help students reach their educational goals. The program also hosts "Women in Criminal Justice" day, which is a day-long event that hosts high school females to educate them on the criminal justice profession, as well as the program at Sauk.

The program has also expanded its offerings to Highland Community College. Sauk Valley Community College's Criminal Justice program provides (on average) three to four courses a semester at Highland Community College. The enrollment at Highland has doubled. Highland Community College students become students of Sauk Valley Community College when they enroll in our Criminal Justice courses. These courses are being taught in Highland Community College's classrooms both in the traditional classroom setting and through the technology of compressed video. With the Highland courses being in such demand, the Criminal Justice program could expand even more, offering up to 5 or 6 courses per semester. Hiring adjunct faculty at the Highland campus would be needed, and this has been explored.

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Students across the State of Illinois can also enroll in the program's online courses through Illinois Community College Online (ILCCO), which is a consortium of Illinois Community Colleges sharing online courses and programs. Each online course has on average 1 to 2 students enrolled through the ILCCO opportunity.

Below is a table of the enrollments of the course offerings at Highland Community College through our program at Sauk Valley Community College over the past 5 years, which supports the growth and opportunity on their campus:

Class	Enrolled	Term
CJS 105 AF	5	Spring 2006
CJS 231 AF	7	Spring 2006
CJS 299 AF	1	Spring 2006
CJS 130 AF	2	Fall 2006
CJS 105 AF	2	Spring 2007
CJS 231 AF	3	Spring 2007
CJS 120 AF	3	Fall 2007
CJS 130 AF	10	Fall 2007
CJS 208 AF	9	Fall 2007
CJS 101 AF	3	Fall 2008
CJS 120 AF	1	Fall 2008
CJS 101 AF	25	Spring 2009
CJS 208 AF	5	Spring 2009
CJS 231 AF	4	Spring 2009
CJS 101 AF	15	Fall 2009
CJS 130 AF	13	Fall 2009
CJS 208 AF	16	Fall 2009
CJS 101 AF	15	Spring 2010
CJS 130 AF	15	Spring 2010
CJS 208 AF	14	Spring 2010
CJS 231 AF	14	Spring 2010
CJS 101 AF	16	Spring 2011
CJS 231 AF	20	Spring 2011
CJS 101 AF	17	Fall 2011
CJS 208 DSH	16	Fall 2011

9. Describe what will be done to improve the trends (#5, 6, 7 above) during the next five years.

Continued marketing of the program and establishing relationships with the declared majors will be a critical part of improving the trends. Providing opportunities in and out of the classroom will also promote the program and its interest among students. Stability in the full-time faculty position will contribute to program goals and objectives being continuously monitored and assessed. Offering students an orientation to an online course could be beneficial in that it would educate them on the expectations of the course, which would also improve trends.

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10. Summarize the activities identified above in the operational plan (under Goal 1 or 2).  
 Indicate below if activities will be included in the operational plan.

<input checked="" type="checkbox"/> Activities will be included in the operational plan.
<input type="checkbox"/> Activities will not be included in the operational plan.

DATA TABLE 2: Completion Data		Discipline Group: Criminal Justice					
Row		FY07	FY08	FY09	FY10	FY11	5 Year Total
<b>Totals for all Programs in Discipline</b>							
a	Declared majors	189	162	140	269	297	1057
b	Number of program completions	16	18	8	11	17	70
c	Average number of Fall & Spring terms to completion	4	4	4	3	3	4
<b>Program: Criminal Justice (AS 0824)</b>							
d	Declared majors	131	94	82	174	197	678
e	Number of program completions	11	15	5	9	12	52
f	Average number of Fall & Spring terms to completion	4	4	4	3	4	4
<b>Program: Criminal Justice - Justice Affairs (AAS 0082)</b>							
g	Declared majors	21	13	16	19	26	95
h	Number of program completions	1	0	0	1	0	2
i	Average number of Fall & Spring terms to completion	6	0	0	4	0	2
<b>Program: Criminal Justice - Law Enforcement (AAS 0081)</b>							
j	Declared majors	37	55	42	76	74	284
k	Number of program completions	4	3	3	1	5	16
l	Average number of Fall & Spring terms to completion	4	3	4	6	3	4

11. Describe the five-year trends pertaining to the number of *declared majors*

The Criminal Justice program currently has 297 declared majors, which is a combination of the three degrees offered in the program. In 2009, the number of declared majors declined to 140, which was the lowest number in the five years. This decline was likely due in part to the full-time faculty position being vacant in 2008, which impacted recruitment and marketing. In 2010 and 2011, the program saw considerable increases in declared majors. In 2010, the number of majors nearly doubled to 269 and the numbers increased to 297 in 2011.

Nearly 2/3 of all Criminal Justice students are seeking the AS degree (0824), which is known as the transfer degree. Due to the Criminal Justice system's requirement that an applicant be 21 years of age, this encourages many Criminal Justice majors to seek a Bachelors degree. A majority of Sauk Valley Community College students transfer to Western Illinois University to

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seek their Law Enforcement and Justice Administration degree. An inter-college agreement, which articulates credit between the two institutions, exists between SVCC and Western Illinois University. Currently, Western Illinois University accepts 20 CJS courses for a total of 60 hours credit.

The Criminal Justice-Law Enforcement AAS degree has seen its declared majors also significantly increase. In 2007, the degree had 37 declared majors and the numbers increased to 55 in 2008, only to see it decrease in 2009. In 2010 and 2011, the declared majors increased and nearly doubled since 2007-2008. The current declared majors for the program is 74, down two from 76 in 2010. As previously mentioned, this degree does not gain the interest of the transfer degree students due to the Criminal Justice's minimum age requirement.

The Justice Affairs degree, formerly known as Corrections, was not introduced until 2010 and it has shown improvement in the number of declared majors since its inception. In terms of declared majors, this particular degree is the lowest of the declared majors, but is showing an increase in numbers from FY07 to FY11. This degree now appeals to more than just students seeking a degree in the Corrections field. In 2011, the number of declared majors for this degree was its highest, as demonstrated in data table 2. The number of declared majors for this degree has increased each year since 2008 when there were just 13 students. These have since doubled to 26 in 2011.

**12. Describe the five-year program completion trends**

The Criminal Justice program's completion trends have remained consistent over the past five years. A majority of the students are able to complete any of the degrees in 4 semesters or less. As the enrollment has increased, the completion numbers have also increased. In the past two years, enrollment has more than doubled (140 in FY09 to 297 in FY11), as have the number of completions (8 completions in FY09 and 17 completions in FY11).

Completion rates may be negatively impacted due to nearly 2/3 of the program being enrolled in the transfer program, in which students may not complete the degree at our campus, but transfer to a four-year institution when they feel it is appropriate. Many students are not eligible for employment in this field until the minimum age requirement of 21 years old in the criminal justice field, so they choose to transfer to a four-year institution before fully completing an associate's degree. When students near completion of an associate, they often transfer to a four-year institution to avoid delay of Bachelor's completion. This allows the student to take 300 and 400 level courses while finishing the remaining 2-4 degrees for an associate's.

The completion rate among non-traditional students is low statewide and not just at Sauk Valley Community College's campus. Initiatives are in place to improve this, such as marketing directly to those students through mentoring programs and events such as "Women in Criminal Justice Day".

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13. Describe what was done to increase the number of declared majors and increase the number of program completions since the last program review. Indicate how frequently each effort was conducted during the past five years.

As previously mentioned, aggressive marketing is used by the program, but faculty work diligently to stay in close contact with their students to follow-up with their performance and academic goals. The full-time faculty instructor is notified of the program's majors and provides regular follow-ups with the students to ensure they are meeting academic goals and requirements. Extracurricular programs are hosted once a month to provide opportunities to the students outside of the class room, which has also improved the interest in the field and the program. These programs have created a learning community among the students.

14. Describe what will be done to increase the number of declared majors and increase the number of program completions during the next five years.

The faculty follow-up initiative, as discussed in question #13, will continue, as well as the program continuing its close relationship with the public relations office. Student surveys will be used in the future, particularly entrance and exit surveys, which will assess the students and program. An exit survey would address any issues that delayed their completion in the program, as well as what the program needs to improve. An entrance survey would simply ask the students what their interests are in the field and how the program can help them reach these goals. The continued engagement with students in and out of the classroom will be critical. Exposing students to the program's opportunities both in and out of the classroom can also help in retention by building relationships between the students and the faculty. The program's instructors strive to get to know all of their students and regularly monitor student progress. Directing students to all necessary student services is also a large part of the program reinforcing its commitment to program completion. For example, the program's instructors work closely with Student Support Services to consistently serve the students and set them up for successful completion.

The full-time faculty instructor has a close relationship with the instructor of the Whiteside Area Career Center's (WACC) Criminal Justice program, Harry Ulferts. Mr. Ulferts also serves as an adjunct to the Criminal Justice program at SVCC and has for many years. The WACC program serves students from high schools from Sauk's area as well as those high schools contingent upon the SVCC area. By having a strong and cooperative relationship with WACC, the high school students learn about Sauk's Criminal Justice program, which is not only a valuable recruiting and marketing tool, but also assists the high school students in the transition to college level courses. Students of the WACC Criminal Justice Program also make visits to our campus to attend criminal justice events, such as the Criminal Justice Career Fair. This cooperation between the two institutions is positive and familiarizes students with our program and campus. These opportunities also allow WACC students to exit high school and feel confident, as well as content on our campus, as they enter their freshman year at Sauk. Additionally, there is an opportunity afforded to WACC criminal justice students (with sufficient GPA's) to earn articulated credit for SVCC classes.



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15. ***Transfer Classes Only***: Describe any *recurring* problems related to IAI approved courses transferring to universities and what needs to be done to obtain resolution, **OR** if there were not any *recurring* problems, indicate “None.”

None

16. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.

**NEED FOR PROGRAM**

17. ***Career Programs Only*** List any concerns identified in the *Career and Technical Follow-Up Study* and discuss solutions, **OR** if there were no concerns identified, indicate “No concerns.”

No concerns

18. ***Career Programs Only*** Use data from the Illinois Workforce Development System <http://iwds.state.il.us/iwdshome.html> (click on *Consumer Information*, click on *Compare performance...* and enter *Sauk Valley Community College* as the training provider name) which tracks WIA eligible students, to answer the following:

Percent of students who complete the program:	<u>50</u> %
Percent of students employed after exiting WIA:	<u>100</u> %
Average starting hourly wage:	\$ <u>13.00</u>

19. ***Career Programs Only*** Describe the occupational need for the program. Create one or more tables that illustrate the projected occupational demand for program completers using information available at one of the following sources. Include all appropriate job titles:

Despite a struggling economy, the job market remains positive for graduates of the program. Police, probation officers and correctional officers will continue to be in demand in the coming years. See the graphs below, which relate to the various fields and their future expectancies for projected employment. (Source: Bureau of Labor Statistics, 2010-2011)



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**Law Enforcement**

Occupational Title	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
			Number	Percent
Police and detectives	883,600	968,400	84,700	10
First-line supervisors/managers of police and detectives	97,300	105,200	7,800	8
Detectives and criminal investigators	112,200	130,900	18,700	17
Fish and game wardens	8,300	9,000	700	8
Police officers	665,700	723,300	57,500	9
Police and sheriff's patrol officers	661,500	718,800	57,300	9
Transit and railroad police	4,300	4,500	200	5

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$15.24	\$19.63	\$25.74	\$33.21	\$40.15
Annual Wage	\$31,700	\$40,830	\$53,540	\$69,070	\$83,510

**Probation and Corrections**

Occupational Title	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
			Number	Percent
Probation officers and correctional treatment specialists	103,400	123,300	19,900	19

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$14.86	\$17.52	\$22.69	\$30.20	\$38.82
Annual Wage	\$30,920	\$36,440	\$47,200	\$62,820	\$80,750

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**PROGRAM FINANCES**

<b>DATA TABLE 3: Income and Expense Revenue</b>		<b>Discipline Group: Criminal Justice</b>					
Tutorials not included. Honors students included. Honors sections not included.							
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
a	Direct income (Tuition & fees at 10th day)	\$101,497	\$81,862	\$83,506	\$152,071	\$181,256	\$600,192
b	Apportionment (Estimated)	\$29,673	\$37,639	\$52,163	\$77,765	\$68,069	\$265,309
c	<b>Total income</b> (Row a + b)	\$131,170	\$119,501	\$135,669	\$229,836	\$249,325	\$865,501
d	Employee expense (Salaries & benefits) <sup>1</sup>	\$69,656	\$58,395	\$56,495	\$88,049	\$101,401	\$373,996
e	Supply expense (Purchases charged to budget supply line & software purchases)	\$1,431	\$886	\$1,324	\$1,400	\$975	\$6,016
f	Equipment expense (Purchases charged to budget equipment line)	\$0	\$0	\$0	\$3,573	\$0	\$3,573
g	Other expense (Any expense that does not fit into the above categories)	\$5,248	\$661	\$106	\$7	\$1	\$6,023
h	<b>Total expense</b> (Row d + e + f + g)	\$76,335	\$59,942	\$57,925	\$93,029	\$102,377	\$389,608
i	<b>Net income</b> (Row c - Row h)	\$54,835	\$59,559	\$77,744	\$136,807	\$146,948	\$475,893

<sup>1</sup> Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage)

20. Describe the five-year income and expense trends.

The total income over the five years has increased each year. The amount of employee expenses has increased, mainly due to the doubling enrollment and the need for more sections of courses. As a result of the increase in sections, the total net income has increased. The program operates with very little equipment or supply expense. As the program continues to grow (with limited supply and equipment expense), the total net income is expected to remain steady. The current net income of \$475,893 reinforces the program's viability and demand by the students.

The program relies on one full-time instructor and multiple adjuncts. As a result of the growth, the need for adjuncts has increased steadily. Keeping costs at a minimum for supplies is likely, but a majority of the program's expense will be attributable to employee compensation necessary to support the student need and demand. As the online sections of the program continue to show steady growth, the need for quality online instructors also grows.

21. Describe what was done to improve the program's financial viability during the past five years.

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The Criminal Justice program is serving more students today than in years past. The steady growth of the program has provided a foundation for the financial viability. The program has also been highly marketed and has experienced an increase in course sections, as previously discussed in #5 above. Criminal Justice courses can be taken in several forms, including traditional daytime courses, night courses, online courses and also by compressed video. The program requires very little funding for equipment and its courses are consistently full. Presumably due to the downturn in the economy, many are seeking careers in criminal justice, as its positions are stable in the workforce.

With limited expense in equipment and supplies, the focus of the finances of the program has been to meet the student demand with more course sections, whether online, during the day, or at night. Scheduling courses that meet the needs of all students has been critical in serving the entire student population, which in turn will benefit the program's financial position.

22. Describe how the program's financial viability may be improved.

The program's financial viability may be improved if we continue to recruit non-traditional students into the program. A "Women in Criminal Justice" mentoring program is set to begin in January 2012, which provides female students with an opportunity to meet with female professionals in the field once a month. This effort will hopefully increase completion rates for non-traditional students in the future. If the non-traditional student enrollment in the program continues to increase, the program, in turn, also will become even more financially viable. The program has added this plan into its marketing strategy. For example, the program is inviting more females in the field to participate in on-campus activities. A female police officer participates in the "New Student Day" event at the college, along with the full-time faculty member.

Offering more sections of courses at Highland Community College is also an opportunity for the financial viability of the program to thrive. Courses at Highland Community College have full class sections, but our ability to provide instructors there can be difficult as the previous and current adjunct instructors on their campus work a full-time position elsewhere, such as a law firm. Our applicant pool for the position in the Highland campus area has not yielded qualified applicants with a master's degree.

Many students who are not criminal justice majors also take the courses as an elective. The courses are popular due to the nature of the subject so it is critical that we schedule courses not only for the criminal justice majors, but also to accommodate those students that are taking classes to meet elective requirements in their respective programs.

23. Summarize the activities identified above in the operational plan (under Goal 3). Indicate below if activities will be included in the operational plan.

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.

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**Part 4: QUALITY COMPONENT**

The quality component focuses on qualitative analysis and issues

**COURSE SCHEDULING**

24. Provide the program schedule by listing each required course by course number and indicating each semester in which it is planned to be offered.

***A.A.S – Law Enforcement***

<b>COURSE NUMBER</b>	<b>YEAR 1: FALL SEMESTER</b>	<b>YEAR 1: SPRING SEMESTER</b>	<b>YEAR 2: FALL SEMESTER</b>	<b>YEAR 2: SPRING SEMESTER</b>
CJS 101	X			
CJS 120	X			
CJS 130	X			
CJS 135				X
CJS 200			X	
CJS 208			X	
CJS 230			X	
CJS 231				X
CJS 232		X		
CJS 250				X

***A.A.S – Justice Affairs***

<b>COURSE NUMBER</b>	<b>YEAR 1: FALL SEMESTER</b>	<b>YEAR 1: SPRING SEMESTER</b>	<b>YEAR 2: FALL SEMESTER</b>	<b>YEAR 2: SPRING SEMESTER</b>
CJS 101	X			
CJS 120	X			
CJS 135		X		
CJS 200		X		
CJS 208			X	
CJS 214				X
CJS 227			X	
CJS 238				X
CJS 250				X

***A.S. – Criminal Justice (Transfer Degree)***

<b>COURSE NUMBER</b>	<b>YEAR 1: FALL SEMESTER</b>	<b>YEAR 1: SPRING SEMESTER</b>	<b>YEAR 2: FALL SEMESTER</b>	<b>YEAR 2: SPRING SEMESTER</b>
CJS 101	X			
CJS 120			X	
CJS 130	X			

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CJS 135		X		
CJS 208			X	
CJS 238				X

25. How many semesters should it take a full-time student to complete this program?

4 semesters

26. During the past five years, have courses been offered and properly sequenced so a student could complete the program in the number of semesters specified above?

Yes  
 No

27. During the past five years, have scheduling conflicts been avoided by coordinating the days and times that courses are offered?

Yes  
 No

28. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses, outside of this area?

Yes  
 No

29. Describe scheduling changes that may be needed during the next five years and the rationale for the changes, **OR** indicate "None."

None

30. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan, **AND/OR** if issues have already been corrected.

Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.  
 Issues have already been corrected.

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**CURRICULUM: COURSE OUTLINES**

31. In the table below, list all of the courses in the discipline and indicate the most recent date it was reviewed as indicated on the course outline.

Course Number	Most recent review date (as indicated on the course outline in the Academic VP's office)	Next review date (to be reviewed not more than 5 years after the most recent review)
CJS 101	August 2010	August 2015
CJS 105	August 2011	August 2016
CJS 120	January 2011	January 2016
CJS 130	August 2010	August 2015
CJS 131	August 2011	August 2016
CJS 135	August 2011	August 2016
CJS 200	August 2011	August 2016
CJS 208	January 2011	January 2016
CJS 214	August 2011	August 2016
CJS 225	August 2011	August 2016
CJS 227	August 2011	August 2016
CJS 230	August 2011	August 2016
CJS 231	August 2011	August 2016
CJS 232	August 2007	August 2012
CJS 236	August 2011	August 2016
CJS 238	January 2011	January 2016
CJS 240	August 2011	August 2016
CJS 250	August 2011	August 2016
CJS 299	August 2011	August 2016

**NOTE:** Add the schedule of course review dates to the operational plan

32. Are 100% of course outlines and syllabi aligned?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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33. Summarize activities to correct any course outline issues in the operational plan (under Objective 1.1 or 1.3). Indicate below if activities will be included in the operational plan, **AND/OR** if issues have already been corrected.

<input checked="" type="checkbox"/> Activities will be included in the operational plan. <input type="checkbox"/> Activities will not be included in the operational plan. <input type="checkbox"/> Issues have already been corrected.
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**CURRICULUM: ASSESSMENT**

Additional resources: Assessment Summary Reports and Operational Plans

34. List the program/area objectives that have NOT been assessed in this five-year period and indicate whether these will be assessed, eliminated, or replaced, **OR** indicate “All have been assessed.”

All have been assessed.

35. Describe any curricular changes ensuing from assessment, which were made during the past five years, and the positive and/or negative results of those changes, **OR** indicate “None.”

More writing has been incorporated into the curriculum, as well as public speaking. English 101 and English 103 are required for all Criminal Justice programs, but SPE 131 was added to the program requirements in 2009. The change has been positive as students in Criminal Justice courses have been assessed in these areas and have shown improvement. For example, CJS 130 is often a final course in the program and students are required to write two 5-page mock crime scene reports. By this time, students have taken their ENG requirements, such as ENG 101 and ENG 103. The instructor in CJS 130 and CJS 101 has assessed their writing over the past two years and seen improvement. Students have improved 10-15% in their overall grades in the areas of writing. The workforce advisory council for the program and the college’s curriculum committee approved the above curricular changes and agreed that they met current standards. 100% of course outlines for CJS require written assignments and/or a presentation to the class.

36. Summarize activities related to assessment issues in the operational plan (under Objective 1.1). Indicate below if activities will be included in the operational plan.

Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.

**CURRICULUM: CURRICULAR CHANGES**

Additional resources: Assessment Summary Reports  
Operational Plans

37. Describe any curricular changes made during the past five years, and the positive and/or negative results of those changes, **OR** indicate “None.”

The Associate in Applied Science in Corrections had low enrollments since the previous program review. After surveying students in 2009, it was determined that 80% of the Criminal Justice students were pursuing careers in law enforcement and nearly 15% of them were pursuing careers in probation and parole. The remaining 5% were interested in private security, dispatching, court services and corrections. As a result, the Corrections A.A.S. was modified to appeal to students who were pursuing career fields outside of law enforcement. The curriculum of Corrections was renamed “Justice Affairs” which now offers a variety of course in psychology, probation, courts and corrections. This program allows students who are not interested in law enforcement to pursue a degree in the field without an emphasis on policing. In just one year, the program more than doubled in declared majors, going from 6



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students to 13 students. This program will continue to be highly marketed.

The A.A.S. degrees also saw speech and ethics courses added to the curriculum. Speech was added due to the need for confident and quality speaking in the field. Ethics was added to reinforce the college’s commitment to professionalism and strong character. The workforce advisory council for the program strongly supported these changes. The ethics course has had high enrollments since it was added to the curriculum in 2009.

38. Describe possible changes in transfer requirements or content that may be *imposed* on the program during the next five years, **OR** indicate “None.”

None

39. Describe anticipated curricular changes that the department will propose during the next five years and the *accompanying* needs that will be required, or indicate “None.”

CURRICULAR CHANGES	EQUIPMENT AND/OR SUPPLY NEEDS	FACILITY NEEDS	PERSONNEL AND/OR TRAINING NEEDS	ESTIMATED EXPENSE
None	None	None	Addition of instructors, part-time or full-time	

40. Summarize activities that the department will perform to make curricular changes in the operational plan (under Objective 1.1; 1.2; or 1.3). Indicate below if activities will be included in the operational plan.

Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.

**FACULTY & STAFF**

41. Have 100% of full-time faculty participated in professional development during the past 5 years?

Yes, skip to question 43  
 No, continue with question 42

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42. Describe what can be done to assure that 100% of faculty participate in professional development during the next 5 years?

The full-time faculty regularly participates in professional development and actively seeks the continued notification of such opportunities. The program's instructors regularly participate in such opportunities; e.g., attending conferences and attending training on and off campus.

43. Will faculty need any *specialized* professional development in the next 5 years?

Yes, continue with question 44  
 No, skip to question 45

44. Summarize the *specialized* professional development what will be needed, who will participate and estimated expenses.

The full-time faculty member should seek continued education in the area of technology within the criminal justice field. This will allow the full-time faculty member to remain current on the evolving technologies within the field. An exact estimate is unknown as no particular training has been scheduled or suggested at this point.

45. Describe any proposed staffing changes along with a rationale; indicate any planned retirements, and submit a completed *Personnel Change Request* form, or indicate "None."

None

46. Summarize activities that the department will perform to assure that 100% of faculty participate in professional development during the next 5 years and staffing changes described above, in the operational plan (under Goal 1 or 2); Indicate below if activities will be included in the operational plan, and indicate if a completed *Personnel Change Request* is attached.

Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.  
 A completed *Personnel Change Request* accompanies this program review.

**EQUIPMENT AND SUPPLIES**

47. Identify *current deficiencies* in equipment, software, and/or supplies that negatively impact the program (be as specific as possible), **OR** indicate "None."

None

48. Identify *new and/or replacement* equipment, software, and/or supplies which are anticipated during the next five years, with cost estimates, **OR** indicate "None." Do not include items associated with the curriculum changes noted in Section G.

None

49. Summarize activities to acquire the needed equipment, software, and supplies as described above in the operational plan (under Goal 1 or 2), **OR** submit a completed *Equipment*

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*Request Form.* Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

<input type="checkbox"/> Activities will be included in the operational plan.
<input checked="" type="checkbox"/> Activities will not be included in the operational plan.
<input type="checkbox"/> A completed <i>Equipment Request Form</i> accompanies this program review.

**SUPPORT SERVICES**  
Definition: College services that are *specific to this program*, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, etc).

50. Describe the services that are *specific to this program* that are currently available to students, **OR** indicate “None.”

The “Women in Criminal Justice” Mentoring program beginning in January 2012. This monthly program will pair up female students with female professionals in the field.
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51. Describe gaps in the services that are *specific to this program* which are currently available and identify possible solutions, **OR** indicate “None.”

None
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52. Describe any changes in the need for support services that are anticipated to occur during the next five years, **OR** indicate “None.”

None
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53. Summarize activities to expand or correct the gaps in support services as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

<input checked="" type="checkbox"/> Activities will be included in the operational plan.
<input type="checkbox"/> Activities will not be included in the operational plan.

**MARKETING**  
Definition: Systematic efforts aimed at attracting students to the program.

54. Not including the catalog and program brochure, describe how the program has been promoted and marketed during the past five years, and the frequency that each promotional or marketing activity has been done.

The program’s instructors regularly participate in student events that market the program and assist students. The full-time faculty member regularly attends High School Relations events, such as “Work in the Real World,” “Women in Criminal Justice” day, and “Discover Sauk.” The program regularly advertises its events on the college’s website, electronic billboards, and also has its own department website. The program was also advertised on a billboard on a high traffic street. Due to the growth and demand for the program at Highland Community College, our Criminal Justice faculty attended “Major Pursuit,” an event on Highland’s campus, which educates students about various majors being offered, particularly Criminal Justice through Sauk Valley Community College.
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**PROGRAM: *Criminal Justice***

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Advertising of the program's faculty, including adjunct faculty, could be beneficial. The program's adjunct faculty are some of the area's most established professionals in the field, including former Lee County State's Attorney Paul Whitcombe, retired Dixon Police Lieutenant Harry Ulferts, and Oregon Chief of Police Darin DeHaan. By advertising these instructors, all of whom are well-known and respected leaders in the community, it could attract and appeal to potential students. Instructors also promote the college as a whole by participating in interactive on-campus events, such as "Free for Fall" and "Saukapalooza."

The college's Criminal Justice Club, which provides programming for the college and community service, also serves as an important marketing tool for the program. The Criminal Justice Club has provided community-wide activities and events, including the FBI's presentation on Identity Theft and the Secret Service's presentation on their role in protecting our nation's leaders. These presentations were marketed in many forms and the attendance filled the Jerry Weston Mathis Theatre on campus. These events not only promoted the college, but they also marketed the programs and the students that coordinated these functions. The Criminal Justice Club created a Facebook page, which markets its events, encourages membership to the club, and promotes the program as a whole.

55. Describe how the program can be better promoted and marketed.

Discussion of promoting the program through student interns has begun. It could be beneficial for student interns to wear a college polo shirt, which designates them as a student of the college, as well as an intern in the field. This not only would reduce any confusion with attire for the interns at an agency, but it would also promote the college's dedication to the community and the opportunities it provides.

The department also held the first Criminal Justice Career Fair in 2010, which was highly successful and widely accepted by not only the students, but also the agencies that participated. This event promoted the program and its employment opportunities that ensue after completion.

Continued marketing of the program through traditional forms of media is critical. Advertising on the website and proper placement of banners throughout the college has provided color for the program. Faculty representation is also critical and making them available to prospective students is vital.

Facebook continues to be a highly marketable website and nearly 95% of Criminal Justice students are members of it. The college's Facebook page provides valuable information, as does the Criminal Justice Club's page. Keeping these pages updated on a daily basis will continue to help market the program.

56. Summarize activities to better promote and market the program as described above in the operational plan (under Objective 1.2 or Goal 3). Indicate below if activities will be included in the operational plan.

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<input checked="" type="checkbox"/> Activities will be included in the operational plan. <input type="checkbox"/> Activities will not be included in the operational plan.
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**STUDENT INPUT**  
 Definition: Formal and informal efforts aimed at obtaining student opinions and suggestions for improving the program.

57. Describe the formal and informal efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made **OR** indicate “Not applicable.”

Source of Input	A survey of “Women in Criminal Justice” day is provided to the high school participants, and assesses not only the event’s programming, but also how the participants feel about the opportunities presented about Sauk’s Criminal Justice program.
Assessment	The program evaluates itself at a minimum of once a year, which provides data on the knowledge of outgoing graduates. The assessment assists the department in determining what its strengths and weaknesses are.
Informal Conversations	The program emphasizes strong communication between the faculty and the students. Students regularly provide input on courses and the program as a whole. This information is gathered during the fall and spring semesters.
Interviews	Interns are interviewed to gain data on their experiences. Consistently interviewing incoming students and outgoing student would be beneficial to the program in the future. This information is gathered during the fall, spring, and summer semesters.
Survey	Students are provided course evaluation forms, which survey the course they are taking. Informal surveys are provided students when the department attempts to gather data that is critical to the program. A survey of the students’ interest in the program was conducted in 2009 when a new full-time faculty member was appointed. This data resulted in the need to make curricular changes to the Corrections AAS degree.
Other	

58. Describe the formal and informal efforts to obtain student input that **will be attempted** during the next five years **OR** indicate “None are planned.”

The entrance and exit surveys, which were previously discussed. Also, surveying non-traditional students as it relates to their low completion rates may help us reveal what obstacles are preventing those students from completion. This information may also reveal if the issue lies within the program or if it is external issue.
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59. Summarize activities to obtain student input as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

<input checked="" type="checkbox"/> Activities will be included in the operational plan. <input type="checkbox"/> Activities will not be included in the operational plan.
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**PROGRAM: *Criminal Justice***

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**NON-STUDENT INPUT**  
 Definition: Formal and informal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).

60. Describe the formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made **OR** indicate “Not applicable.

Method	Formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made
Conference attendance	Full-time faculty annually attends the “Teaching and Learning Excellence” conference during October, which provides a variety of topics relating to classroom instruction. Full-time faculty also attends the annual “Assessment Fair” which provides training in gathering assessment data and how to interpret it.
IAI updates	None
Networking with colleagues	Full-time faculty participates in committees at the college such as program review, HLC steering committees and the Sauk Valley Crisis Assistance Team. Faculty network with colleagues daily by attending area meetings and not only attending in-service training, but providing training to other faculty. The Workforce Advisory Council for the program provides an opportunity for faculty to meet with professionals in the field and discuss the future of the program. This feedback from the Workforce Advisory Council focuses on the needs of the various employers in the field.
Professional association membership	Current full-time faculty instructor serves as a faculty advisor to Phi Theta Kappa, and serves on the Oregon Area Chamber of Commerce Executive Board and the Ogle County Juvenile Justice Council.
Other	Adjunct faculty instructors also participate in conferences, network with academic and criminal justice colleagues and serve on community associations.

61. Describe the formal and informal efforts to obtain non-student input that will be attempted during the next five years **OR** indicate “None are planned.”

The program formed a workforce council in 2009, which consists of local criminal justice professionals including police, probation and courts officials. This council serves as an oversight committee that meets twice a year to discuss the state of the current program and any changes needed to meet today’s employment standards.

62. Summarize plans to obtain future input from non-student sources described above in the operational plan (under Goal 1, 2, or 4). Indicate below if activities will be included in the operational plan.

Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.

**PROGRAM: *Criminal Justice***  
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**NEED AND GROWTH POTENTIAL**

63. What is the projected level of need for the program, during the next five years?

<input type="checkbox"/> Growing need
<input checked="" type="checkbox"/> Level need
<input type="checkbox"/> Declining need

64. List the top five plans to strengthen the program during the next five years.

<ol style="list-style-type: none"><li>1) Expansion of opportunities for the internship program from three agencies to six agencies.</li><li>2) Increase adjunct faculty or full-time faculty to meet needs at the Sauk campus and Highland campus. 3 to 4 courses are taught at Highland each semester with one or two instructors. The addition of at least one more instructor at the Highland Campus could improve the quality of instruction.</li><li>3) Continued marketing to traditional and specific non-traditional students. The mentoring program will seek to increase completion by 40% among female criminal justice majors.</li><li>4) Continued expansion of online course offerings to meet student needs. We currently offer 8 to 10 online courses per year with 50% of them being taught by the full-time faculty member. Expanding the amount of instructors to fill this amount of classes is necessary.</li><li>5) Continue increased enrollment in the Justice Affairs degree. The current program has 26 majors in it and doubling it within the next five years should be emphasized.</li></ol>
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65. Summarize plans to address the top five priorities in the operational plan. Indicate below if activities will be included in the operational plan.

<input checked="" type="checkbox"/> Activities will be included in the operational plan.
<input type="checkbox"/> Activities will not be included in the operational plan.



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**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*  
**Sauk Valley Community College** **Academic Year 2011 - 2012**

<b>Discipline Area</b>	Criminal Justice – A.S.
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**Improvements & Rationale for Action**

*To meet the demands of the criminal justice field, writing has become a strong emphasis of the curriculum, as well as public speaking. Speech and English composition courses are now required in all criminal justice degrees. Within the criminal justice courses, writing and personal presentations are now a strong part of the course requirements. The program will also continue to market itself to high school students, particularly non-traditional students. Due to the minimum age of 21 to enter the field, the program emphasizes transferring to four-year institutions.*

**Action**

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Principle Assessment Methods Used in Quality Assurance for this Program**
  - Standardized Assessments
  - Certification and licensure examination results
  - Writing samples
  - Portfolio evaluation
  - Course embedded questions
  - Student surveys
  - Analysis of enrollment, demographic and cost data
  - Other, please specify:

**Statewide Program Issues (if applicable)**

*With students requiring remedial courses in reading and writing, it is critical that those courses be offered and which require consistent funding in the future. To better prepare our graduates for the field, having strong communication skills will dictate their success. The program is continuing to be marketed to non-traditional students and focus on their completion rates, which will positively impact the statewide issues of increasing more non-traditional applicants in the field. Due to many students not being eligible for employment in criminal justice until the age of 21, many transfer to a 4-year institution before completing an associate's degree.*

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**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW  
SUMMARY REPORT**

*Required ICCB Program Review Report*  
**Sauk Valley Community College** **Academic Year 2011 - 2012**

**Program Identification Information**

<b>6-digit CIP</b>	430107
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	AAS-03
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<b>Program Title</b>	Criminal Justice – Law Enforcement
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**Action**

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

**Improvements & Rationale for Action**

*To meet the demands of the criminal justice field, writing has become a strong emphasis of the curriculum, as well as public speaking. Speech and English composition courses are now required in all criminal justice degrees. Within the criminal justice courses, writing and personal presentations are now a significant part of the course requirements. The program will also continue to market itself to high school students, particularly non-traditional students.*

**Principle Assessment Methods Used in Quality Assurance for this Program**

- X Standardized assessments
- Certification and licensure examination results
- X Writing samples
- Portfolio evaluation
- X Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

**Statewide Program Issues (if applicable)**

*With students requiring remedial courses in reading and writing, it is critical that those courses be offered and which require consistent funding in the future. To better prepare our graduates for the field, having strong communication skills will dictate their success. The program is continuing to be marketed to non-traditional students and focus on their completion rates, which will positively impact the statewide issues of increasing more non-traditional applicants in the field.*

**PROGRAM: *Criminal Justice***  
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**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW  
SUMMARY REPORT**

***Required ICCB Program Review Report***

**Sauk Valley Community College**

**Academic Year 2011 - 2012**

**Program Identification Information**

<b>6-digit CIP</b>	430102
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	AAS-03
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<b>Program Title</b>	Criminal Justice – Justice Affairs
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**Action**

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

**Improvements & Rationale for Action**

*To meet the demands of the criminal justice field, writing has become a strong emphasis of the curriculum, as well as public speaking. Speech and English composition courses are now required in all criminal justice degrees. Within the criminal justice courses, writing and personal presentations are now a strong part of the course requirements. The program will also continue to market itself to high school students, particularly non-traditional students.*

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized Assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

**Statewide Program Issues (if applicable)**

*With students requiring remedial courses in reading and writing, it is critical that those courses be offered, which require consistent funding in the future. To better prepare our graduates for the field, having strong communication skills will dictate their success. The program also is continuing to market itself to non-traditional students and to focus on their completion rates, which will positively impact the statewide issues of increasing more non-traditional applicants in the field.*

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**BEST PRACTICES REPORT**  
***Optional ICCB Program Review Report***  
Sauk Valley Community College Academic Year 2010 – 2011

**Title of Best Practice**

Technical Report Writing Improvement

**Programmatic Area**

- Academic Discipline
- Career and Technical Education
- Cross-Disciplinary
- Student & Academic Support Services

**Description of the innovation/best practice (150 word limit)**

Students are now required to write technical reports in the field, such as an investigative police report. Students analyze a mock crime scene, process the evidence within the scene, and listen to role players who provide statements as a victim or witness to the crime. Students take notes during this interactive assignment and then complete a full narrative report on their findings and observations.

**What are the results/measurable outcomes?**

The assignment assesses how well the students can apply the content of the course, as well as their reading and writing and skills. Listening skills are also measured, which are critical in this assignment, as well as the field. A student's success on this assignment is based on how well they listened, observed, and documented their findings.

**Contact Information**

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**PROGRAM: *Criminal Justice***  
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**SIGNATURES and APPROVALS**

<b>NAMES AND SIGNATURES OF THE PROGRAM REVIEW TEAM</b> Add lines if needed Signatures indicate that team members concur with the findings of the program review	
NAMES (Indicate chair/co-chairs)	SIGNATURES
Jon Mandrell, Assistant Professor (Chair)	
Harry Ulferts, Adjunct Professor	
Darin DeHaan, Adjunct Professor and Chief of Police, Oregon Police Department	
Dan Langloss Chief of Police, Dixon Police Department	
Dr. Paul Edleman, Professor of Political Science	
James Wright, Professor of Sociology	
David Rios, Criminal Justice Student	

<b>PROGRAM REVIEW COMMITTEE</b>	
This Program Review is complete and acceptable.	
This Program Review is complete but the conclusions <i>are not</i> fully substantiated.	
This Program Review is incomplete and unacceptable.	
Comments are attached (optional)	
Program Review Committee Chair; Date	
Program Review Committee Co-Chair; Date	

<b>ADMINISTRATIVE APPROVALS</b> Administrative signatures indicate an acceptance of the program review	
Dean	
Academic Vice President	
President	