

## Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021

### Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
<b>Criminal Justice (CJ 2120)</b>	Degree	62	430107	<b>Criminal Justice (CJ 2119)</b>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

#### **Program Objectives**

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

The Criminal Justice Associate of Applied Science (62-hour) program and the Criminal Justice certificate (30-hour) prepares students for careers in the Technology & Engineering Education pathway into Law, Public Safety, Corrections & Security: Law Enforcement Services.

The program prepares graduates for secure employment in local law enforcement, positions in security, as correctional officers, public safety offices, and/or transfer to 4-year institutions.

GOAL 1: The Criminal Justice program will be designed to prepare graduates for secure employment in criminal justice careers and/or transfer to criminal justice academies or universities. (HLC Criterion 4.C) (Strategic Plan Goal 1.2 Strategy O) (Strategic Plan Goal 1.3 Strategy A)

OBJECTIVE 1.1: The CJ program will expose students to various criminal justice agencies to assist students to make informed career choices. The CJ program will provide course content that assists in the general preparation for successful interviews and career placement or university transfer. The CJ program will align the curriculum content with the industry demand for specific skill sets.

GOAL 2: The Criminal Justice program content will be aligned to industry standards to ensure student success in an internship or experiential opportunity. (HLC Criterion 4.C) (Strategic Plan Goal 1.2 Strategy O) (Strategic Plan Goal 4.2 Strategy A)

OBJECTIVE 2.1: The CJ program will provide opportunities for students to visit various CJ graduate employers to determine

	appropriate placement for interns.
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Each year the department completes a Continuous Quality Improvement (CQI) assessment of its overarching program objectives. One objective is to expose students to a variety of criminal justice agencies that they may make informed career choices. In reviewing the objectives and making sure the program is aligned with industry standards, the lead faculty member hosts an annual speaker series that students have an opportunity to learn from industry professionals.</p>
<p><b>Past Program Review Action</b>  What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>The result of the last review was to continue with minor improvements. Since the last program review, the Criminal Justice program has added a use-of-force simulator and an internship option for students to gain work experience while still completing their degree.</p>
<p><b>Review Team</b>  Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<ul style="list-style-type: none"> <li>• Eric Howard is the Criminal Justice Instructor for the program and is responsible for program management, curriculum development, and instruction. Mr. Howard also fosters relationships with area law enforcement agencies to create an opportunity for students to participate in internships.</li> <li>• Ruth Smith, Career &amp; Technology Department Chair is responsible for tasks supporting the quality of instruction, compliance with ICCB requirements, and assessment of student learning outcomes.</li> <li>• Dr. Gregory Mason is the Dean of Career &amp; Technology Programs and provides overall administrative oversight.</li> </ul>
<p><b>Stakeholder Engagement</b>  Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Throughout this process, Shawnee Community College engaged Institutional Research, Career Services, and employers to review the program and offer guidance to ensure the program is consistently improved and aligned with industry standards. As example, Career Services hosts various job fairs and offers a variety of services designed to meet the educational and employment needs of Criminal Justice students. Students may utilize the center to obtain current career and employment trends in the Criminal Justice industry. Additionally, faculty are collaborating with the Career Services Coordinator to launch an employer satisfaction survey in Fall 2022 to better determine program alignment with industry standards.</p> <p>Furthermore, employers in the Criminal Justice field provide a critical role to the program. They offer feedback on whether the curriculum delivers the needed skills and competencies as well serving as potential sites for student internships and eventual employment through advisory committee meetings held each fall and spring semester.</p>

## CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Two new courses were added to provide current industry-related relevance. The technical writing and math courses will be more relevant for the individuals taking the AAS degree to go directly to work (i.e., the Illinois State Police recently lowered their education requirements for hiring to AAS degrees). All changes reflect current industry trends.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Criminal Justice Internship was put back into the program, which caused the program to be increased by 2 credit hours for a total of 62. The Illinois CTE standard is for AAS programs to require internships for hands-on training.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to the Illinois Department of Labor, LWIA26 Occupations Projections, between 2018 and 2028 there appears to be an annual projected need for “correctional officers and jailers” and “police and sheriff’s patrol officers” in southern Illinois (LWIA region 26), southeast Missouri, and western Kentucky.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The highest regional need in the Criminal Justice field is for “correctional officers and jailers” and “police and sheriff’s patrol officers.” Despite a slight decline in southern Illinois, southeast Missouri and western Kentucky will experience at least growth of 4% or higher in those professions.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Labor market data is provided through the Illinois Department of Employment Security, LWIA26 Occupations Projections, the Kentucky Center for Statistics, and Occupations Projections, and the Missouri Economic Research and Information Center (MERIC)</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Shawnee Community College recruits across its 5-county district of Southern Illinois (Alexander, Johnson, Massac, Pulaski and Union counties). SCC representatives visit the secondary schools to promote Dual Credit and program recruitment. The Criminal Justice faculty participate in annual career fairs, both at the secondary school and the college, as well as on-campus recruitment events for secondary students to share information about the program. Recently, the SCC Criminal Justice Program has partnered with Vienna High School to host students at the annual speaker series and provide hands-on training on the simulator. As such, students are able to familiar themselves with the SCC campus. Program, and career opportunities.</p>

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The Criminal Justice instructor identifies actual or potential Needs through the annual Continuous Quality Improvement (CQI) process. Each October, program faculty review their program learning objectives, progress made toward those objectives, additional actions or modifications needed, and resources needed. These needs are discussed with the department chair and the dean of the division. If the change is curricular, it proceeds to the Curriculum and Instruction committee for approval or requests for additional information Once the Curriculum and Instruction committee approves the changes, the changes are sent to ICCB as required and then submitted for inclusion into the college catalog. Resources needed are captured in the budgetary process for proposal for the upcoming year.</p>						
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Students have an opportunity to participate in paid internships at the Pulaski County Jail with the possibility of a full-time employment at completion of internship.</p> <p>After a review of the program, as well as feedback from the Criminal Justice Advisory Council, determined that the internship opportunity provides students with current industry-required skills, increasing the likeliness of program completers to go directly to work and be prepared to compete for industry jobs.</p> <p>The program will need to look at the requirements transfer students will need in order to keep them on track for degree completion at a four-year university.</p>						
<p><b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p><b>Response</b></p>						
<p>.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> </ul>	<ul style="list-style-type: none"> <li>• All costs to the institution associated with this program are evaluated. Expenses include items such as salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Revenue for the program is tracked through tuition, course fees, state reimbursement, and equalization, and property taxes. Course section fill rates, enrollment trends and credit hours generated each year are also considered</li> <li>• The student to faculty ratio is 1:15 – one full-time instructor</li> <li>• Program completers earn a minimum of 62 hours.</li> <li>• Revenue analysis is not available at this time.</li> <li>• Enrollment in the program remains low but steady. Students receiving a credential:</li> </ul> <table border="1" data-bbox="802 1829 1390 1894"> <thead> <tr> <th>Year</th> <th>Certificate</th> <th>AAS</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>2</td> <td>5</td> </tr> </tbody> </table>	Year	Certificate	AAS	2017	2	5
Year	Certificate	AAS					
2017	2	5					

<ul style="list-style-type: none"> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<table border="1"> <tr> <td>2018</td> <td>3</td> <td>6</td> </tr> <tr> <td>2019</td> <td>4</td> <td>6</td> </tr> <tr> <td>2020</td> <td>5</td> <td>4</td> </tr> <tr> <td>2021</td> <td>3</td> <td>2</td> </tr> </table>	2018	3	6	2019	4	6	2020	5	4	2021	3	2
2018	3	6											
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<p>.1 What are the findings of the cost-effectiveness analysis?</p>	<p>At this time, there is no concern regarding cost effectiveness of the criminal justice program.</p>												
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Costs associated with the program are sustained through student tuition and fees.</p>												
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>At Shawnee Community College, in-district and in-state tuition rates and fees are established by the Board of Trustees. SCC’s tuition is reflective of the level of state funding to the college and regional economic conditions but is affordable and remains one of the lowest rates in the state.</p> <p>Program expenses are reviewed annually to determine the estimated cost of attendance for SCC students.</p> <p>Resident students enrolled at the College can further their education without incurring large financial obligations.</p> <p>Financial assistance at Shawnee Community College is available in the form of scholarships, grants, part-time employment, waivers, and loans. Information and applications may be obtained from the Financial Aid Services Office in the Administration Building.</p> <p>Perkins assistance is available for all CTE students in the form of textbook assistance through the Perkins Lending Library, tool rental, and bus passes for transportation.</p>												
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Shawnee Community College will continue to promote the program and create students through designated pipelines to sustain enrollments.</p>												
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The only modification is for the program to consider developing an AA degree track for transfer students. This will ensure that students who complete their AA degree are juniors when they enter the university.</p>												
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>												

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<ul style="list-style-type: none"> <li>• The Criminal Justice program is delivered through the traditional, face-to-face and online formats. Classes have access to a simulator and additional industry-specific equipment in order to prepare them to go directly into the field.</li> <li>• Course modality vs. success rate is a performance indicator measured in the college’s Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.</li> </ul>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<ul style="list-style-type: none"> <li>• The program draws significantly on the advice and feedback provided by industry professionals on its advisory council that it may be aligned with industry standards.</li> <li>• The college seeks to promote culturally responsive instruction within the curriculum by including information related to multiculturalism in numerous identified courses. The college’s Human Resources offers Diversity, Equity and Inclusion training opportunities to faculty and staff. The Criminal Justice faculty participated in a Virtual Equity Academy in the Spring 2022.</li> </ul>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Criminal Justice program has submitted a Program of Study application to ICCB and is awaiting the official certification of the program of study for Perkins V.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The program is part of the Law, Public Safety, Corrections &amp; Security career cluster. This cluster is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services. Identified career pathways include: the Law Enforcement Services Pathway and the Correction Services Pathway.</p> <p>Students seeking a career in Criminal Justice (specifically law enforcement or corrections) can complete the 30-hour certificate program and advance to the 62-hour Associate degree. Students interested in further advancement can pursue the baccalaureate degree through academic transfer.</p>

<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program provides a Use-of-Force simulator for students to engage in industry-specific scenarios in a safe environment.</p>										
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>At this time, students have the opportunity to take general education courses that advance them toward obtaining the AAS in Criminal Justice. The following courses are offered at partner school districts.</p> <table border="1" data-bbox="716 543 1427 810"> <thead> <tr> <th data-bbox="716 543 1105 583">High School</th> <th data-bbox="1105 543 1427 583">SCC Course Prefix</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 583 1105 623">Goreville and Vienna</td> <td data-bbox="1105 583 1427 623">COM 111</td> </tr> <tr> <td data-bbox="716 623 1105 732">Century, Dongola, Egyptian, Goreville, Joppa, Massac, Shawnee, Vienna</td> <td data-bbox="1105 623 1427 732">ENG 111</td> </tr> <tr> <td data-bbox="716 732 1105 772">Century, Cairo, Cobden</td> <td data-bbox="1105 732 1427 772">PSY 211</td> </tr> <tr> <td data-bbox="716 772 1105 810">Vienna</td> <td data-bbox="1105 772 1427 810">SEM 200, SOC 212</td> </tr> </tbody> </table>	High School	SCC Course Prefix	Goreville and Vienna	COM 111	Century, Dongola, Egyptian, Goreville, Joppa, Massac, Shawnee, Vienna	ENG 111	Century, Cairo, Cobden	PSY 211	Vienna	SEM 200, SOC 212
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Century, Cairo, Cobden	PSY 211										
Vienna	SEM 200, SOC 212										
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The Illinois CTE standard mandates hands-on training for work-based learning opportunities. The Criminal Justice Internship is a 2-credit course that the student takes in the Spring semester of their 2<sup>nd</sup> year to fulfill graduation requirements.</p> <p>Students have the opportunity to participate in paid internships at the Pulaski County Jail with the possibility for a job opportunity for full time employment at completion of internship.</p>										
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required for this program but an increasing number of law enforcement agencies are encouraging an associate degree. With an associate degree in criminal justice, a job seeker can pursue multiple positions within police departments that might otherwise be unavailable.</p>										
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The Criminal Justice program does not have industry-recognized credentials embedded within the program but does provide the student with sufficient background and competencies required for employment in the law enforcement profession</p>										
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are not available; however, internships are available with local employers</p>										
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>										

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The Criminal Justice AAS degree has a program articulation degree plan with Southeast Missouri University and Southern Illinois University Carbondale.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>The Criminal Justice program has established a partnership with the Pulaski County Jail. Students have the opportunity to participate in paid internships at the Pulaski County Jail with the possibility for a job opportunity for full time employment at completion of internship.</p> <p>Additionally, the College partnered with SIU – Carbondale to launch the Saluki Step Ahead Program in 2021 which offers students a seamless transfer opportunity into SIU’s online Criminal Justice Program.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<ul style="list-style-type: none"> <li>• To ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses SCC is participating in the Community College Research Center’s (CCRC) Guided Pathways Summer Institute.</li> <li>• SCC offers a variety of support services designed to meet the educational and employment needs of our students. Tutoring services under Mindy Ashby, Director of Student Success are available at the main campus and at all college extension centers. Blake Goforth, Career Services Coordinator, provides students with general information about careers in a variety of fields and guides students on the best practices for obtaining jobs in their field of choice.</li> <li>• While the student may initiate the process for receiving support services, a faculty may also begin the process with the submission of a Retention Alert. This alert is sent directly to the student’s advisor, who then works with the student to coordinate any necessary services that will optimize their opportunity for success.</li> </ul>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>Professional development is provided by the college at least twice per year. Faculty receive additional training in classroom management, curriculum review, and assessment of student learning outcomes. Full-time faculty seek out their own industry professional development.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>The college’s Human Resources offers Diversity, Equity and Inclusion training opportunities throughout the year.</p>



3.17 What is the status of the current technology and equipment used for this program?	Criminal Justice classes have access to a simulator and additional industry-specific equipment
3.18 What assessment methods are used to ensure student success?	Student knowledge of theory is assessed with course examinations, course assignments, and demonstrated proficiency with hands-on learning components.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The program uses several of these assessment methods. The college-wide data is submitted to the Assessment Committee. Faculty review this data in an annual Continuous Quality Improvement process to measure student learning outcomes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The program added the Criminal Justice Internship as a 2-credit course that the student takes in the Spring semester of their 2nd year to fulfill graduation requirements and enhance their employment opportunities. The internship provides the students with real work experience and an opportunity to develop soft skills and the ability to function as a professional in the law enforcement setting.
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	The college requests that students complete course evaluations at the end of each course and these evaluations are then shared with course faculty. Student feedback indicates that they are satisfied.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Bi-annual Advisory Committee meetings are held with instructors, industry leaders, university representatives, graduates, and current students. Curriculum content and lab equipment are reviewed and potential revisions are discussed for continued success of the program for the benefit of students.  Instructor maintains a rapport with police chiefs and sheriffs in the Shawnee Community College district. Many are involved in the Advisory Council meetings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are being engaged with the development of work-based learning opportunities and job placement.  Additionally, employers who participate in the CJ Advisory Council have an opportunity to review the program and provide feedback on the program improvement and suggested curricular revisions to remain current in the industry.
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction	Employers are satisfied with the level of preparation of the program's graduates. Feedback is gathered bi- annually when employers are invited to the campus to discuss curriculum and student outcomes. Employers are encouraged to make recommendations.

information collected?	
3.25 What are the program's strengths?	<ul style="list-style-type: none"> <li>• Program instructors have completed advanced degrees and have worked for 2,000+ work hours in the industry.</li> <li>• The program provides the student with sufficient background and competencies required for employment in the law enforcement profession</li> </ul>
3.26 What are the identified or potential weaknesses of the program?	Illinois does not require a degree to enter the field at this time.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Review of the program quality resulted in the addition of a hands-on component.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

None.

### Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.

CTE Program	<b>Criminal Justice (Associate of Applied Science) Criminal Justice (one-year certificate)</b>				
CIP Code	<b>CJ 2120 (AAS) and CJ 2119 (Certificate)</b>				
	2017	2018	2019	2020	2021
Number of Students Enrolled		23	34	46	34
Number of Completers	7	9	10	9	5
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is	In addition to program enrollment and completion rate, CJ 2120 and CJ 2119 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire				

low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)

college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.

Gender			
		Male	Female
Cert.	Enrolled	15	10
	Completed	9	5
AAS	Enrolled	65	47
	Completed	11	6

County							
		Alexander	Johnson	Massac	Pulaski	Union	Other
Cert.	Enrolled	1	5	7	4	5	3
	Completed	1	4	2	1	5	1
AAS	Enrolled	10	23	14	23	35	7
	Completed	1	3	1	2	8	2

Ethnicity					
		White	Black or African American	Hispanic	Unknown
CJ Cert	Enrolled	14	4	7	
	Completed	8	2	2	1
CJ AAS	Enrolled	80	15	12	5
	Completed	12	2	3	

How does the data support the program goals?  
Elaborate.

The program goal is to prepare students to enter the workforce or 4-year institution. As stated in the weakness of the program, Illinois does not require a degree to enter the field at this time. Therefore, students are prepared to enter with limited college work that does not require them to complete.

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.

Program enrollment mirrors that of the college regarding ethnicity; however, there is a lower population of female students as compared to male. This does not reflect college gender data. The largest disparity is in enrollment/completion data. The program should take a closer look into why students are not completing and when they drop out.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.

Program faculty, Department Chairs and Deans are reviewing these data and will discuss these at the next Advisory meeting. The focus being, "Why, and at what point are students dropping out and not completing?" and, "Does the current AAS degree prepare students who want to transfer?" Clearinghouse data can be used to identify those students who transferred to a four-year university without completing.

Are the students served in this program representative of the total student population? Please explain.	Yes and no. This program mirrors the student population for ethnicity; however, as mentioned above, there are a higher percentage of males enrolled in this program than that of the overall student population.
Are the students served in this program representative of the district population? Please explain.	The students enrolled in this program have a slightly higher minority population than the district as a whole, which is a positive.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program of study provides a solid foundation for students interested in the law enforcement field. We have added CJ 299 Criminal Justice Internship to meet the state requirement for work-based learning and improve students' opportunities for employment at completion of the program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	No new action steps at this time.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The CJ program objective of providing an opportunity for students to visit a professional police department and a state correctional center were not met due to circumstance beyond our control (COVID). Loosening or elimination of state-mandated COVID protocols should allow for future visits.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The CJ program will work with the SCC Public Relations Department to create and use marketing pieces to recruit diverse student populations, including program-specific flyers, social media, television commercials, newspaper promotions, and college advertising. All students will be made aware of the available wrap-around support services that that SCC provides in support of student success.
<b>Resources Needed</b>	Assistance in gathering, consolidating, and analyzing data.

<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dean of Career & Technology Programs, Department Chair, Program Faculty, and staff
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