**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 9.*

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| **Program Under Review** |
| Degree(s):  AAS and AA in Administration of Justice |
| Certificate(s):  n/a |
| Contact Information for lead on Self-Study:  Name: John Foust  Campus: SPC  Phone: 520-494-5374  Email: John.foust1@centralaz.edu |

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| **I. Program Description, Vision and Outcomes** |
| 1. What is the description of the program as stated in the current CAC catalog:   AAS: The Administration of Justice AAS Degree prepares students for professional careers in law enforcement, corrections, parole, probation, the judiciary, and juvenile social work.  AA: The Administration of Justice Studies A.A. Degree academically prepares students to transfer to an accredited university to pursue a career in local and federal law enforcement, the court system, corrections or probation. |
| 1. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.   No |
| 1. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:   **CAC Vision and Mission Statements:**  **Vision:** Central Arizona’s premier choice in education and career excellence.  As discussed below in the employment section it will be seen that there are vast opportunities for employment in Pinal county and the surrounding area in the field of AJS. The AJS program affords students the opportunity to seek quality credential from a respected program. Graduates are found in all areas of our county, at various public and private agencies.  **Mission:** Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.  *Teaching. Reaching. Understanding. Empowering. Learning.*  Although not all inclusive, some key components of a learning community involve shared goals and objectives, trust, open communication. In AJS classes students are always encouraged to share with others their career goals and objectives. This not only serves as ice-breaker but it helps to organize students along lines of common career interests which further to create a community. Also, in face-to-face classes students are quizzed regarding travel time and living areas. This too helps to build our "community" but it also helps to address specific AJS issues as teaching continues. For example, crime is more prevalent in urban areas as opposed to rural areas. Why? Student from these different areas are able to better respond. The instructor role in a learning community is important and it is often effective to be a facilitator for students as well as a traditional instructor. |

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| **II. Program Enrollment and Graduation Trends** |
| 1. Summarize the program enrollment data for the past 5 years in the chart below:  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | AAS | 105 | 103 | 111 | 145 | 162 | | AA | 56 | 1 | 0 | 0 | 0 | |
| 1. Discuss and explain the factors influencing the enrollment trends:   Total AAS enrollment in five years = 626. Total AA enrollment in five years = 57  With only one full-time faculty member it is felt that this program has had strong enrollment numbers. The program had no full-time professor for about two years (2013-through fall 2014). Classes were conducted by adjuncts. This writer began employment with the College in January 2015. The absence of a full-time contact and a familiar face may in part explain the decreasing in numbers during the mid-point of this period. Further inquiry would need to be made to see if this resembles a college-wide pattern of enrollment for these years. By 2017-2108 the enrollment numbers had recovered to previous levels.  Also, it is noteworthy that the AA degree had a steady zero enrollment for the first three years of this five year review. It is believed that advisors simply put students in the AAS program as in 2017-18 the number of AA students skyrocketed. This in part occurred as this writer was able to speak with students individually, identify their goals and get them into the appropriate degree program. Also, advising was contacted to make them aware of the options and it was explained that the AA is the better path for students.  NOTE: It should be noted that the AAS degree option is being deleted this semester (to take effect in the next academic year) and going forward AJS will have only the AA degree option. A certificate has been created as a pathway for that degree. This may seem counterintuitive based on the above numbers; however, there has been much confusion with the two options. Further, both degrees have been evaluated and it has been discovered that there is redundancy in courses required among the two degrees and that there are a far greater number of AA graduates than AAS graduates (discussed below).  In the field of justice studies, it is beneficial for students to continue their education and seek a bachelor's degree in the field. Many students do go on to seek the advanced degree and it is a disservice to our students to place them in a degree (AAS) with limited opportunities, only needing to take additional courses at the university. |
| 1. How has the program typically recruited students and marketed the program:   One of the greatest means for recruiting efforts has been to speak with students in other classes in non-degree fields at CAC. AJS is most closely related to the social sciences so sociology and psychology students often have an interest in AJS. Keeping in close communication with faculty from these areas and /or visiting there classes has proved useful.  Also, the Division webpage with a student video (created last year) has been posted so as to explain some facts to interested students. Posters were recently created for all programs in the division and this too may help to spread the word about AJS.  Widespread recruiting to acquire students from all sources has not been conducted, nor is it advised. The reason for this is that students seeking employment in the justice field must pass background checks. It can be problematic to have student in the program who will not obtain employment in the discipline. For example, throughout the years I have had a small number of students with criminal backgrounds who believe that they will obtain employment in an AJS field. They are surprised when employment requirements are discussed during one or more of the introductory AJS courses. This small number of students is manageable as I can re-direct them or advise them to something that is more appropriate. However, a large number of students in this category would not be manageable.  In summary on this topic, we do not want a closed enrollment program, but we do need to proceed cautiously and with attentiveness in recruiting students who will be continue their education in the field and/or gain employment in the field. The AA degree program description was just updated to include a sentence that informs potential AJS students that AJS employers require background checks.  The plan for the future is to provide additional marketing with honest facts and information about employment and educational opportunities with the AJS degree. The word "honest" in the preceding sentence is important as many colleges and universities promote trendy titles such as "CSI Degrees" to gain students (numbers), when in fact job opportunities are at best minimal in these areas. The numbers may be far higher, but employment rates are depressing and such advertising is a disservice to students. We do not want to proceed down that path, we want to provide students with an excellent and meaningful education whereby they can enter the workforce in AJS or continue on to a university for advanced study. |
| 1. Summarize the program graduation rate trends for the past 5 years in the chart below:  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | AAS | 3 (2.8%) | 3 (2.9%) | 8 (7.2%) | 11 (7.2%) | 10 (6.1%) | | AA | 14 (25%) | 8 (800%) | 18 (1800%) | 11 (1100%) | 14 (1400%) |   The total number of AAS graduates in this five year period was 35. The total number of AA graduates in this five year period was 67.  Combined there were a total of 102 graduates. |
| 1. How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | AA and AAS | 13 | 14 | 15 | 16 | 18 | |  |  |  |  |  |  |   Presumably the numbers above include the AA students; however, it is likely that some AAS students are included in these numbers. There was no clear distinction on the report provided by Institutional Research, as to which degree the transfer students held. The report indicated "AJS students," so the assumption is that it includes both degrees.  That said:  In 2017-2018 there were a total of 17 graduates and 13 transferred to a state university (76.4%).  In 2016-2017 there were 11 total graduates and there 14 transfers to a state university (78.5%).  In 2015-2016 there were 26 total graduates and there 15 transfers to a state university (57.6%).  In 2014-2015 there were 22 total graduates and there 16 transfers to a state university (72.7%).  In 2013-2014 there were 24 total graduates and there 18 transfers to a state university (75%).  Over the five year period 76 students transferred to a state university.  Data does not include students who might have transferred out-of-state or to a private university. |
| 1. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?   This above graduations numbers equate to a graduation rate of **5.5%** for the AAS degree and there was a graduation rate of **117%** for the AA degree. Three things have become apparent from this examination:   1. The AAS degree has a dismal graduation rate. Having informally looked at the numbers over these past few years, this finding was not surprising and that in part is why the AAS is being eliminated. As mentioned earlier, going forward the College will have one the one AJS degree. 2. The AA degree has a solid graduation rate: however, something is uncertain with the numbers. That is, there are more graduates that declared students. This has been brought to the attention of Institutional Research for further inquiry. 3. With the two degrees combined there is a graduation rate of only about 15%. |
| 1. Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.   Strengths as indicated from the above are with the AA degree. While the AAS has more students, they are not graduating.  In the recent curriculum updates the following improvements were made: The AAS degree was inactivated. A new certificate in AJS was created. The certificate provides a pathway to the AA degree and it affords students an opportunity to earn an academic credential along the way. It is believed that this certificate will capture many of the AAS students who were non-completers. |

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| **III. Program Curriculum:** *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary. Use the charts to answer the following questions.* |
| 1. Certificate(s): After reviewing the Curriculum Comparison Chart of the other institutions for the certificate(s), is insight given into courses that could be added, combined or deleted?   N/A There was no certificate as a part of this evaluation |
| 1. Degree (s): After reviewing the Curriculum Comparison Chart of the other institutions for the degree(s), is insight given into courses that could be added, combined or deleted?  * Our AJS 240 (Corrections) course has been offered as only an elective. After reviewing other colleges it was discovered that this course is often a core requirement. This only makes sense to have it as a requirement as the Criminal Justice System is comprised of three components: police, courts and corrections. As such during the recent program update AJS 240 has become a required course for the AA degree. * Some colleges offer a course called Community Relations. In some cases the course has been an elective and in other cases it has been required. In the recent program update our AJS 270 Community Relations course has become a required course for our AA degree, rather than an elective. The logic on this decision was that poor and strained community relations have caused many of the problems that we have in policing and justice today. This course will discuss these problems and more importantly it will offer possible solutions. * After examining events that have occurred in justice systems, both nationally and globally, a new course was just developed. This course new has been titled: AJS 200 Current Issues in Criminal Justice. It will examine issues such as mass shootings, terrorism, hate crimes, immigration, and other topics of current interest. This will be a required course, not only as is appropriate for the AJS degree but also because it has been discovered that many of our students live in world where they are unaware of major events. The course has been submitted for "global awareness" approval so as to fit into that category without requiring additional coursework. This course will transfer to the universities. Some colleges, but not all, offer a course similar to this. |
| 1. When the Curriculum Review for each degree and certificate comes due, are there any course descriptions, articulation, additions, revisions or deletions anticipated?   Discussed above. Also, it was discovered that most colleges offer at least one certificate in AJS, so that was taken into consideration as our new AJS certificate was developed.  Also, on many of the AJS courses modifications were just submitted to the curriculum committee to require English 101 as a requisite (mostly on the 200-level courses). AJS is a discipline that will require much writing when students graduate and to prepare them for this there has been an emphasis on written assignments within the courses. Not only does this seem to be a more effective way of teaching, but it also prepares students for real-world experiences. |

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| **IV. Program Outcomes and Assessment** |
| 1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES:   Associate of Applied Science  1. (Comprehension Level) Identify the components of the criminal justice system.  2. (Comprehension Level) Identify and define at least five theories of criminal causation.  3. (Synthesis Level) Demonstrate the ability to understand the relationship of the legislature and judiciary to the enactment and interpretation of law.  4. (Evaluation Level) Demonstrate the ability to understand the criteria for the admissibility of evidence in a criminal trial.  5. (Knowledge Level) Identify at least three current trends in how modern police agencies interact with their communities.  6. (Knowledge Level) Identify the purposes and roles of Arizona Post.  7. (Knowledge Level) Identify the purpose and function of a criminal investigation unit.  8. (Comprehension Level) Identify the steps, from arrest through appeal, that a criminal case flows through the criminal justice process.  9. (Comprehension Level) Identify and describe the objectives and normal activities of police patrol.  10. (Comprehension Level) Identify at least three major police administrative problems common to most police agencies.  11. (Comprehension Level) Identify the key points of each of the U.S. Constitutional Amendments 1 through 10 and the 14th as they relate to the rights of a criminal defendant.  12. (Comprehension Level) Identify the key concepts of Victims' Rights Legislation in Arizona.  Associate in Arts  1. (Analysis Level) Identify and distinguish between the components of the criminal justice system.  2. (Synthesis Level) Explain the theories of criminal causation.  3. (Comprehension Level) Explain the relationship of the legislature and judiciary to the enactment and interpretation of law.  4. (Application Level) Describe and apply the criteria for the procedural admissibility of evidence in a criminal trial.  5. (Synthesis Level) Identify the relationship between the criminal justice system and their communities.  6. (Analysis Level) Identify the purpose and role of the Law Enforcement Certification process and the importance of continuing education.  7. (Evaluation Level) Identify the steps of the criminal justice process from arrest through appeal, for adults and juveniles.  8. (Application Level) Describe the objectives and activities of each aspect of the criminal justice system.  9. (Evaluation Level) Assess current ethical issues facing Divisions within the criminal justice system.  10. (Synthesis Level) Identify and apply the key Amendments of the U.S. Constitution relative to the Administration of Justice.  While not specifically called for in this section, listed below are the updated PLOs for the Associate of Arts degree as recently submitted to the curriculum committee. Note that each PLO has been tied in to specific course. In part, the reason for this is to enable better tracking and assessment in the future.  1. (Understanding Level) Discuss the structure of the criminal justice system and key issues within it (AJS101).  2. (Evaluating Level) Assess current ethical issues within the criminal justice system (AJS123). 3. (Evaluating Level) Critique current issues in criminal justice systems along with associated laws and policy decisions (AJS200).  4. (Analyzing Level) Explain particulars of criminal law (AJS209).  5. (Evaluating Level) Summarize the history, philosophy, and process of the juvenile justice system (AJS212).  6. (Evaluating Level) Critique qualities, behaviors and actions of law enforcement administrators (AJS224).  7. (Understanding Level) Explain theories of criminal causation (AJS225).  8. (Understanding Level) Describe the history, role, purpose and variety of law enforcement in the United States (AJS230).  9. (Understanding Level) Describe the history, role, purpose and variety of corrections in the United States (AJS240).  10. (Applying Level) Examine rights and procedural safeguards as applicable to the criminal justice system (AJS260).  11. (Evaluating Level) Appraise the relationship between criminal justice components and the community (AJS270).  12. (Applying Level) Articulate key elements, procedures, and legal issues as related to the investigative function (AJS275). |
| 1. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but maybenefit from seeking?   No. There is not any external agency or accreditor |
| 3.  **Assessment report for Programs with PLOs**  If student achievement for one or more of Program Learning Outcomes (PLOs) during the last academic year were assessed, list the PLOs, each PLOs alignment with a CLSO, the assessment method (e.g. external exam for certification or licensure, internship, portfolio, capstone course assessment), and any improvements enacted in response to the results.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **PLO**  **AA Degree as Currently in ACRES** | **CSLO** | **Assessment**  **Method** | **Assessment**  **Results** | **Will there be any**  **improvements made to the curriculum based on the assessment results?** | | 1. (Analysis Level) Identify and distinguish between the components of the criminal justice system. |  |  |  | PLOs as currently listed in ACRES are to the left. For this program review, an initial thought was to develop a written assessment and administer it in Blackboard to one of the AJS courses currently underway.  However, upon further thought it was determined that this would not provide a meaningful or accurate assessment. Part of the problem has been that students take AJS courses at will and in random order. I have first year students who take 12 AJS course and nothing else. Alternatively, I have students in the final semester who take 12 AJS courses and nothing else. Therefore, it would be hit or miss as to whether or not students have had course material relevant to the PLOs. In the future this will be **remedied** by Pathways in that students will follow a more logical order in the taking of their AJS courses.  Another problem discovered is that that both AA students and AAS students take the same courses; however, the PLOs for the degrees have been somewhat different. This will be **remedied** by the inactivation of the AAS degree.  And finally the inclusion of course numbers in the new PLOs as mentioned in the previous section will allow for better tracking and assessment. | | 2. (Synthesis Level) Explain the theories of criminal causation. |  |  |  | | 3. (Comprehension Level) Explain the relationship of the legislature and judiciary to the enactment and interpretation of law. |  |  |  | | 4. (Application Level) Describe and apply the criteria for the procedural admissibility of evidence in a criminal trial. |  |  |  | | 5. (Synthesis Level) Identify the relationship between the criminal justice system and their communities. |  |  |  | | 6. (Analysis Level) Identify the purpose and role of the Law Enforcement Certification process and the importance of continuing education. |  |  |  | | 7. (Evaluation Level) Identify the steps of the criminal justice process from arrest through appeal, for adults and juveniles. |  |  |  | | 8. (Application Level) Describe the objectives and activities of each aspect of the criminal justice system. |  |  |  | | 9. (Evaluation Level) Assess current ethical issues facing Divisions within the criminal justice system. |  |  |  | | 10. (Synthesis Level) Identify and apply the key Amendments of the U.S. Constitution relative to the Administration of Justice |  |  |  | |  |  |  |  | |
| 1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.   Practitioners of Criminal Justice are usually employed in one of three fields: Law Enforcement, Courts, or Corrections. Data is generally abundant on Law Enforcement and Corrections, while less data is available on the Courts.  **Law Enforcement**  According to the *2008 Census of Law Enforcement Agencies* Arizona had 141 law enforcement agencies with 26,112 total employees. Of that number 14,591 were sworn officers (11,521 were non-sworn). The number of non-sworn employees is significant in that it tells us that not every employee must carry a badge and a gun and go through a police academy. In other words, departments often look for employees with special academic skills. [https://www.bjs.gov/content/pub/pdf/csllea08.pdf](chrome-extension://lcopgfbpbmionefhhgbamgmejggljpbb/https:/www.bjs.gov/content/pub/pdf/csllea08.pdf) While this census report is dated, a new report has not yet been released, but it is knows that they number of employees has increased in the past years. In summary, positions are available nationwide.  In looking at Pinal County and Arizona specifically we see that AZ had 20,750 police employees in 2016 (FBI Report). Approximately 50% of that number was sworn officer and the remaining were non-sworn (similar to the national pattern. There were 120 law enforcement agencies in AZ in 2016. While employment prospects are always best in large metropolitan areas, outlying cities and counties do have vacancies. The Pinal County Government has 487 law enforcement employees, 200 of which are non-sworn employees (mostly detention officers). According to BLS the national job outlook for these types of positions for 2016-2026 is a 7% growth.  **Corrections**  The Arizona Department of Corrections (DOC) is the largest employer of correctional officers in the state. The state operates 11 facilities statewide, two of which are in Pinal County. Privatization of prisons has become popular in recent years and private facilities exist statewide, including three in Pinal County. Other possibilities for employment in corrections include federal facilities and local agencies. According to the *Census of State and Federal Correctional Facilities* Arizona in 2005 these facilities had 8,235 employees, 6,519 of which were correctional officers. [www.bjs.gov/content/pub/pdf/csfcf05.pdf](chrome-extension://lcopgfbpbmionefhhgbamgmejggljpbb/https:/www.bjs.gov/content/pub/pdf/csfcf05.pdf). While this census report is dated, a new report has not yet been released, but it is knows that they number of employees has increased in the past years.  According to BLS the national job outlook for these types of positions for 2016-2026 is a 7% decline. However, if you were ask DOC they are hiring and they never stop. While there is no growth, DOC continually must fill vacancies that occur due to resignations and retirements.  According to BLS the national job outlook Probation Officer and Correctional Treatment Specialists there is a 6% growth. These positions fall within the umbrella of "Corrections" but duties are different. Also, noteworthy is that these positions require at a minimum a bachelor's degree. This in part in explains our emphasis on the A.A. degree in AJS (so that students can move in their bachelor's degree).  **Courts**  Data on the number and types of positions in the courts is much more difficult to obtain. However, we do know that according to BLS the national job outlook for Paralegals and Legal Assistants there is a 12% growth. These positions usually require an associate's degree at minimum and preferably a bachelor's degree. In another court-related occupation we see that according to BLS the national job outlook for Arbitrators and Mediators there is an 8% growth. These positions require at minimum a bachelor's degree. |
| 1. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.   Arizona State University  The School of Criminology and Criminal Justice offers five degree programs.   * Bachelor of Science in Criminology and Criminal Justice (in-person) * Bachelor of Science in Criminology and Criminal Justice (online)   The following minors is also available:   * Criminology and Criminal Justice   The of Public Service and Public Policy offers   * Bachelor of Science in Public Service and Public Policy   Northern Arizona University  The College of Social and Behavioral Sciences, Criminology and Criminal Justice Department offers the following:   * Bachelor of Science in Criminology and Criminal Justice * Bachelor of Science in Applied Criminology   The following minor is available:   * Law, Rights and Justice   University of Arizona  The School of Government and Public Policy offers the following:   * Bachelor of Science in Criminal Justice Studies   While students are advised of the benefits of attending state universities, many other options exist. There are many options a few of which include:    Upper Iowa University (Mesa)   * Bachelor of Science in Criminal Justice   Grand Canyon University   * Bachelor of Science in Justice Studies   Brookline College   * Bachelor of Science Criminal Justice |
| 1. Indicate if there are any articulation agreements in place for degree graduates.   Upper Iowa University |
| 1. Discuss how the program gets feedback on its program and curriculum from external sources, suchas advisory boards, employers, articulation task forces, accreditors, etc.   Feedback is most commonly provided by graduates of the program who keep in touch. They do so either to simply let me know how they are doing or to ask for a letter of recommendation.  There is no advisory board; however, feedback is informally provided by employers when they are met to discuss criminal justice issues, needs, etc. As this is not a licensing program there is no state accrediting authority, as commonly found in vocational programs. |

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| **V. Program Specific Resources:**  *In this section please focus on program specific resource. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| 1. Discussthe adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (ie: learning center, library) and student support (ie: advising) available to the program over the past 5 years:   While there is only one full-time faculty member for AJS that appears to be sufficient at this time. Adjuncts are used to teach about 25% of the courses in the fall and the spring and this variety, with adjuncts has worked well.  The budget is adequate, especially as this is a program that does not rely on labs or equipment of any sort (other than classroom projectors, etc.). |
| 1. What future goals does the program have? Will extra resources and funding be required to achieve it?  * The number goal in the years to come is to see that students continue to complete the AA degree at an exceptional rate. * Another goal will be to capture the AAS students (who are largely non-completers) and to get them into the certificate program. * Also, a goal will be to promote the new certificate in AJS to new students for two reasons: to provide students with a good start to achieving the degree, to gather a good number of program completers along the way. In the event that some of these students do not continue with their education they will at least have a credential that they earned. |

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| **VI. Program Effectiveness for Graduates** |
| 1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?   Surveys have not been provided to employers as students may obtain work locally, statewide, or out-of-state. There could be thousands of employers (as described in section 4 (job market). I have received e-mails from students who have gone on to work or a university, with occasional updates on their progress. Success has largely been determined by the number of graduates. Note: There may be personal factors that preclude some graduates from immediate employment. For example, a DWI just before graduation may limit possibilities or make the graduate wait before being considered for employment. If circumstances like these are discovered students are encouraged to continue with their education to seek a bachelor's degree to show stability and academic ability. |
| 1. If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:   No data has been obtained or provided to me on employment |
| 1. If your program serves to prepare a student for external certification or licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below.   **N/A This section does not apply**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Licensure/Certification | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | |  |  |  |  |  |  | |  |  |  |  |  |  | |

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| **VII. Program Continuous Quality Improvement** |
| 1. Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:   AJS is an interesting discipline in that there is a history that is discussed and taught, but also the field is ever changing. For example, new state statutes are passed each year and this must be planned for and examined so that our substantive law class is up to date. Also, new Supreme Court rulings are made each year and many of these affect issues are related to our Procedural Law class. And yet another example is that policing methods and problems, in Arizona and across the country, change yearly so we must keep abreast of these. None of this information comes to me or our adjuncts as a monthly report or in the form of some other concise document. The information must be methodically sought out. This operational goal, help us to achieve our strategic goal of graduating students with the most up to date knowledge and usable skills. |
| 1. Describe other ways the program has engaged in continuous quality improvement:   Each time that a course is taught it is assessed. What worked and what didn't work? What problems, if any, were noted? For example, as mentioned previously ENG 101 was just added as a prerequisite to many of the 200-level AJS courses. This was done after a year-long examination of courses. In many of my AJS courses I require students to provide short written responses to select questions. The written responses call for the writing of several paragraphs. I discovered that many students could not write well and most could not write paragraphs. In order for the students to perform better in the courses the addition of ENG 101 was a sound decision. The writing in AJS serves three purposes: it makes for better students, it prepares them for future university studies and it helps them in the job setting. One of the most common complaints or frustrations that an AJS employer has, anywhere in this country, is many of his or her employees cannot write (reports, affidavits, etc.). Knowing this our goal is to incorporate writing whenever possible.  As there is only one full-time faculty member for AJS the selection of and monitoring of adjuncts is vital to ensure a quality program. On the selection end, only the best are sought. This includes adjuncts who possess not only the required academic credentials, but also relevant job experience and a passion for teaching. For example, we have had a sitting Superior Court judge as an adjunct. Although his court calendar did not allow him to teach this year, he will be back. Another adjunct, who is currently teaching for us, works full-time as an adult probation officer. My background is extensive in law enforcement, so he brings a nice balance to the program with a corrections background. |
| **VIII. Program Alignment with Institutional Strategic Goals:** |
| 1.Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.  ***CAC Strategic Goals:***  **Student Success**  *Ensure student success through retention, persistence, completion, and transfer*  The graduation rate of the AA degree surpasses the College completion rate for degree programs. This demonstrates student success, retention, persistence, and completion. While the data is somewhat incomplete (previously discussed) many of these students and most likely many of the AAS students have transferred to universities.  **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities*  AJS courses are taught in a variety of formats including: online, hybrid, ITV and face-to-face. The ITV offerings reach the following campuses: SPC, SMC, STC, and ARV. Both daytime and night offerings are scheduled each semester for some courses. It appears that more and more students prefer online classes, so these are equal in number to other offerings.  **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region*  The program has a good balance of general education and program specific courses so as to meet the job skills necessary for employers in Pinal County and the region.  **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment*  While most AJS students are young, courses are open to students/residents of all ages. Next to the young, often, there are "working adults" who take courses part-time as they are contemplating career changes or career advancement. Occasionally, there are even the older students. For example, a 70 year-old resident of Pinal County who completed the program because it was her lifelong dream to be a college graduate. She had worked as a police dispatcher 40 years ago and had an interest in the field. While she did not go to work after graduation as she was retired, she achieved her goal and her presence contributed greatly to the classes she was in.  **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*.  While the responsibility is on the College to provide a safe and sustainable environment, it is the responsibility of each program and faculty member to fulfill other obligations here. Specifically, providing learning, communications, diversity and satisfactions. In part, in AJS classes this is first acknowledged in the syllabus under the section: Other courtesies and participation. In part this reads:  *Students should have an open mind to the diversity of your fellow classmates! Please be respectful of others at all times. Students should arrive on time and be prepared for class. While participation is important you should be mindful of other students and you should not attempt to dominate classroom time. In other words, allow others to speak and answer questions….*  Then, throughout each course the ideas of fairness, equality, diversity, communication, etc. are reinforced in the various lectures and topics. For example, these concepts come up in the discussion of hate crimes or racial disparities on capital punishment.  **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community*  This program operates on a minimal, but adequate budget. The only real cost to the college is payroll as there are no labs to be maintained, course equipment to be purchased, etc. In years past, some DVDs were purchased, but now library resources are used. For example, *Films on Demand* has proven to be a great asset for AJS course, especially online courses where the showing of a DVD is rather difficult.  Student costs associated with textbooks has been a concern for years and about three years ago books were selected that not only meet the needs of AJS but were also far less expensive that other books. In the coming year, open resource material will be used for one or two courses, so as to totally avoid this student expense. Academic quality will not be compromised as the field of AJS probably has more open material available than other disciplines. For example, Supreme Court podcasts and transcripts are available online. Also, thousands of government documents exist from the Department of Justice, Office of Juvenile Delinquency and Prevention, Department of Homeland Security, Bureau of Prisons, etc. Given that they are government documents they are readily available and there is no copyright infringement to worry about.  **Infrastructure**  *Ensure a physical and technological infrastructure that support changes in learning and working environment*  In all course students are encouraged, if not required to use technology and to seek information that is available to them via the web. The AJS discipline is rich in online resources, with maintain by the government or private industry. For example, Supreme Court cases are available online, many with audio transcripts. As another example, the Arizona Revised Statues are available online and students are required to access Title 13 (the criminal code) online. |

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| **IX. Evaluation of Program Strengths, Viability and Areas for Improvement:** |
| 1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and possible Action Plan Ideas.   The AA program in AJS is viable, for years it has been suspected that there may be problems with the AAS degree and this self-evaluation has confirmed that suspicion. In part, that is why the AAS has been submitted for inactivation and the AA has been modified to include items as mentioned in this report. Also, in an effort to eliminate duplicate or unnecessary degree this decision was made. This has been a desire and College administration and this is consistent with other colleges. For example, Cochise College has shared that they too had both and AA and an AAS in AJS. Like us, both degrees were quite similar, so earlier this year they eliminated the AAS degree.  An area of focus going forward will be the new certificate in AJS as a pathway for students to complete an academic credential and then continue on with their studies for the AA degree.  Implementation of the new course (AJS 200 Current Issues) will be exciting and timely. Given the multitude of issues that currently exist, both inside and outside of our country, students will not only find the material interesting but useful, whether they enter the workforce or continue on to a university.  It has been discovered that the Maricopa Community College District has done a good job in coordinating efforts with ASU for student transfers, so this too will be a goal for CAC AJS to do in the year to come. |