



Rio Salado College

Detention Services ESP Program Review **Review Period: Academic Years 2012-13—2016-17** **Review Conducted: AY2017-18**

Introduction

The Detention Services program falls under an Educational Service Partnership (ESP). Rio Salado College engages in a number of ESPs with business, industry, and government partners, enabling students who are employed by these specific organizations to earn college credit at their places of employment. Rio develops programs in partnership with these entities that lead to the development or enhancement of skills-based education required for specific jobs.

By developing formal certificate and degree programs, which combine both a technical or vocationally-oriented component and a general studies component, an optimal merger is achieved of the goals of the partner organization and its employees. The model provides the employer with a solid program for “growing its own” supervisors and middle managers, and at the same time, the employees have a clear path to follow in enhancing both their careers and educational development through stackable credentials. The certificates earned by employees are perhaps the first in an individual’s life, given that 50% of the ESP students are new to the Maricopa County Community College District (MCCCD). Degree completion then improves their opportunities for advancement and enhances future earnings potential.

To be considered for an ESP, the training presented by an organization must have several academic quality components, including professional curriculum design, a system for measuring learning outcomes, and MCCCD-qualified instructors. The Rio Salado Curriculum Office staff, in collaboration with the Faculty Chair, carefully reviews the training curriculum of a prospective employer partner. From the curriculum perspective, the training should evidence professionally-developed content that follows nationally-recognized standards for defining the competencies necessary to practice a particular skill or profession. Training must include specifically-identified goals, competencies, course outlines, assessments, and instructional support materials.

The training provided by a corporation or government agency must meet a set of standard criteria in order to qualify as a potential candidate for an ESP with Rio Salado College, including professional quality, assessment, adherence to policy, and resource efficiency. Adherence to

policy indicates that the partner agrees to follow all applicable policies and procedures of Rio Salado and the MCCCDC relating to the delivery of instruction. The partner organization must also agree to ensure that all instructors involved with the courses covered under the ESP adhere to these policies and procedures.

I. Degrees and Certificates in the Detention Services Program

Associate in Applied Science in Detention Services

Major Code: 3698
Date First Provided: 1990 Fall
Effective Term: 2016 Spring
Total Credits: 61-64
Overall GPA: 2.00
CIP Code: 43.0102- Correctional Officers and Jailers
SOC Code: 25-1111, 33-1011, 33-1012, 33-3012
ONET Link: <http://www.onetonline.org/link/summary/33-3012.00>

Description:

The Associate in Applied Science (AAS) in Detention Services program is designed to prepare students who are interested in a career in the field of detention or to upgrade the skills of those presently working in the field. Courses will examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. Courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates, and the variety of problems encountered with these individuals.

Program Notes:

+ indicates course has prerequisites and/or corequisites.

++ indicates any suffixed courses.

Students must earn a grade of "C" or better for all courses within the program.

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses:

CCL/5699N is not eligible for Title IV Federal Financial Aid.

18

Certificate of Completion in Detention Services (5699N) 18

Restricted Electives: 21

	AJS+++++	Any Administration of Justice Studies Course	2-3
	BPC+++++	Any Business-Personal Computer Course	1-3
	BPC110	Computer Usage and Applications (3) OR	
	CIS105	Survey of Computer Information Systems (3)	3
+	COM259	Communication in Business and Professions	3
	HIS101	History of Western Civilization Middle Ages to 1789	3
	HIS102	History of Western Civilization 1789 to Present	3
	HIS103	United States History to 1865	3
	HIS104	United States History 1865 to Present	3
	HIS145	History of Mexico	
+	LET144	Detention Officer Field Training	2
+	LET148	Detention Officer Field Training Lab	3
+	LEO/LET150	Firearms I	3
+	LEO/LET151	Firearms II	2
	LET155	General Instructor Certification	3
+	LET201	Physical Fitness Instructor Certification	2
+	LET225	Investigator Training	4
	MGT229	Management and Leadership I	3
+	MGT230	Management and Leadership II	3
	PAD+++++	Any Public Administration Course	3
	PSY101	Introduction to Psychology	3
+	PSY266	Abnormal Psychology	3
+	PSY270	Personal and Social Adjustment	3
	REL100	World Religions	3
	SOC101	Introduction to Sociology	3
	SOC110	Drugs and Society	3
	SOC241	Racial and Ethnic Minorities	3
+	SOC245	Social Deviance	3
	SPH245	Hispanic Heritage in the Southwest	3

General Education Requirements: 22-25

General Education Core: 12-15

First-Year Composition 6

- + ENG101 First-Year Composition (3) AND
- + ENG102 First-Year Composition (3) OR
- + ENG111 Technical and Professional Writing (3)

Oral Communication

3

COM230 Small Group Communication

Critical Reading

0-3

+ CRE101 College Critical Reading and Critical Writing (3)

OR

+ CRE111 Critical Reading for Business and Industry (3)

OR

Equivalent as indicated by assessment

Mathematics

3

+ MAT122 Intermediate Algebra

General Education Distribution:

10

Humanities, Arts and Design

3

Any approved general education course in the Humanities, Arts and Design area.

Social-Behavioral Sciences

3

Any approved general education course in the Social-Behavioral Sciences area.

Natural Sciences

4

Any approved general education course in the Natural Sciences area.

Certificate of Completion in Detention Services
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Major Code: 5699N
Date First Provided: 1996 Fall
Effective Term: 2013 Spring
Total Credits: 18
Overall GPA: 2.00

CIP Code: 43.0102- Correctional Officers and Jailers
 SOC Code: 25-1111, 33-1011, 33-1012, 33-3012
 ONET Link: <http://www.onetonline.org/link/summary/33-3012.00>

Description:

The Certificate of Completion (CCL) in Detention Services program is designed to prepare students who are interested in a career in the field of detention and also upgrade the skills of those presently working in the field. The courses examine the services and programs provided to inmates as well as legal issues affecting both the incarcerated person and those working within the setting. The courses also focus on management techniques, security and emergency procedures, and detention facility training. Students will study current issues dealing with different types of inmates and the variety of problems encountered with these individuals.

Program Notes:

Students must earn a grade of “C” or better in all courses within the program.
 This program is not eligible for Title IV Federal Financial Aid.
 + indicates course has prerequisites and/or corequisites.

Admission Criteria:

This program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Required Courses:	18
+ LET130 Detention Officer Training	2
+ LET132 Introduction to Correctional Law	3
+ LET134 Detention Management I	2
+ LET135 Detention Management II	2
+ LET136 Detention Security Procedures	2
+ LET138 Detention Officer Emergency Procedures	1
+ LET139 Detention Facility Training	2
+ LET141 Detention Defensive Tactics	4

II. Program Purpose and Mission
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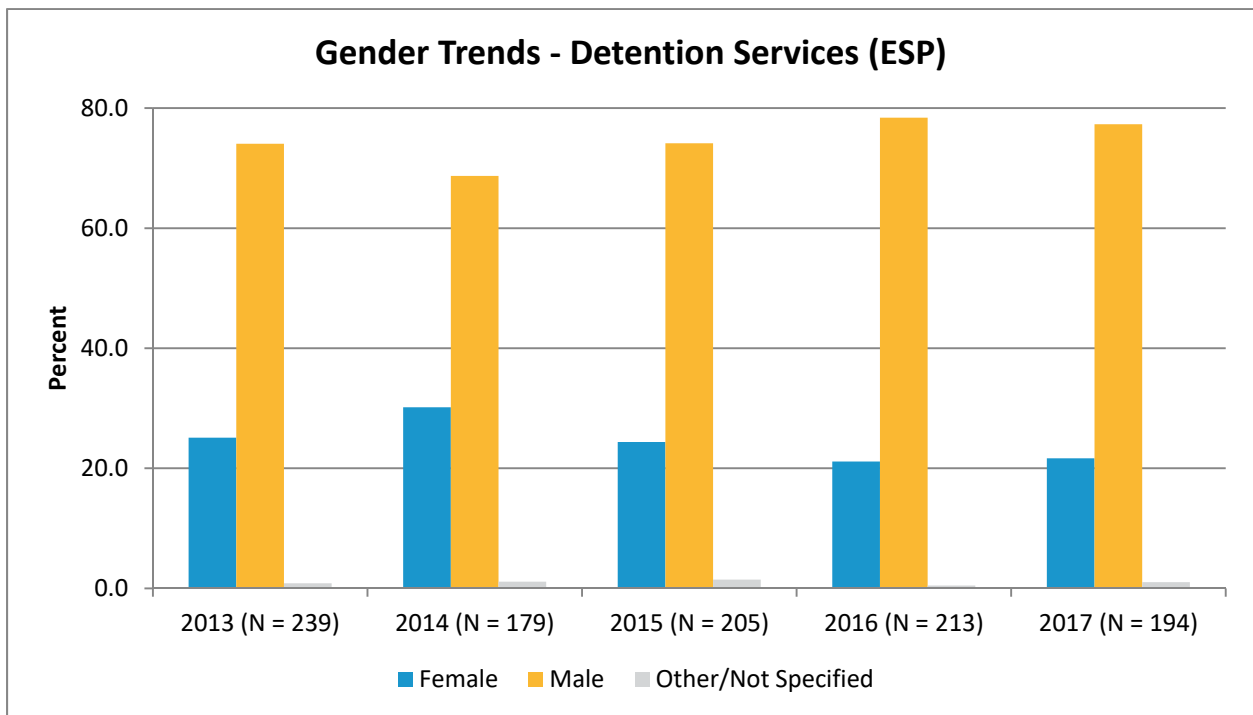
The Detention Services program is delivered through an educational service partnership with the Maricopa County Sheriff’s Office. Detention employees (students) earn college credits for

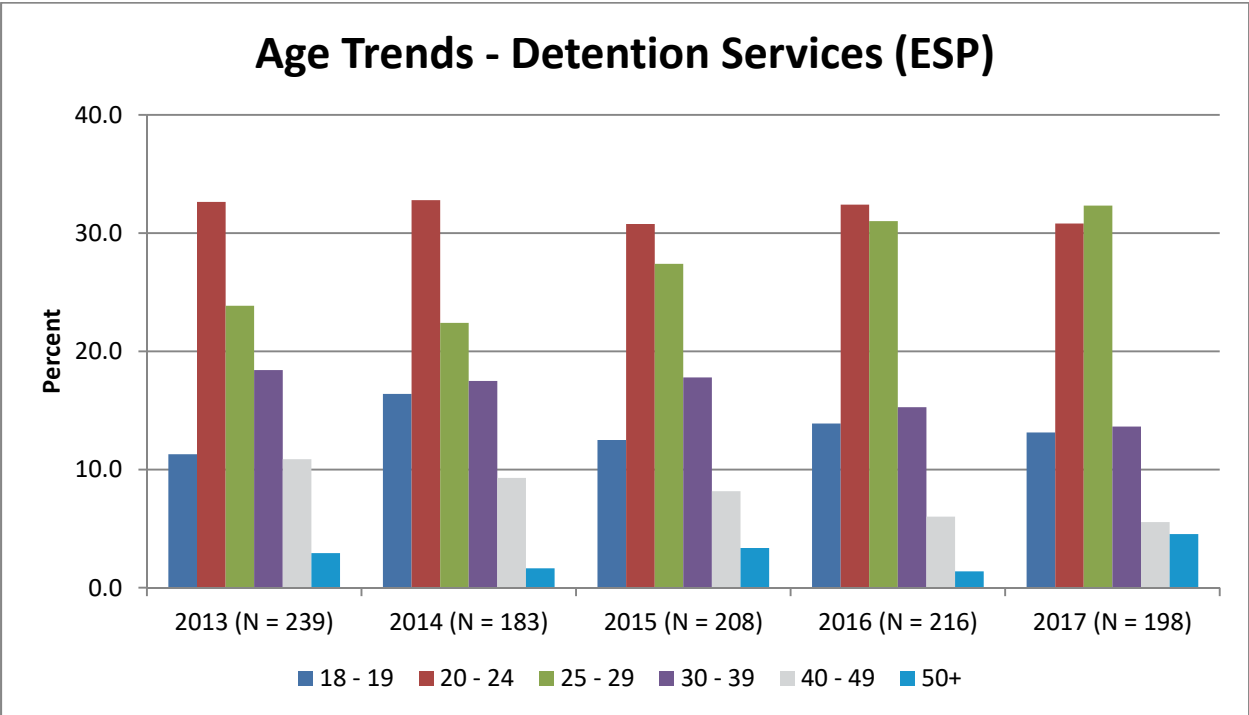
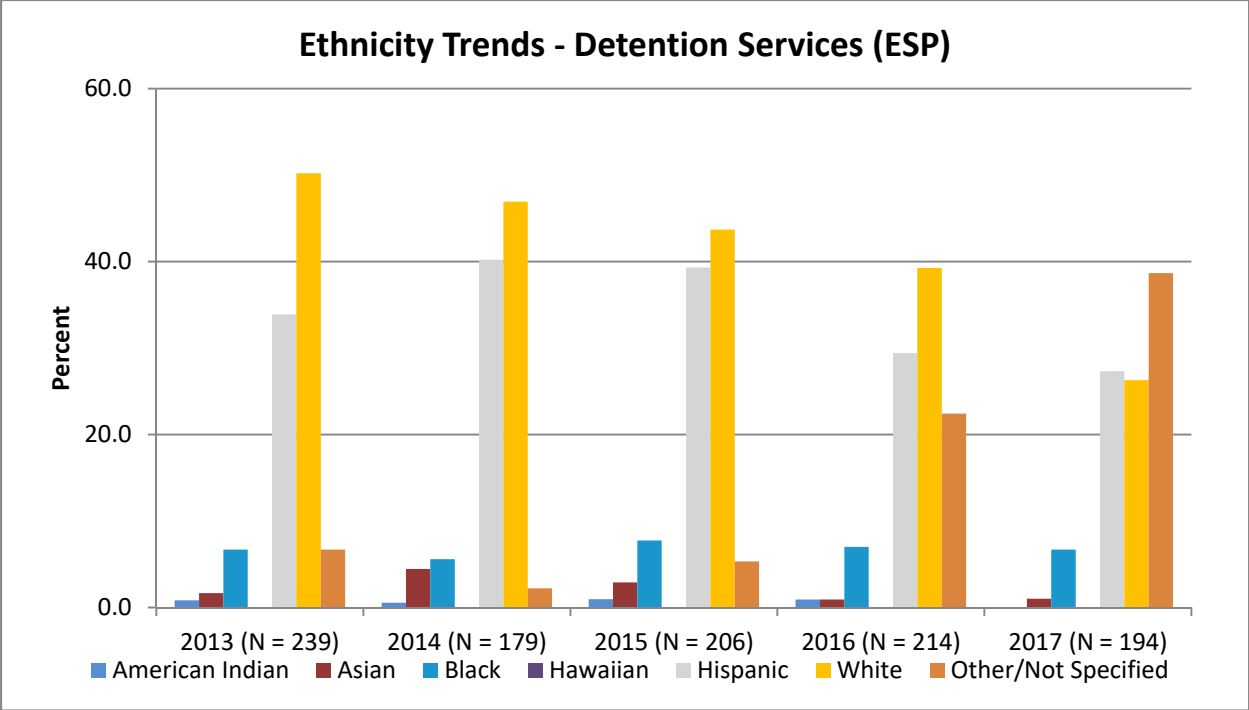
on-the-job training. This opportunity exemplifies Rio Salado’s mission to offer affordable access to higher education through corporate and government partnerships.

The program provides participants with up-to-date industry-specific training that will enhance their professional opportunities. Courses teach students how to handle the challenges of the detention services profession. The program aligns with the Rio Salado College mission to provide innovative educational opportunities to meet the needs of today’s students.

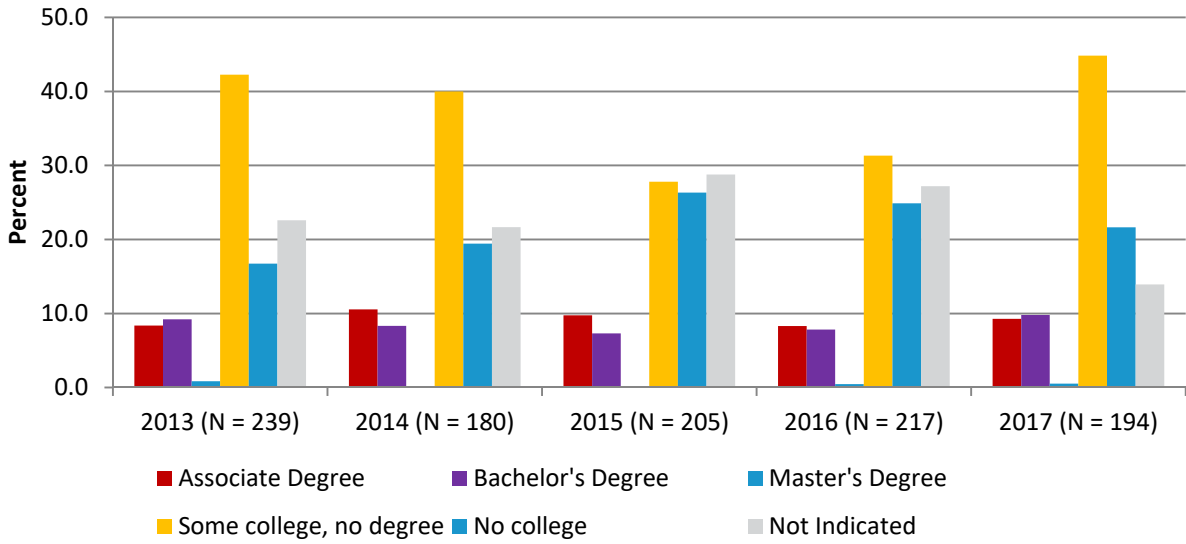
III. Student Population of the Detention Services Program

a. Student Data Analysis

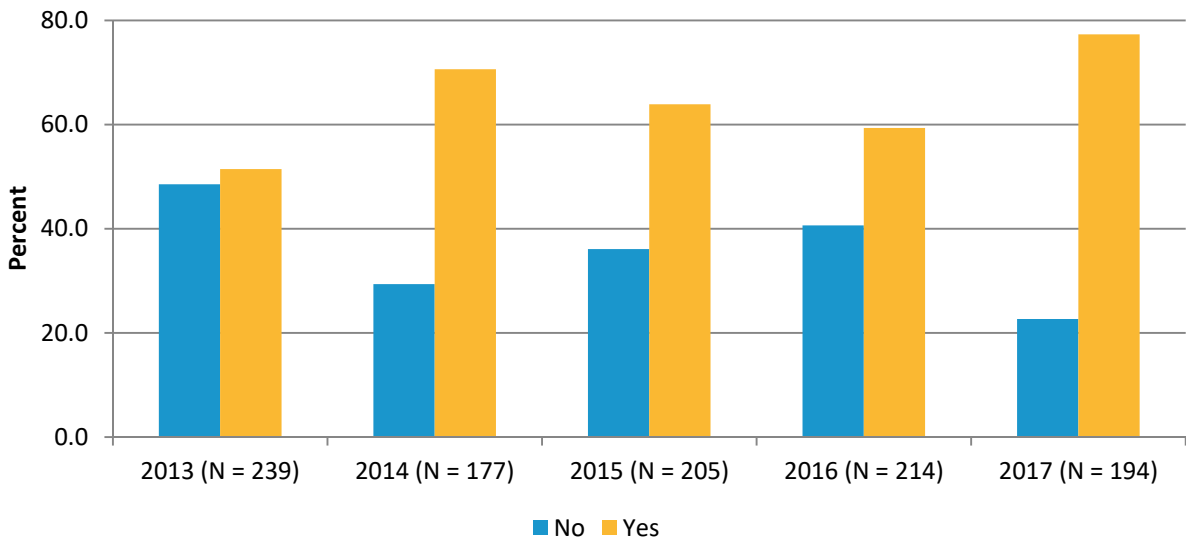


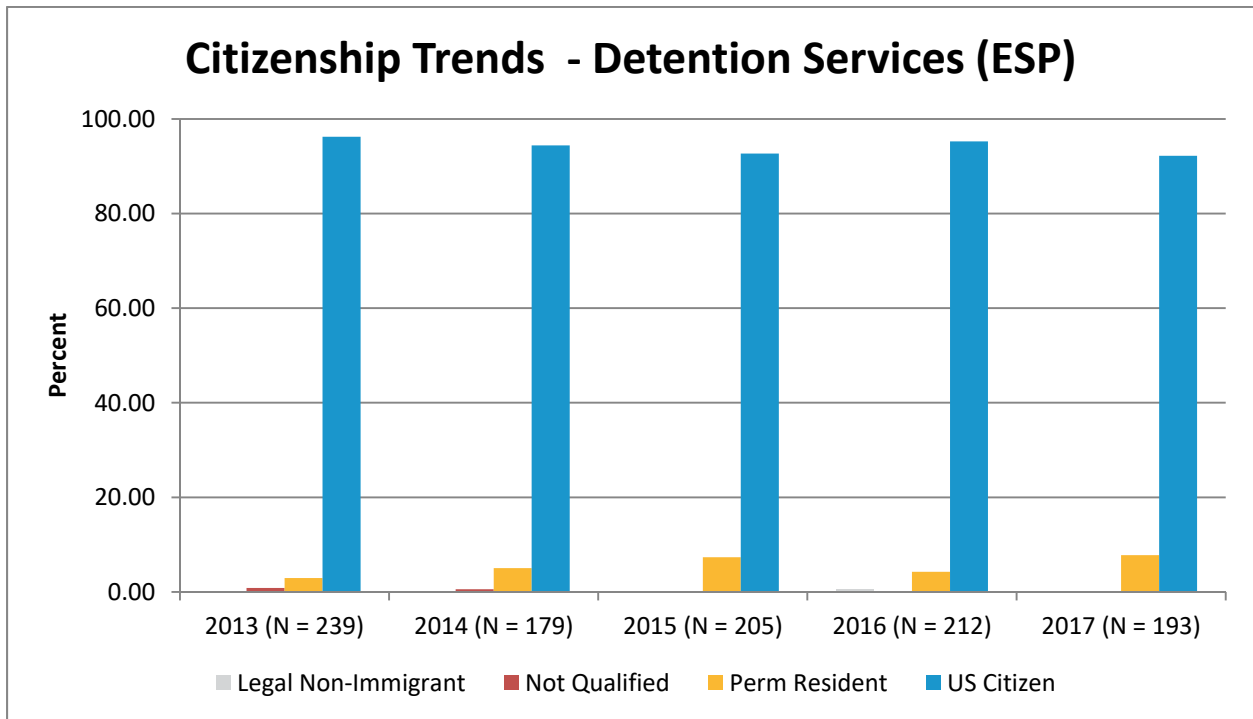


Previous College Experience Trends - Detention Services (ESP)



First Generation Trends - Detention Services (ESP)





Detention is an entry-level position for MCSO and often a step towards becoming a sworn deputy/law enforcement officer. Based on the data, the students in the program (those being employed in the industry) are mostly males, with over 50% being between the ages of 20-29. Detention officers must be U.S. Citizens or hold a valid U.S. Permanent Resident Card. In AY2013, approximately 60% of students had an associates or bachelor’s degree, or some college. While this percentage dropped substantially in the three subsequent years, 2017 data indicate an increase over all prior years, with 64% of students indicating college coursework or a degree.

There is a noted rise of students selecting “Other/not specified” under the category of ethnicity.

b. Enrollment Trends

Enrollment in an ESP program of study is based on the industry’s demand to hire in order to fill vacancies. Likewise, in situations of budget shortfall, the industry could see a hiring freeze which in turn affects enrollment.

Table 1. FTSE by Year - Detention Services (ESP)					
	2013	2014	2015	2016	2017
C-DAPEs (Declared Academic Plan /Enrolled in Core Program Courses)	92.8	95.7	89.0	97.1	93.4

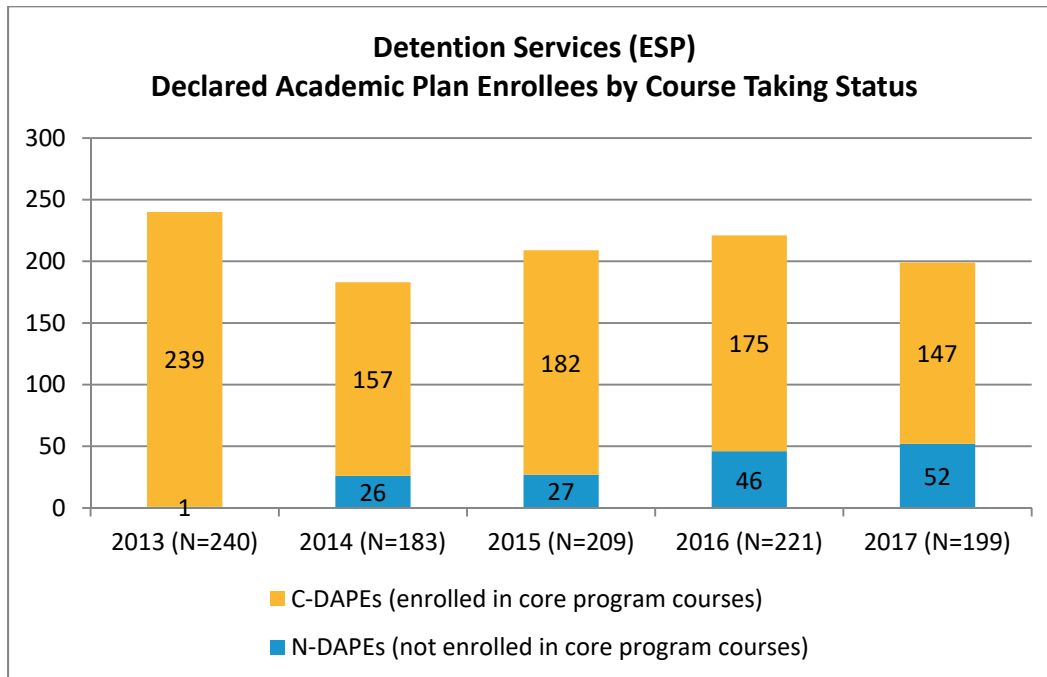


Table 2. Top Course Enrollments Trended - Detention Services (ESP)					
Course	2013	2014	2015	2016	2017
LET130	239	157	182	175	147
LET132	239	157	182	175	147
LET134	0	0	41	175	147
LET135	212	157	182	175	147
LET136	239	157	182	175	147
LET138	239	157	182	175	147
LET139	239	157	182	175	147
LET141	239	157	182	175	147
Total	1646	1099	1315	1400	1176

Based on the separation of those enrolled in core program courses and those not enrolled, we have an opportunity to ensure all students in the detention services program are declared in the program.

c. Student Graduation Data

Table 3. Cohort Graduation Rates - Detention Services CCL					FY When Award Conferred				
				2013	2014	2015	2016	2017	
Total Graduates¹				328	126	271	115	175	
FY Cohorts ²	Cohort (N)	Conferred Award (N)	% Conferred Award						
2013	239	238	99.6%	215	23	0	0	0	
2014	156	154	98.7%	0	101	53	0	0	
2015	181	181	100.0%	0	0	181	0	0	
2016	175	174	99.4%	0	0	35	112	27	
2017	147	147	100.0%	0	0	0	0	147	

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified.³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Table 4. Cohort Graduation Rates - Detention Services AAS					FY When Award Conferred				
				2013	2014	2015	2016	2017	
Total Graduates¹				0	2	1	6	6	
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award						
2013	5	3	60.0%	0	1	0	1	1	
2014	1	1	100.0%	0	0	0	0	1	
2015	3	1	33.3%	0	0	1	0	0	
2016	5	2	40.0%	0	0	0	2	0	
2017	1	1	100.0%	0	0	0	0	1	

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation

rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified.³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

IV. Student Goals and Satisfaction

a. Goals

Students are employees of the Maricopa County Sheriff’s Office assigned to the Detention units. Upon graduation from the basic training academy, students earn 18 college credits and a Certificate of Completion in Detention Services. This accomplishment increases awareness of higher education and often provides incentive to employees to continue their postsecondary education. Degree completion then improves their opportunities for advancement and enhances future earnings potential.

b. Satisfaction

The Detention Services program is taught by practitioners who are employed by MCSO. A class sergeant is the instructor of record and is required to meet the MCCCDC hiring qualifications for faculty. The class sergeant is responsible for the successful training of his/her recruits during this phase of training.

An ESP coordinator sends out the following student evaluation to collect feedback near the end of the program. The results are mailed back to Institutional Research.

In-Person Questions

1. My instructor was prepared for each class meeting.
2. My instructor communicated the course policies and procedures.
3. My instructor answered my questions about the course content.
4. My instructor kept me informed about my progress in the course.
5. My instructor presented objectives for each lesson.
6. The assignments were based on what I was expected to learn.
7. My assignment feedback explained why I earned or lost points.
8. My instructor’s feedback on assignments helped to increase my understanding of the course content.
9. My instructor created an effective learning experience.

Table 5. End-of-Course Evaluation Data

									Number of Surveys	44
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	
Detention Services	4.57	4.48	4.51	4.15	4.36	4.41	3.98	4.32	4.40	

As indicated by the data, students are very satisfied with the instructor feedback and communication. There is opportunity to improve feedback to students as to why they earned or lost points. Instructors are required to complete the newly implemented AFD250 course, which may assist in this area of instruction.

V. Evaluation of Curriculum

Rio Salado College incorporates the principles of continuous quality improvement (CQI) into all partnership programs, which allows the College to make timely interventions and improvements in response to changes. In addition to the formal feedback loops, all individuals involved with the program understand the importance of escalating program issues as they occur. The MCCCDC recognizes that many occupations within business, industry, and government require continuous learning in order to meet the challenges of increasing technological change and competition.

To maintain currency, program-specific Advisory Committees review programs and their related courses on an annual basis to ensure that the learning outcomes meet industry needs and are relevant to current students. Members include representatives from Rio Salado's partner organizations. Committees meet in-person or virtually, and minutes of annual meetings are maintained by the Curriculum Office and provided to all committee members to ensure that the feedback loop is continuous. Specific questions posed at the Advisory Committee meetings determine whether the program is addressing industry needs and if modifications are required. One significant aspect of each annual Program Advisory Committee meeting is the formal review of courses and course competencies to confirm both are still meeting industry needs, and to determine whether modifications are necessary. Since most partnership courses are offered throughout the year, the need for course modifications cannot wait for an annual process; thus, course revisions and modifications are reviewed and submitted throughout the year. The RSC Curriculum Office conducts a review rotation schedule every five years for partners that have not indicated any changes during annual Advisory Committee meetings.

College Partnership Management and liaisons work continually with ESP partners to ensure that instructional offerings are consistent with the knowledge and skills practiced by the employees within the partner's organization. The Curriculum Office tracks program changes made throughout the academic year. Rio Salado also regularly reviews data on all ESPs, including data

on program completion. Post-completion employment is nearly 100% at partnering organizations, since ESP courses developed in partnership with corporate and government agencies lead to the development or enhancement of skills required for a specific job. In addition, ESP programs provide a pathway for employees to utilize organizational tuition reimbursement to complete the remainder of their degree online while maintaining employment.

Changes in the workforce necessitate updating on an ongoing basis. If changes have been made to the training, a re-evaluation is conducted by submitting the training materials, training outline, and assessments to the Curriculum Department for review. This re-evaluation determines if courses need to be revised, deleted, or new ones created. Changes are vetted through the Faculty Chair to ensure that competencies are being met through appropriate assessment.

The following information relates specifically to the Advisory Council for this program:

The advisory council for the Detention Services program meets annually in conjunction with similar programs and partners in the law enforcement field. The members of the council represent partnerships with MCSO, Phoenix Regional Police Academy, City of Phoenix, AZPOST, and the Department of Public Safety. The faculty chair provides an update on relevant areas such as curriculum updates and tuition savings for students. The partners are surveyed for input on current industry trends and curriculum changes. The college also determines if there are student or instructor needs (such as resources). Finally, the college seeks approval from the partners to continue offering the CCL and AAS in their respective programs for another year. The advisory meeting can be held in-person or virtually. In addition to the annual meeting, the faculty chair and the ESP department maintain contact throughout the year to address timely issues and provide operational oversight (registration, instructor evaluations, hiring qualifications, etc.). There were no significant issues identified or addressed during this reporting period and the program was approved to continue each year without disruption.

VI. Student Learning Outcomes

a. Program-Level Student Learning Outcomes

Associate in Applied Science in Detention Services

Competencies:

1. Explain the function and philosophy of the Arizona Detention Office. (LET130)
2. Define constitutional rights, situations where constitutional rights are abridged, and constitutional terminology. (LET132)
3. Describe considerations when dealing with inmates with special needs. (LET134)

4. Classify adult and juvenile systems on the basis of custody levels, parole, justice process and length of confinement guidelines. (LET135)
5. Explain procedures for minimizing disturbance, emergency and hostage situations. (LET136)
6. Demonstrate conflict resolution techniques which may occur in correctional institutions. (LET136, LET138)
7. Demonstrate techniques for managing emergency situations. (LET138)
8. Identify the components of effective inmate/ward supervision/management in adult or juvenile systems. (LET130, LET134, LET135)
9. Describe functional areas and their locations within a detention facility and operate all facility doors. (LET139)
10. Explain liability issues concerning use of force and weapons in the facility. (LET139)
11. Describe components and benefits of an active physical training program. (LET141)
12. Describe procedures and techniques for using necessary legal self-defense. (LET141)
13. Demonstrate the principles of self-defense. (LET141)

Certificate of Completion in Detention Services
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Competencies:

1. Explain the function and philosophy of the Arizona Detention office. (LET130)
2. Define constitutional rights, situations where constitutional rights are abridged, and constitutional terminology. (LET132)
3. Describe considerations when dealing with inmates with special needs. (LET134)
4. Classify adult and juvenile systems on the basis of custody levels, parole, justice process and length of confinement guidelines. (LET135)
5. Explain procedures for minimizing disturbance, emergency and hostage situations. (LET136)
6. Demonstrate conflict resolution techniques which may occur in correctional institutions. (LET136, LET138)
7. Demonstrate techniques for managing emergency situations. (LET138)
8. Identify the components of effective inmate/ward supervision/management in adult or juvenile systems. (LET130, LET134, LET135)
9. Describe functional areas and their locations within a detention facility and operate all facility doors. (LET139)
10. Explain liability issues concerning use of force and weapons in the facility. (LET139)
11. Describe components and benefits of an active physical training program. (LET141)
12. Summarize the importance of survival psychology in self-defense situations. (LET141)

- Demonstrate the principles of self-defense. (LET141)

The Detention Services courses are developed in partnership with the Maricopa County Sheriff's Office (MCSO) and lead to the development or enhancement of the skills required to be a detention officer. Successful completion for graduates of the program enables continued employment with the MCSO.

b. College-Wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, Rio Salado College places a high priority on developing core competence in the following areas:

- Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
- Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
- Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
- Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author's purpose and bias, and applying the text to a given task or course content.
- Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

For more information: <http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx>

Combined with credits earned from their professional field, students can complete or transfer in additional coursework to earn an Associate of Applied Sciences (AAS) degree in Detention Services. Table 6 reflects competence by matriculated Detention Services students in the college-wide student learning outcomes when the additional coursework is taken at Rio Salado.

Table 6. College-Wide Learning Outcomes for Matriculated Detention Services Students			
Learning Outcome	All Student Activities	Activities at College Level	Percent of Activities at College Level
Critical Thinking	362	251	69.3%
Information Literacy	900	696	77.3%

Oral Communication	8	8	100.0%
Reading	354	242	68.4%
Writing	1597	1295	81.1%

It is noted that program graduates who proceed to taking General Education courses score below college level on Critical Thinking and Reading. This presents an opportunity to work with the MCSO on embedding these SLOs in their training.

VII. Effective Teaching

To support effective teaching, instructors in the Detention Services program are invited to the annual All Faculty Meeting during the fall semester. Instructors are also encouraged to enroll and complete the various Adjunct Faculty Development (AFD) workshops; AFD250 is a required course and must be completed within two years of their certification date. Five of 16 Detention instructors have completed AFD250 since its inception, representing a 31% completion rate thus far. Because of shifting assignments in the MCSO, instructors may rotate out of the Academy before their two-year certification date.

New instructors in the Detention Services program are evaluated three times within the first two years of certification, and then once every three years. Again, owing to shifting assignments in the organization, instructors may rotate out of the Academy before three evaluations are completed.

Table 7: Instructor Observation Data (N = 69)
Categories: Effective / Evident / Needs Improvement / Not Observed
Introduction: 98.55% Effective / 1.45% Evident
Focus on Topic: 100% Effective
Assessment and Adjustment: 97.10% Effective / 1.45% N/A / 1.45% Not observed
Student Content Summary: 91.30% Effective / 1.45% Evident / 7.25% Not observed
Content Knowledge: 100% Shows Breadth
Level of Instruction: 98.55% Appropriate / 1.45% Lower than Appropriate

During the evaluation, observers will look for clear evidence of communication, content knowledge and the instructor’s ability to assess and adjust to student learning. “Effective” in the four key areas (introduction, focus on topic, assessment/adjustment, and summary) indicates the instructor has demonstrated to the appropriate level. The faculty chair will determine if the instructor’s abilities shows sufficient depth and breadth in the content knowledge and instruction is appropriate for college level.

Suggestions and recommendations in areas of “needs improvement” or “lower than appropriate” include peer consultation, chair consultation, and/or professional development in instruction.

VIII. Program Retention

2013	2014	2015	2016	2017
1.3%	2.3%	0.0%	2.2%	1.3%

Withdrawal rates tend to be low in ESP programs. These numbers indicate the average attrition rate of the MCSO Detention academy.

IX. Program Resources

The Detention Services program is taught at the MCSO Training Center. All necessary personnel, equipment, and training materials are provided at the MCSO location.

As registered students of the college, students also have access to all available resources, including library, tutoring, dedicated advising, counseling, partner liaison, and support staff.

X. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

Partnership programs are unique to the employer. For this specific program, the Public Safety Coordinator guides each student through the registration process and informs the student of the value of the credits and degree pathway. The best practice specific to the Detention Services program is follow-up and outreach to CCL graduates to return to the College to complete their degree.

b. Program Viability

The Detention Services Program is dependent on industry demand and hiring. Hiring may be affected by budget shortfalls or vacancies created by attrition and/or inmate population. The Bureau of Labor Statistics forecasts a 7% decline in the field of corrections overall; however, we have not seen this trend affect enrollment during this review.

Educational Service Partnerships (ESP) utilizes a wash agreement stating that the parties acknowledge that the value of the tuition and fees for the courses completed by the partnering organization’s employees/students is substantially equivalent to the value of the instructional services, technology, and facilities provided by the partnering organization. Since both parties receive a substantially-equivalent benefit under this agreement, the parties will not exchange invoices. Rio receives FTSE from MCCCDC for students enrolled in these programs. See below for data extracted from the ESP Impact Report:

Average FTSE per year (2015-2018)	Average Completers per year (2015-2018)	Total Headcount (2013-2018)	Total Headcount in Additional Courses (2013-2018)	% of Returning Students	Total Additional Enrollments (2013-2018)	Total Additional Credits (2013-2018)	Tuition from Additional Enrollments* (2013-2018)	FSTE from Additional Enrollments (2013-2018)
116	205	1277	218	17%	2800	6568	\$477,504.00	170

**Tuition figures are estimates and do not reflect payments collected; calculation controlled for tuition amount by fiscal year, credits attempted, and student residency*

By earning a certificate of completion from their on-the-job training, students have a strong head start towards an AAS.

Student Receiving Outreach	Conversion Headcount	Conversion Rate	Conversion Enrollment
158	8	5%	17

A Detention Services career has a high attrition rate as it is a stepping stone to a sworn peace officer career. This likely accounts for the low conversion rate. There is opportunity to gather data on detention services attrition from MCSO and/or from an alumni survey.

Although the revenue and cost are equal, ESP benefits Rio Salado College, the employer, and the employee in the following ways:

- Maximizes value of degree to partnering corporation and employee.
- Students receive education/training that is job related.
- Organizations assure that employees have specific needed skills.
- Rio Salado College increases enrollment and certificate completers.
- Employees are given an opportunity to jump start their education with the credits earned from their job-related training and to proceed from a Certificate of Completion to the multiple flexible degrees created for ESPs that allow all of their credits to be accepted.

- Employees can complete their remaining general education credits online with classes starting almost weekly, which increases enrollment for Rio Salado College overall.
- Many working adults already have previously-earned college credits that they never consolidated into a degree. These credits, combined with CCLs earned from partnership training, can dramatically accelerate an employee's degree completion. If employees/students can see a faster end-goal, they are more likely to complete remaining general education requirements.
- ESPs broaden the workforce marketing outreach through the large, local corporations and government agencies that Rio Salado partners with, which in turn increases awareness of Rio Salado College as a viable alternative for degree completion.
- Approximately 10-25% of ESP students return to take additional courses (see data from Impact Report).
- Corporate and Government ESP is the largest contributor towards Rio's certificates awarded each fiscal year, which contributes to Rio's completion agenda within MCCCDC.

c. Action Plans

- Explore opportunities to increase outreach campaign
- Monitor completion of AFD250
- Conduct an alumni survey

d. Recommendations

The partnership with MCSO was established over 20 years ago. Based on this review, we recommend continuing current practices of vetting instructor qualifications, conducting regularly-scheduled evaluations, and regular and frequent communications (to include annual advisory committee input) with the MCSO organization.