

Rio Salado College



Administration of Justice Program Review

Review Period: Academic Years 2016-2019

Review Conducted: AY2019-2020

Rio's Academic Program Review Process is an essential component of the College's Strategic Plan. The 2016-2020 work is guided by the goals of Pillar 3: *Accountability, Assessment, and Quality Assurance*, and supports Strategic Pathway 7: *Grow a Culture of Accountability Through College-wide Quality Assurance Processes*. In addition, data relating to student enrollment, learning, persistence, goal attainment, satisfaction, and institutional accountability are aligned with the college-wide Key Performance Indicators that measure progress toward achieving the goals of the College's Strategic Plan.

I. Degrees and Certificates in the Administration of Justice Studies Program

Program Title: CCL in Administration of Justice

Major Code: 5837

Total Credits: 30

Description: The Certificate of Completion (CCL) in Administration of Justice program is designed to be interdisciplinary by nature and provides students with foundational knowledge of the criminal justice system and operational processes for addressing crime within society. This program also examines diverse populations and communities, and their effects on relationships with the criminal justice system. In addition, this program allows students to familiarize themselves with and evaluate various career opportunities in the criminal justice field.

Program Notes:

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

Admission Criteria: None.

Required Courses:

AJS101	Introduction to Criminal Justice	3
AJS109	Substantive Criminal Law	3

AJS113	Criminal Justice Crime Control Policies and Practices	3
AJS212	Juvenile Justice Procedures	3
AJS225	Criminology	3
AJS230	The Police Function	3
AJS240	The Correction Function	3
AJS255	Crime, Law, and Mental Health	3
AJS260	Procedural Criminal Law	3
AJS270	Community Relations	3

Program Title: AAS in Administration of Justice

Major Code: 3397

Total Credits: 61-66

Description: The Associate in Applied Science (AAS) in Administration of Justice program is interdisciplinary in nature and is designed to provide the student with a broad based knowledge of the criminal justice field. It is designed to prepare the students of excellent character and reputation for careers in Administration of Justice, including, but not limited to: law enforcement, corrections, probation/parole officer, and social services in community based agencies/organizations. The program also includes a Certificate of Completion in Administration of Justice.

Program Notes:

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

+ indicates course has prerequisites and/or corequisites.

++ indicates any suffixed courses.

Required Courses: 30

Certificate of Completion in Administration of Justice (5837) 30

Restricted Electives: 9

Students must select nine (9) credits of AJS prefixed courses except those used to satisfy the Required Courses area and have them approved by the department advisor. AJS123, AJS200, AJS/EMT/FSC/SWU258 recommended for students considering university transfer.

AJS+++++ Any AJS Administration of Justice Studies course 9

General Education Requirements 22-27

General Education Core 12-17

First-Year Composition 6

- + ENG101 First-Year Composition (3) OR
- + ENG107 First-Year Composition for ESL (3) AND
- + ENG102 First-Year Composition (3) OR

+ ENG108	First-Year Composition for ESL (3)	
Oral Communication		3
Any approved general education course in the Oral Communication area.		
Critical Reading		0-3
+ CRE101	College Critical Reading and Critical Thinking (3) OR	
+ CRE111	Critical Reading for Business and Industry (3) OR	
	Equivalent by assessment	
Mathematics		3-5
Any approved general education course in the Mathematics area.		
MAT142 is recommended for students considering transfer to the university.		
General Education Distribution		10
Humanities, Arts and Design		3
Any approved general education course in the Humanities, Arts and Design area.		
AJS123 is recommended.		
Social-Behavioral Sciences		3
Any approved general education course in the Social-Behavioral Sciences area.		
AJS/EMT/FSC/SWU258 or PSY132 is recommended.		
Natural Sciences		4
Any approved general education course in the Natural Sciences area.		
BIO107 or PHY101 is recommended.		

II. Program Purpose and Mission

The purpose of the Administration of Justice Studies (AJS) program is to prepare students for a variety of careers in the criminal justice system. Students also have the option to further their academics via a research pathway by transferring their degree to a university. As either a practitioner or scholar in the criminal justice field, students learn the history of the criminal justice system, criminology, victimology, juvenile issues, and social justice issues. Specialty pathways focus on homeland security, corrections, and law enforcement.

The mission of the program is to provide quality instruction with flexible start dates. Each course is 8 weeks long, delivered fully online with no added costs of textbooks. Each course has been developed by veteran practitioners and scholars. The course materials are selected and curated based on open access and Creative Commons licensing.

The AJS program aligns with the College's mission by providing no-cost content, flexible start dates, and fully online delivery to meet the needs of our non-traditional students. We also meet the needs of traditional students who are attending sister colleges or universities. Non-program students are able to transfer their courses to their desired programs. And since we do not cancel online courses, students often depend on our innovative scheduling (multiple start dates), customized, high-quality courses (no cost content at 8 weeks long), and personalized service (experienced adjuncts and assigned fields of interest advisors).

III. Student Population of the Administration of Justice Studies Program

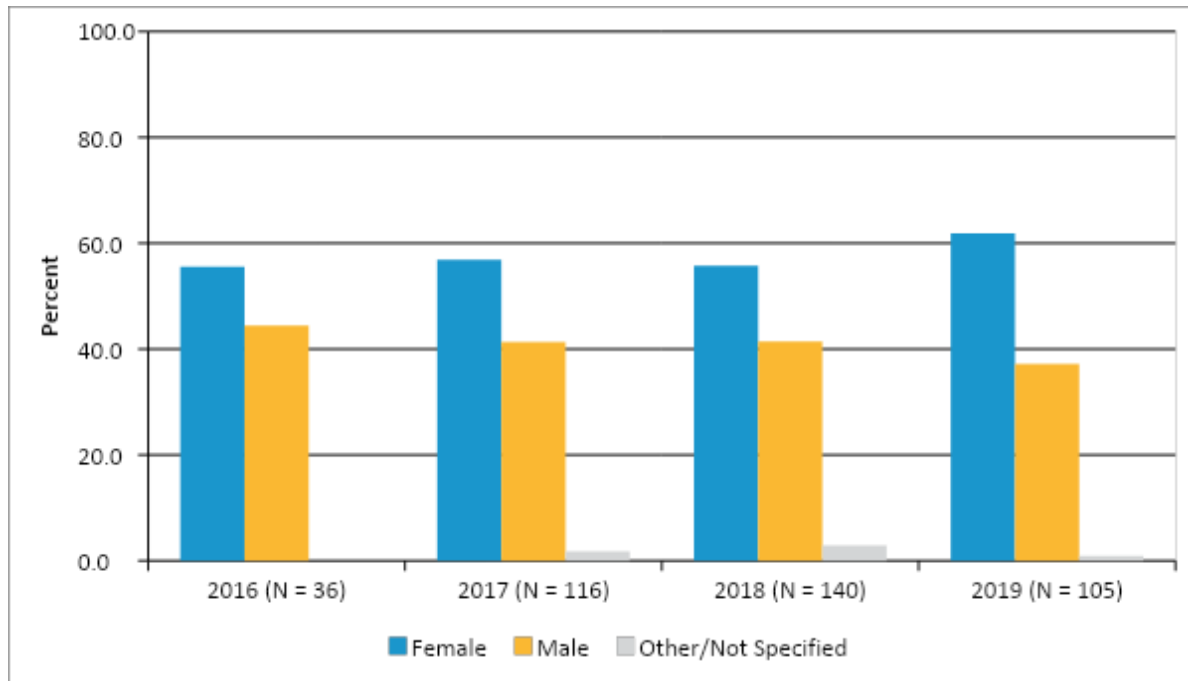
The Administration of Justice Studies program prepares students for a career in the criminal justice system. These careers exist in three major functions – police, courts, and corrections. Other careers include victim advocacy, social work, homeland security, and emergency management.

A breakdown of the data indicates students are mostly white (avg 50% or more), mostly female, and range between 20-39 years of age. Almost 64% are first generation college and Hispanics at approximately 31% is the largest ethnic group. Blacks hover at around the 8% range and the combined percentage of other ethnic groups (Asian, Pacific Islander, and Native Americans) are at 4%.

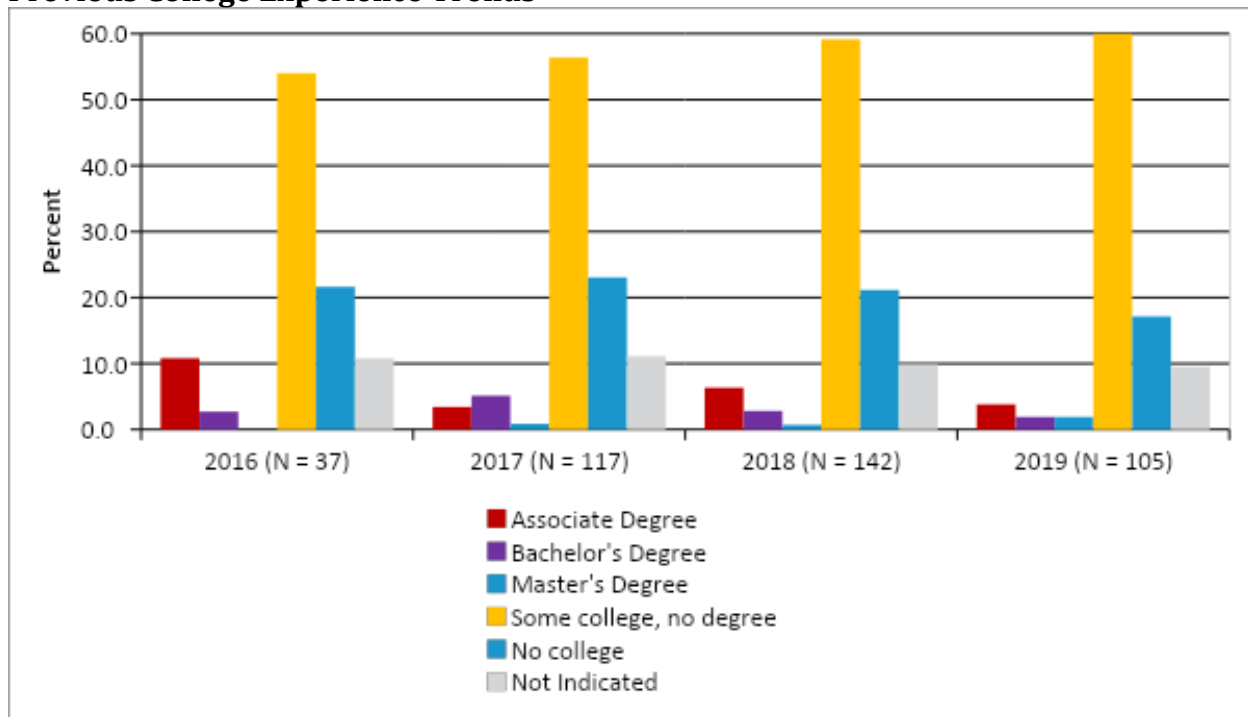
The criminal justice field, specifically the police function, struggles to diversify their workforce and the demographics of our students somewhat reflects that disparity. The outlier is the female population. In policing, the national average of females is approximately 11-13%. However, policing is not the only career opportunity in the criminal justice field. Students may explore opportunities in corrections, courts, probation, parole, and social services.

a. Student Data Analysis

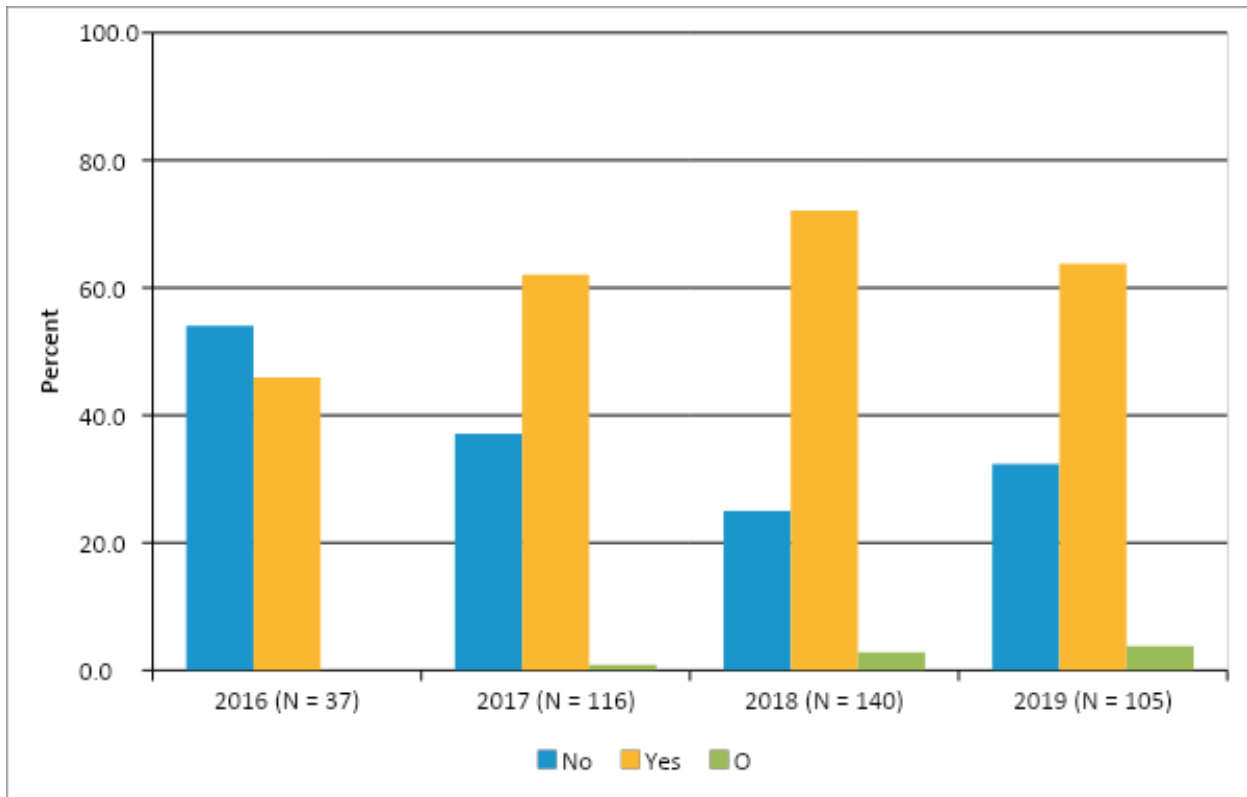
Gender Trends



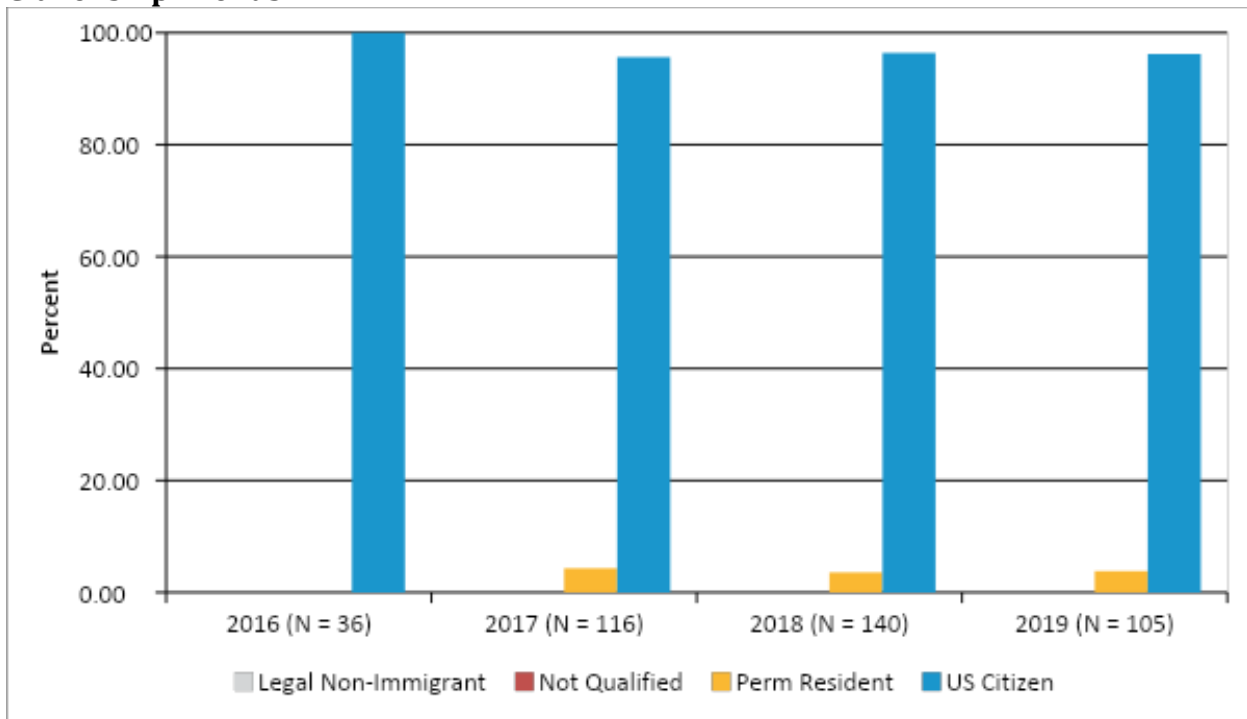
Previous College Experience Trends



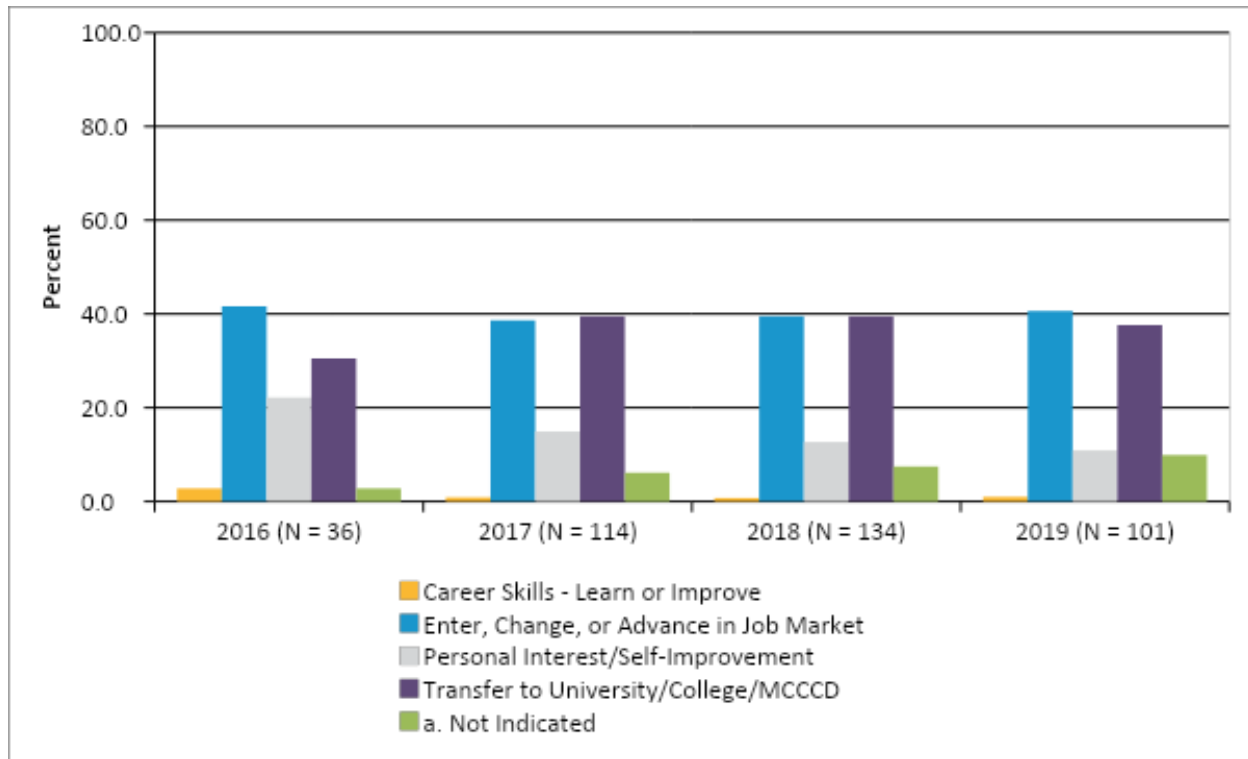
First Generation Trends



Citizenship Trends



Current Intent Trends



b. Enrollment Trends

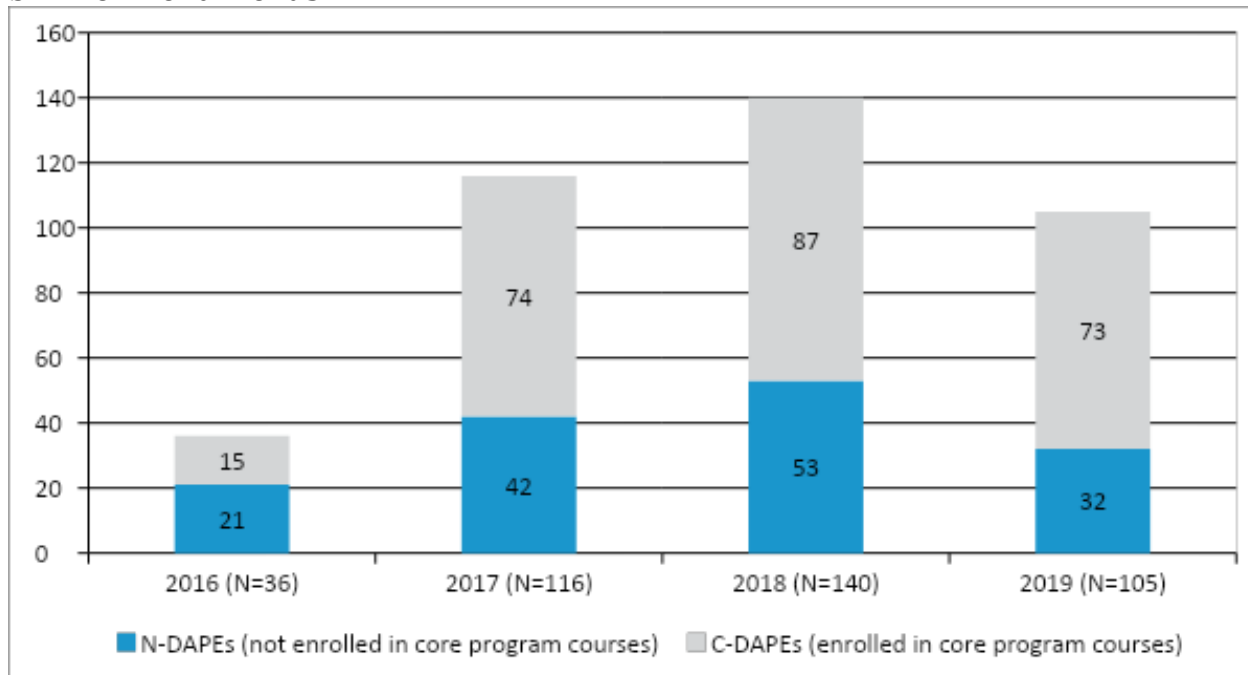


Table 1. FTSE by Year - Administration of Justice Studies				
	2016	2017	2018	2019
C-DAPEs (Declared Academic Plan /Enrolled in Core Program Courses)	3.00	21.53	28.31	22.30

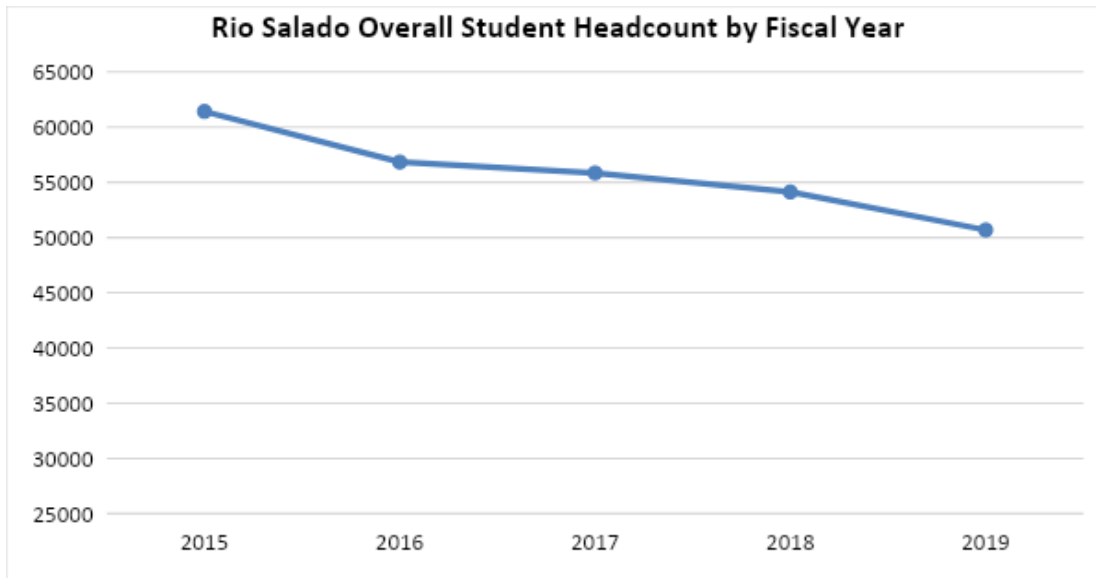
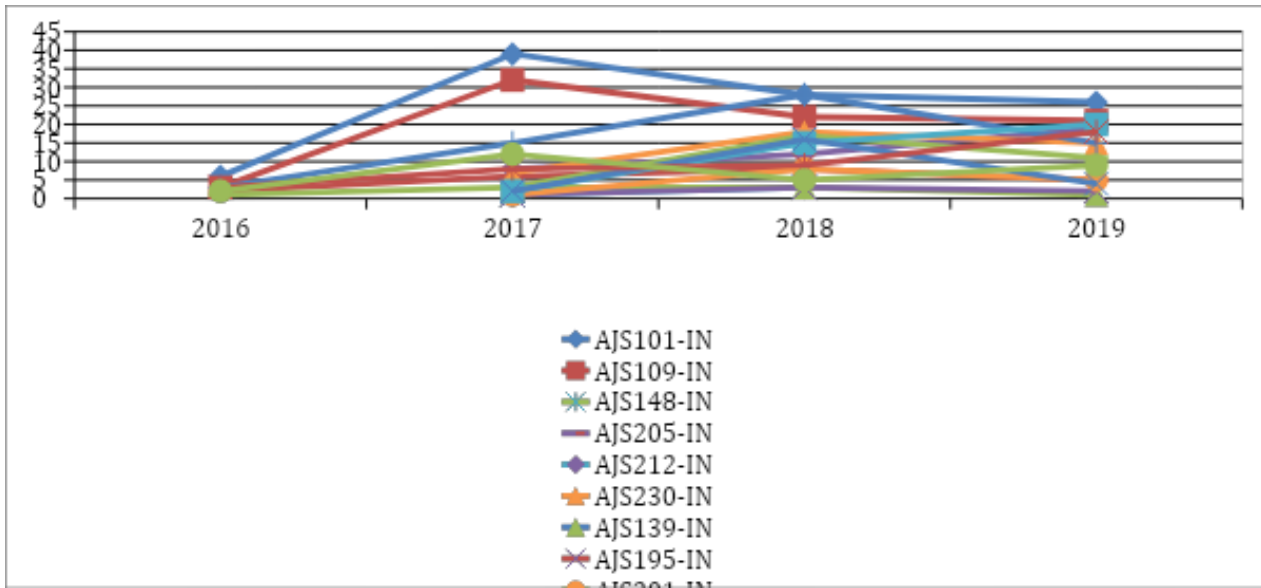


Table 2. Top Course Enrollments Trended - Administration of Justice Studies				
Course	2016	2017	2018	2019
AJS101-IN	6	39	28	26
AJS109-IN	3	32	22	21
AJS123-IN	1	10	14	9
AJS139-IN	0	3	3	1
AJS148-IN	0	1	3	0
AJS195-IN	0	1	3	2
AJS201-IN	0	1	8	5
AJS205-IN	2	6	8	5
AJS210-IN	1	7	9	8
AJS212-IN	0	8	12	19
AJS225-IN	3	15	28	15
AJS230-IN	0	7	18	15

AJS240-IN	1	3	17	11
AJS255-IN	0	2	15	20
AJS258-IN	0	2	16	4
AJS260-IN	3	8	9	18
AJS275-IN	2	12	5	9
Total-	22	157	218	188
<i>Note: Top 5 courses by highest enrollment count each year are highlighted in yellow.</i>				



AJS courses were first offered in Spring 2015. The previous prefix for this program was LET for Law Enforcement Technology. The LET prefix did not articulate well; therefore, the entire program was revised and modified to the AJS prefix. As we see, in 2017, the enrollment increased significantly from 2016 based on the enrollment of the introductory course, AJS101. We experienced a decline in enrollment over the next two years. Enrollment in the district overall has experienced a decline.

c. Student Graduation Data

Table 3. Cohort Graduation Rates - Admin Justice CCL							
				FY When Award Conferred			
				2017	2018	2019	2020
Total Graduates¹				4	3	9	11
FY Cohorts ²	Cohort (N)	Conferred Award (N)	% Conferred Award				
2016	4	2	50.0%	2	0	0	0
2017	9	5	55.6%	2	1	2	0
2018	3	2	66.7%	0	2	0	0
2019	9	6	66.7%	0	0	4	2

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.

Table 4. Cohort Graduation Rates - Admin Justice AAS							
				Year Award Conferred			
				2017	2018	2019	2020
Total Graduates¹				3	3	4	9
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award				
2016	59	2	3.4%	0	2	0	0
2017	109	4	6.4%	1	1	2	3
2018	95	1	1.1%	0	0	0	1
2019	65	2	9.2%	0	0	2	4

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.

The AJS program began in 2015; therefore, we expect to see small numbers as students begin their program and persist to completion. Many students also come from other colleges and universities to fulfill their 100/200 courses for transfer.

IV. Student Goals

Student goals in this program may vary and range from those seeking entry-level positions in the criminal justice field, transfer to a university program, or professional growth. A handful of AJS courses meet general education requirements that fulfill the Humanities and Social Behavior Sciences requirements. The high enrollment numbers indicate an interest in these courses outside of the AJS program --for example, AJS225 Criminology (SB) and AJS123 Ethics in AJS (HU). Another high enrollment class is AJS192, Serial Killers and Mass Murderers, which is not tagged as general education nor a requirement in the CCL or AAS core courses. The department plans to administer an alumni survey to gain a better grasp of student goals and if they are being met by this program. Please see 'Recommendations for the Future' for more information.

V. Evaluation of Curriculum

Every year, the Administration of Justice Studies Advisory committee meets to discuss current trends in the industry. The advisory committee consists of practitioners in the industry and community members (when available). Changes or additions to the program are made upon recommendation and approval from the advisory committee.

Updates are made to courses depending on new case laws, legal updates, new data, articles, and reports that reflect the current climate in the industry. Course edits or revisions are also made with high-profile current events such as the recent surge of police shootings leading to demonstrations and protests around the world.

For example, with the recent surge of police shootings leading to demands of defunding and reform, the content in AJS270 Community Relations was revised to address these current events.

Annual advisory committee meetings also offer opportunities to make changes to the course content. There have not been any significant recommendations since the inception of the AJS program at Rio Salado.

VI. Student Learning Outcomes

a. Program-Level Student Learning Outcomes

CCL in Administration of Justice Competencies:

1. Identify and describe the three major components of the criminal justice system. (AJS101)
2. Describe the structure and history of law enforcement in the United States. (AJS101)
3. Identify and describe the numerous kinds of rank structures found within police departments throughout the United States. (AJS101)
4. Identify the structure of the federal and state courts within the United States judicial system. (AJS101)
5. Identify the rights provided by the fourth, fifth, sixth, eighth, and fourteenth amendments as they pertain to the criminal justice system. (AJS101)
6. Identify and describe the types of correctional institutions found within the state and federal systems. (AJS101)
7. Discuss the various definitions of crime that apply to the Arizona Criminal Code. (AJS109)
8. Describe the elements pertaining to certain criminal code offenses, such as preparatory offenses, and property type crimes, such as arson, burglary, theft, and criminal damages. (AJS109)
9. Describe the elements pertaining to certain criminal code offenses, such as assaults, homicides, kidnapping, sexual assaults, and robbery. (AJS109)
10. Explain the four stages in the SARA (scanning, analysis, response, and assess) model and its relation to crime control and prevention. (AJS113)
11. Summarize the Juvenile Justice System and how juvenile law procedures differ from adult law procedures. (AJS212)
12. Identify and explain the major theories surrounding the reasons for crime and delinquency. (AJS225)
13. Define and describe the major types of crimes within the criminal justice system. (AJS225)
14. Describe the impact of crime as it affects the various segments of society. (AJS225)
15. Describe how crime and delinquency relate to the three components of the criminal justice system. (AJS225)
16. Examine policing in American society, including the theories of procedures and methods of operations of public police. (AJS230)
17. Describe the development of the corrections system and the development of American prisons. (AJS240)
18. Summarize mental health issues within communities and the laws of the legal justice system concerning a mentally ill criminal. (AJS255)
19. Explain the roles and responsibilities of mental health professionals within the legal justice system. (AJS255)
20. Describe the police process for arrests as they pertain to the state of Arizona. (AJS260)
21. Identify the functions of the rules of felony criminal procedures, from the initial appearance through the trial, sentencing, and appeals process. (AJS260)
22. Identify the judicial function as it relates to prosecutors, defense counsels, magistrates, grand juries, trial juries, and the public in general. (AJS260)
23. Define and describe the elements surrounding both misdemeanor and felony trials. (AJS260)
24. Describe methods and programs for understanding and coping with problems concerning the community and relationships with the criminal justice system. (AJS270)

AAS in Administration of Justice Competencies:

1. Identify and describe the three major components of the criminal justice system. (AJS101)
2. Describe the structure and history of law enforcement in the United States. (AJS101)
3. Identify and describe the numerous kinds of rank structures found within police departments throughout the United States. (AJS101)
4. Identify the structure of the federal and state courts within the United States judicial system. (AJS101)
5. Identify the rights provided by the fourth, fifth, sixth, eighth, and fourteenth amendments as they pertain to the criminal justice system. (AJS101)
6. Identify and describe the types of correctional institutions found within the state and federal systems. (AJS101)
7. Discuss the various definitions of crime that apply to the Arizona Criminal Code. (AJS109)
8. Describe the elements pertaining to certain criminal code offenses, such as preparatory offenses, and property type crimes, such as arson, burglary, theft, and criminal damages. (AJS109)
9. Describe the elements pertaining to certain criminal code offenses, such as assaults, homicides, kidnapping, sexual assaults, and robbery. (AJS109)
10. Explain the four stages in the SARA (scanning, analysis, response, and assess) model and its relation to crime control and prevention. (AJS113)
11. Summarize the Juvenile Justice System and how juvenile law procedures differ from adult law procedures. (AJS212)
12. Identify and explain the major theories surrounding the reasons for crime and delinquency. (AJS225)
13. Define and describe the major types of crimes within the criminal justice system. (AJS225)
14. Describe the impact of crime as it affects the various segments of society. (AJS225)
15. Describe how crime and delinquency relate to the three components of the criminal justice system. (AJS225)
16. Examine policing in American society, including the theories of procedures and methods of operations of public police. (AJS230)
17. Describe the development of the corrections system and the development of American prisons. (AJS240)
18. Summarize mental health issues within communities and the laws of the legal justice system concerning a mentally ill criminal. (AJS255)
19. Explain the roles and responsibilities of mental health professionals within the legal justice system. (AJS255)
20. Describe the police process for arrests as they pertain to the state of Arizona. (AJS260)
21. Identify the functions of the rules of felony criminal procedures, from the initial appearance through the trial, sentencing, and appeals process. (AJS260)
22. Identify the judicial function as it relates to prosecutors, defense counsels, magistrates, grand juries, trial juries, and the public in general. (AJS260)
23. Define and describe the elements surrounding both misdemeanor and felony trials. (AJS260)
24. Describe methods and programs for understanding and coping with problems concerning the community and relationships with the criminal justice system. (AJS270)

Students may use this degree to transfer to the university and complete a 4-year degree in criminal justice or interdisciplinary studies.

Certain careers in the criminal justice field require a 4-year degree (probation and parole) while others only require a high school diploma or equivalent (corrections/detention and law enforcement.) An applicant with a degree is more marketable in the application process even if the position does not require a degree.

A student with an AAS in AJS will be better prepared for the police academy which provides a refresher of the content but in an application/demonstrative environment. The academy does not teach writing skills; therefore, a student with experience writing research papers has a significant advantage over recruits who have little to no college.

The following assignment is a capstone from the Current Issues in Criminal Justice course. It is the final assignment and asks the students to consider all 3 functions of the CJ system, constitutional/procedural law, criminal law, crime control, and community relations. This would essentially encompass all competencies in the CCL and AAS.

AJS200 Current Issues in Criminal Justice

Final Research Project

Identify current issues that have led to prison overcrowding in the US. Consider laws, policies, and systemic practices in policing, the courts, and corrections function. Additionally, address the current state of the death penalty as a means of a deterrent to crime.

In your paper you will also summarize the state of current knowledge on a subject covered in this course and how it correlates to prison overcrowding and/or the death penalty. Do not rewrite an essay previously submitted. The assignment will demonstrate your ability to select a specific research topic and develop that research topic into a more detailed examination of the issue.

Your paper must be at least 750-1,000 words, double spaced using 12 pt. Times New Roman font. You need a minimum of five sources cited in-text and in the reference list. You must include a cover page and reference list. APA format is required throughout.

Use standardized formats and procedures outlined in the Publication Manual of the American Psychological Association (APA) as a writing style guide.

Course	Effective Date	Lesson	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Std Count	%Stds@CL
AJS200	10/16/2017	Lesson 8 Final Research Project	Content					Y	40	90%
AJS200	10/16/2017	Lesson 8 Final Research Project	Mechanics and Formatting					Y	40	58%
AJS200	10/16/2017	Lesson 8 Final Research Project	Organization		Y			Y	40	80%

Approximately, 90-95% of our assignments are essays. Students continually struggle with APA formatting; however, their content knowledge and organization meets/exceeds expectations. The mechanics and formatting are a small percentage of the overall assignment, but we are aware that the universities want to see more focus on APA in order for transfer students to be successful in their 300/400 level courses.

Instructors direct students to use the library writing resources as well as tutoring if they are struggling in the formatting.

In AY2020/2021, the library produced a [new lib guide](#) for the department as well as a [video](#) on how to find credible resources. Each adjunct was asked to place this information in their announcements area. Additionally, the lib guide is included in the Reading, Resources, and Assignments section of each lesson in each course. It is hopeful that students will use these resources to enhance their information literacy skills and writing skills specifically, APA formatting.

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:

1. **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
2. **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.
3. **Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. **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.

5. **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, see <https://www.riosalado.edu/about/teaching-and-learning/assessment-student-learning>

Grading rubrics are embedded in all written assignments. See example:

Rio Salado College

Essay Rubric 50 Points

	33-38 Excellent	21-32 Average	0-20 Poor	POINTS
Content (38 points possible)	The topic is thoroughly addressed with specific details and appropriate depth. Response demonstrates critical thinking and strong understanding of the concepts explored in this week's readings and lesson content. Citations and references are used appropriately for all outside sources used, including the lesson content.	The topic is addressed but may lack some specific details or depth. Response demonstrates understanding of the concepts explored in this week's readings and lesson content but may lack some critical thinking. Citations and references are including for some outside sources, but some citations and/or references are missing.	The topic is not appropriately addressed. The paper lacks clarity and details. The response does not demonstrate understanding of this week's concepts. Necessary citations and references may not be included.	
	6 Excellent	4-5 Average	0-3 Poor	POINTS
Organization (6 points possible)	Paper is easy to follow; all ideas flow; paper is organized and well-developed.	Some problems with flow or organization of ideas.	Intention of paper is confusing; no flow of ideas; basic organization of paper is poor.	
	6 Excellent	4-5 Average	0-3 Poor	POINTS
Mechanics and Formatting (6 points possible)	APA style format is present and correct. No spelling or grammar errors. Length is appropriate.	Length is appropriate but some problems with APA formatting. A few spelling and/or grammar errors.	APA format is non-existent. Many spelling and/or grammar errors. Length may not be appropriate.	

During department meetings held twice a year, the adjunct faculty receive refresher training on various topics such as providing substantive feedback, focusing on the dimensions of the rubric, and conducting mini-teaches using GEAR (if applicable). They are encouraged to not only seek professional development in their content area, but to also hone their pedagogical skills through AFD workshops, district workshops, and local/national conferences.

With courses migrating to CourseArc, adjuncts can now track where students are skimming or engaging in the coursework. More ungraded activities are being included such as a pre and post quiz. Again, the adjunct can see if students engage and encourage them to explore the ungraded activities which emphasize the learning objectives.

Overall, students perform well in the areas of critical thinking and information literacy. There is an opportunity to work on writing skills which is the number one request from university partners. An oral dimension was added last year to AJS205 Report Writing; this will be examined in the next program review.

Formatting and mechanics tend to be the dimension where students fall short of the college-level threshold. During department meetings and regular interaction with adjuncts via email, we discuss various strategies to include phone or virtual meetings with students. Instructors have the ability to allow students to resubmit a poorly written assignment utilizing feedback and mini-teaches. This is not for every assignment, generally, just one resubmission is allowed to avoid overwhelming the instructor.

Instructors direct students to use the [library writing resources](#) as well as tutoring if they are struggling in the formatting.

VII. Effective Teaching

Student evaluations are submitted at the conclusion of each course and rate the effectiveness of each instructor. All student evaluations are reviewed by the faculty chair, and action is taken if an overall evaluation falls below 4.0 on a 5-point scale.

Individual student concerns are appropriately handled by the instructor or by the faculty chair.

New instructors are evaluated each of the first three semesters they teach to determine the effectiveness of instruction and veteran faculty are evaluated at least once every 3 years thereafter to ensure that proper instructional techniques continue to be employed. The following are the areas that are evaluated:

Effectiveness of Instruction

1. Preparation (Familiarity with course materials, policies and procedures, and technologies as well as college resources and services)

2. Facilitation (Course management: record keeping, timely response, student retention, problem-solving)
3. Communication (Interaction and Feedback that is specific, detailed, fair, consistent, and supports improvement)
4. Content Knowledge:
 - Shows Breadth and Depth to Teach Competencies
 - Sufficient to Teach Competencies
 - Insufficient to Teach Competencies

Evaluations are reviewed by the faculty chair and faculty services. Any needed corrective action is taken with individual adjunct faculty members.

A formal all faculty meeting is held semi-annually to keep adjunct faculty informed of relevant information and new procedures. Communication with adjunct faculty members occurs on a regular and continual basis through the faculty chair.

Student evaluations are submitted at the conclusion of each course and rate the effectiveness of each instructor. All student evaluations are reviewed by the faculty chair, and action is taken if an overall evaluation falls below 4.0 on a 5 point scale.

Student Evaluation Questions

1. My instructor communicated the course policies and procedures.
2. My instructor communicated his/her expected response time for messages and grading assignments.
3. My instructor responded to messages within the stated timeframe.
4. My instructor graded assignments within the stated timeframe.
5. My assignment feedback explained why I earned or lost points.
6. My instructor's feedback on assignments helped to increase my understanding of the course content.
7. My instructor provided complete responses to my questions.

Table 5. Distance End-of-Course Evaluation Data							
Number of Surveys							778
Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7
AJS100	4.88	4.88	4.75	4.88	4.88	4.88	4.88
AJS101	4.66	4.60	4.64	4.59	4.60	4.51	4.50
AJS107	5.00	5.00	4.88	5.00	5.00	5.00	5.00
AJS109	4.76	4.78	4.63	4.59	4.73	4.71	4.69
AJS110	4.53	4.35	4.41	4.35	4.59	4.41	4.63
AJS113	4.67	4.63	4.58	4.61	4.61	4.44	4.46
AJS123	4.82	4.80	4.77	4.66	4.73	4.67	4.74
AJS139	4.89	4.89	4.89	4.78	4.89	4.78	4.88

AJS148	5.00	5.00	5.00	5.00	5.00	5.00	5.00
AJS192	4.85	4.82	4.84	4.81	4.76	4.67	4.80
AJS195	4.80	4.80	4.50	4.50	4.70	4.60	4.50
AJS200	4.56	4.40	4.36	4.24	4.32	4.20	4.42
AJS201	4.60	4.50	4.50	4.80	4.80	4.70	4.30
AJS205	4.31	3.92	3.77	3.54	4.15	4.08	4.23
AJS210	4.56	4.38	4.50	4.50	4.20	4.25	4.38
AJS212	4.89	4.89	4.95	4.89	4.68	4.68	4.84
AJS225	4.87	4.84	4.81	4.74	4.72	4.65	4.72
AJS230	4.74	4.74	4.63	4.63	4.70	4.67	4.70
AJS240	4.91	4.78	4.83	4.82	4.87	4.83	4.91
AJS255	4.40	4.35	4.25	4.10	4.50	4.30	4.35
AJS258	4.79	4.84	4.84	4.70	4.76	4.68	4.74
AJS260	4.76	4.73	4.64	4.67	4.55	4.50	4.73
AJS270	4.45	4.45	4.27	4.32	4.50	4.45	4.45
AJS275	4.80	4.76	4.60	4.52	4.74	4.76	4.71
Total	4.74	4.70	4.66	4.61	4.67	4.59	4.64

Questions rated on a Likert-type scale, range from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”)

Overall, the aggregate data demonstrates instructors are responding to students in a timely manner, providing feedback and answering their questions. The notable exception for this time period was AJS205. The adjunct that exclusively taught that section is no longer teaching for the department.

VIII. Retention and Persistence

2016		2017		2018		2019	
Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success
93.1%	79.3%	95.9%	75.9%	93.0%	71.9%	79.9%	74.6%

Note: Course Success = Grade A,B,C,P/any letter grade(includes withdraws).
 Course Retention = Grade A,B,C,D,F,P/any letter grade (includes withdraws).

Table 7.
% Students Passed, Failed, Withdrew, and Retained by Course and Modality - Administration of Justice Studies

	2017				2018				2019			
	Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates	
	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F
AJS101-IN	89.7%	61.5%	10.3%	28.2%	90.0%	43.3%	10.0%	46.7%	80.8%	76.9%	19.2%	3.8%
AJS109-IN	97.0%	69.7%	3.0%	27.3%	95.5%	72.7%	4.5%	22.7%	61.9%	61.9%	38.1%	0.0%
AJS123-IN	100.0%	54.5%	0.0%	45.5%	93.3%	73.3%	6.7%	20.0%	*	*	*	*
AJS139-IN	*	*	*	*	*	*	*	*	*	*	*	*
AJS148-IN	*	*	*	*	*	*	*	*	*	*	*	*
AJS195-IN	*	*	*	*	*	*	*	*	*	*	*	*
AJS201-IN	*	*	*	*	*	*	*	*	*	*	*	*
AJS205-IN	*	*	*	*	*	*	*	*	*	*	*	*
AJS210-IN	*	*	*	*	*	*	*	*	*	*	*	*
AJS212-IN	*	*	*	*	91.7%	83.3%	8.3%	8.3%	84.2%	78.9%	15.8%	5.3%
AJS225-IN	100.0%	87.5%	0.0%	12.5%	100.0%	82.8%	0.0%	17.2%	93.3%	93.3%	6.7%	0.0%
AJS230-IN	*	*	*	*	94.4%	88.9%	5.6%	5.6%	80.0%	73.3%	20.0%	6.7%
AJS240-IN	*	*	*	*	82.4%	64.7%	17.6%	17.6%	72.7%	72.7%	27.3%	0.0%
AJS255-IN	*	*	*	*	88.2%	52.9%	11.8%	35.3%	85.0%	60.0%	15.0%	25.0%
AJS258-IN	*	*	*	*	88.2%	64.7%	11.8%	23.5%	*	*	*	*
AJS260-IN	100.0%	100.0%	0.0%	0.0%	*	*	*	*	73.7%	73.7%	26.3%	0.0%
AJS275-IN									*	*	*	*
Total-	95.9%	75.9%	4.1%	20.0%	93.0%	71.9%	7.0%	21.1%	79.9%	74.6%	20.1%	5.3%

**If no students enrolled or N < 10, percentages not computed*

P = course success (A,B,C,P); F = course failure (D,F); W = course withdraw/incomplete (W,Y,I); R = course retention (A,B,C,D,F,P)

There is opportunity to create strategies such as nudging, supportive communication, and referrals to counseling to help students persist. In each department meeting, these strategies are often discussed and it provides other adjuncts a forum to candidly discuss student issues and offer tips and advice for others to follow.

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4162	17	29.4%	11.8%
4166	57	40.4%	39.3%
4172	36	41.7%	22.9%
4176	70	31.4%	17.1%
4182	23	26.1%	13.0%
4186	38	48.6%	27.8%
4192	20	45.0%	21.1%
4196	32	31.3%	21.9%
Total	293	37.0%	23.6%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date)).

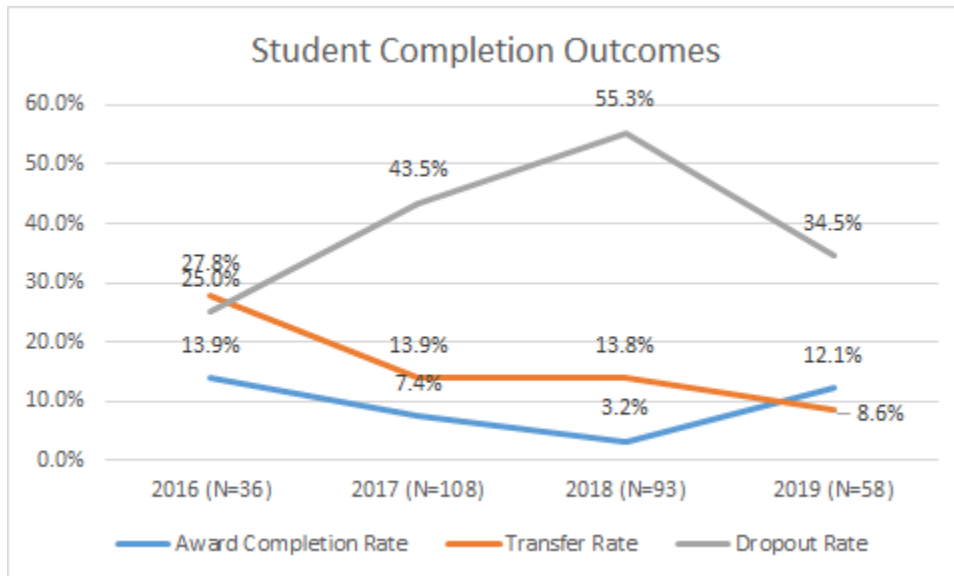
Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4162	1	100.0%	100.0%
4166	5	20.0%	20.0%
4172	4	50.0%	0.0%
4176	7	28.6%	28.6%
4182	1	0.0%	0.0%
4186	5	25.0%	25.0%
4192	2	0.0%	0.0%
Total	25	32.0%	25.0%

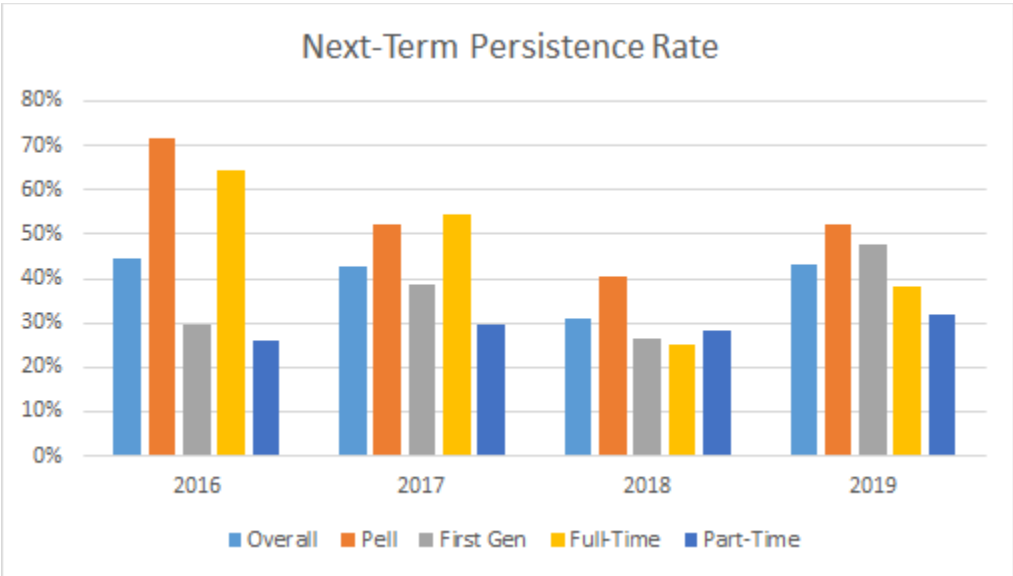
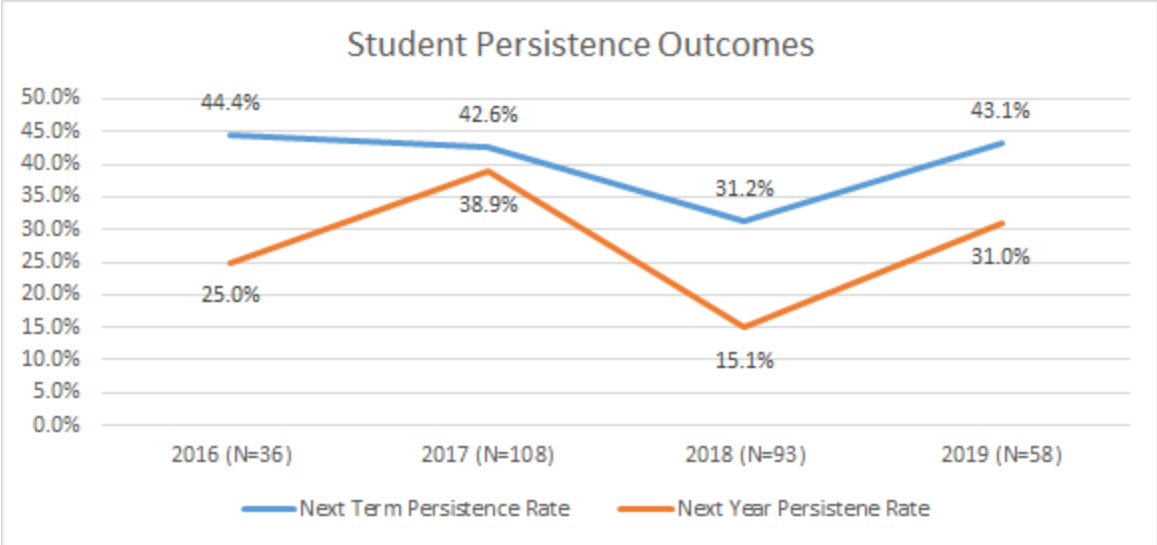
Notes. Cohort determined as first term that a student declared the academic plan and took core course during review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date)).

As mentioned previously, several changes were made to the program and program codes as a result of Instructional Council (IC) decisions and guided pathways. For example, a new CCL program code went live in Fall 2019. Prior to that, students in the former catalog of the Law Enforcement Technology (LET) were moved to the AJS program in 2016. Although persistence levels in the former program appear low, the population is very small. The move towards a more focused district-wide program will hopefully have a positive impact on enrollments, retention, and persistence for future cohorts.

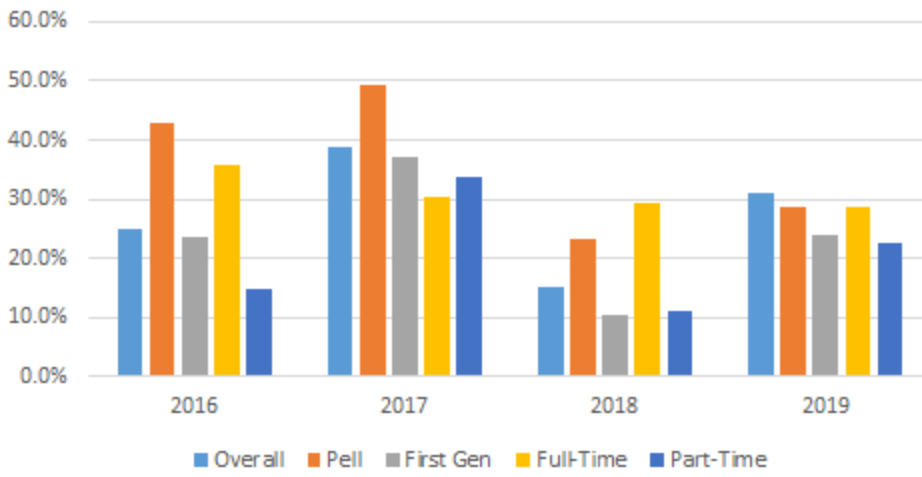
In addition, the predictive model RioPACE (Progress And Course Engagement) was implemented in a few courses in 2019. The department is now turning on PACE for faculty and students in all core courses of the degree and CCLs, which will facilitate retention efforts.

The charts below provide analysis of student early momentum and outcomes in their program(s). Cohorts were created based on first FY that student declared the academic plan and will not be identical in size to those used to track DAPES, which are based on total student enrollment in a given year. Award Completion Rate is total number of students completing the declared award out of the full cohort. Transfer Rate is total number of students enrolled in another institution of higher education after declaring the program in review at RSC. Dropout Rate is total number students who did not complete the program, did not transfer to another institution, and are no longer enrolled at RSC. Next Term Persistence Rate is total number of students enrolled in the term following their initial term in the program (i.e. Fall to Spring, Spring to Fall). Next Year Persistence Rate is the total number of students enrolled in the year following their initial year in the program (i.e. Fall to Fall, Spring to Spring). Credit Success Rate is the total number of credits earned by students of the total number of credits attempted.

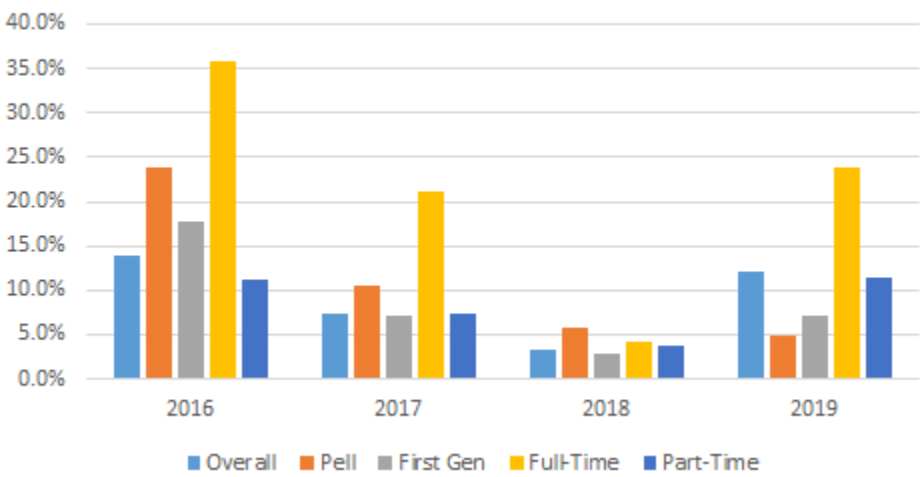


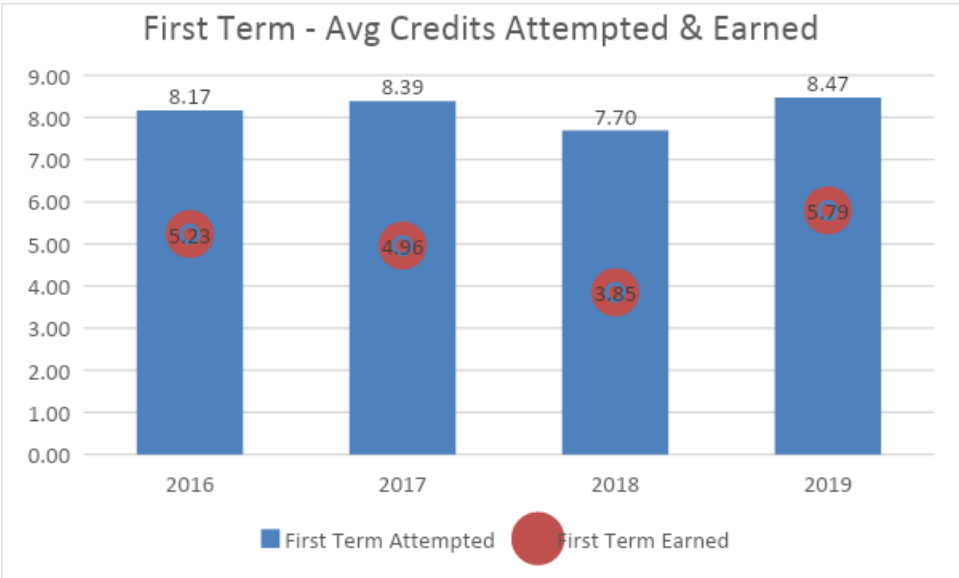
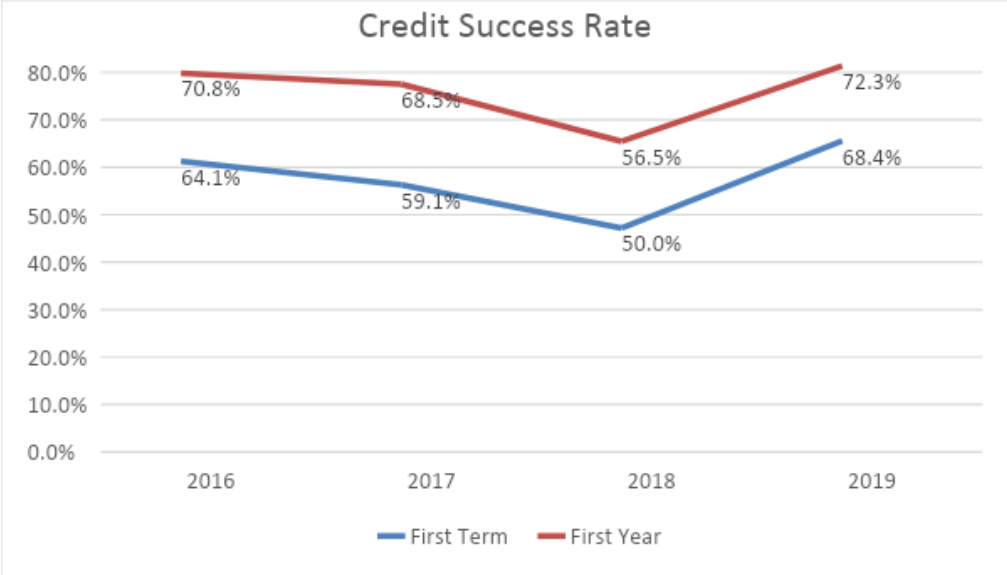


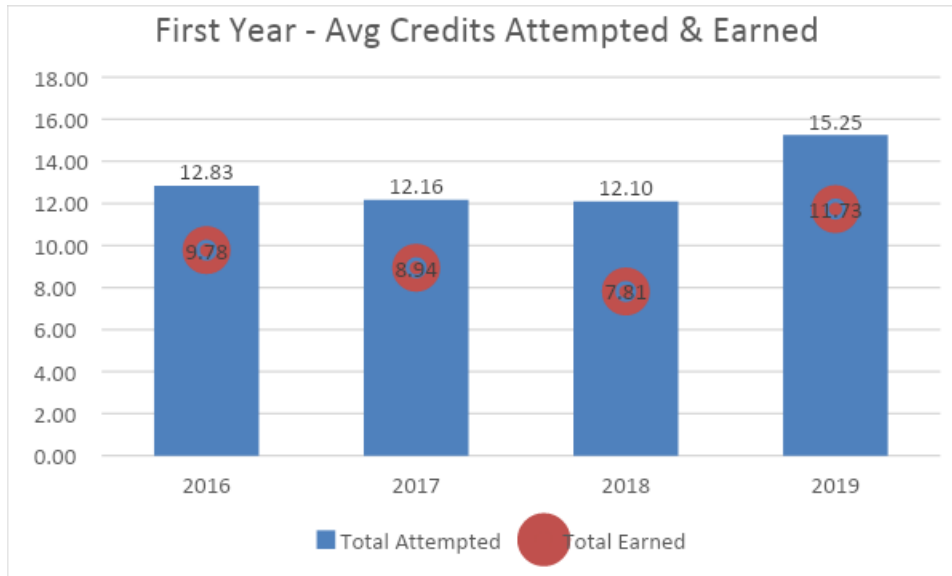
Next-Year Persistence Rate



Award Completion Rate







IX. Impact of Co-curricular Programs

Table 10. Admin of Justice College-Wide Learning Outcomes for All DAPes and Co-Curricular DAPes

Learning Outcome	All Student Activities	Activities at College Level	Percent of Activities at College Level	Co-Curricular Activities	CC Activities at College Level	Percent of CC Activities at College Level
Critical Thinking	5706	5076	89.0%	443	425	95.9%
Information Literacy	9936	8666	87.2%	759	722	95.1%
Oral Communication						
Reading	656	525	80.0%	48	38	79.2%
Writing	6566	5019	76.4%	491	426	86.8%

On the average, students in the Administration of Justice program scored 80% or above in the areas of Critical Thinking, Information Literacy, and Reading and just over 76% in Writing. The students who participated in co-curricular activities (PTK, Honors, National Society for Leadership and Success, etc.) performed significantly higher in every area except Reading.

The following courses are Honors eligible:

- AJS200 Current Issues in Criminal Justice
- AJS230 Police Function
- AJS240 The Correction Function
- AJS258 Victimology and Crisis Management
- AJS270 Community Relations

The honors project is expected to take approximately 20 hours, which may include a written or presentation-style product. Research or attendance at an event is also included in the hours. Instructors are allowed to deviate from a prescriptive project if there is a relevant opportunity for students to attend a free conference, workshop, or other event and reflect on their experience.

X. Program Resources

The department requires an update of the GEAR (Guided Evaluative Assessment Response) to support instructors in providing quality feedback to students. In the past, we have used RioLOG (Learning Outcome Grant) funding and Prop 301 funding for this effort. Recently, the courses migrated to the CourseArc platform, and there is an opportunity to contract a developer or lead adjunct to provide consistency to the format from course to course.

Since all AJS courses incorporate no-cost content, links may break and/or materials will need updating. There is an opportunity to contract a lead or developer to conduct minor updates to the courses. Instructors will then report broken links and suggestions for new material to this lead position.

As noted in section VI, instructors direct students to use the library writing resources as well as tutoring if they are struggling in APA formatting or basic essay construction. In addition to the AJS [lib guide](#) and informational [video](#), students are encouraged to use the “Ask a Librarian” feature if there are questions related to research.

The AJS Program has 3 specialized advisors who work closely with students and the department. The faculty chair meets with the full advisement team periodically to discuss updates or changes to the program.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

A best practice that works for this program is our 8-week format and the use of no-cost content materials. The use of no-cost content may not work for other programs since it does require a significant effort during development, think of writing a textbook!

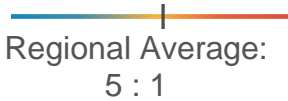
With many general education courses also being no-cost or OER, the college can offer a Z-degree in this program. We are in the early stages of marketing a Z-degree and will hopefully see an ROI by the next program review process.

The department also works with articulation partners such as the University of Dubuque and American Public University to help AJS students and LET students transfer seamlessly to these 4-year institutions.

b. Program Viability

Regional job data and credential attainment support the viability of this program:

Job Postings Summary

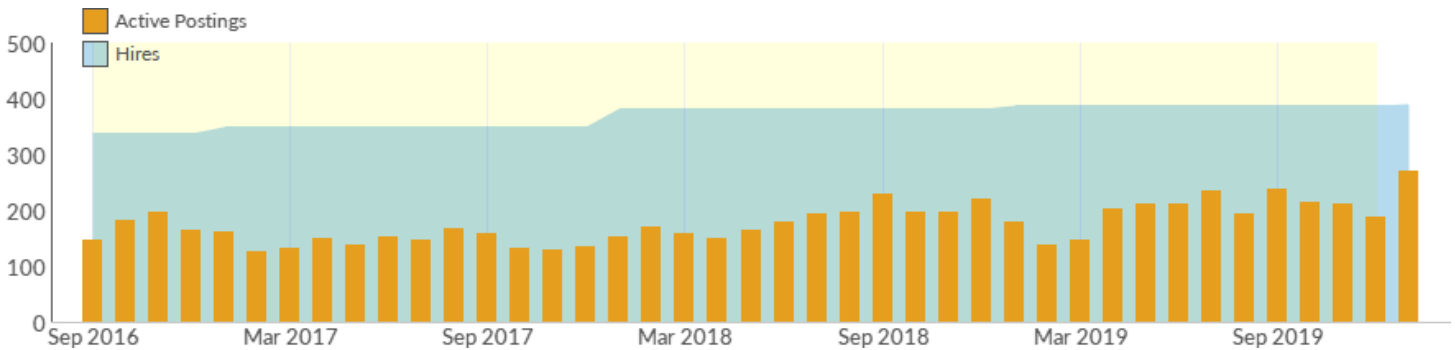
<p>2,956 Unique Postings 11,110 Total Postings</p>	<p>4 : 1 Posting Intensity</p>  <p>Regional Average: 5 : 1</p>	<p>26 days Median Posting Duration Regional Average: 31 days</p>
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There were **11,110** total job postings for your selection from September 2016 to December 2019, of which **2,956** were unique. These numbers give us a Posting Intensity of **4-to-1**, meaning that for every 4 postings there is 1 unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (5-to-1), indicating that they are putting average effort toward hiring for this position.

Job Postings vs. Hires

175	370
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In an average month, there were **175** active job postings for 7 Occupations, and **370** actually hired. This means there were approximately 2 hires for 7 Occupations for every 1 active job posting.



Occupation	Avg Monthly Postings (Sep 2016 - Dec 2019)	Avg Monthly Hires (Sep 2016 - Dec 2019)
Private Detectives and Investigators	55	18
Detectives and Criminal Investigators	44	23
Police and Sheriff's Patrol Officers	41	125
First-Line Supervisors of Police and Detectives	20	36
Correctional Officers and Jailers	14	161
Gaming Surveillance Officers and Gaming Investigators	1	3
Bailiffs	0	4

Regional Completions by Award Level

Award Level	Completions (2018)	Percent
Award of less than 1 academic year	183	11.1%
Award of at least 1 but less than 2 academic years	468	28.4%
Associate's Degree	694	42.2%
Bachelor's Degree	189	11.5%
Post baccalaureate certificate	8	0.5%
Master's Degree	103	6.3%
Award of at least 2 but less than 4 academic years	0	0.0%
Post-masters certificate	0	0.0%
Doctor's Degree	0	0.0%

c. Action Research

The action research question will focus on how to embed reading and writing services for our students AND have students take advantage of those services. While the instructors themselves possess superior reading and writing skills, it is different when it comes to teaching a student those skills, as the faculty are not English teachers. There is an opportunity to provide professional development in this area during the department meetings and offerings through MCLI and other organizations. The program chair will connect with the Reading chair to identify evidence-based practices of providing this support to students within the AJS courses.

d. Recommendations

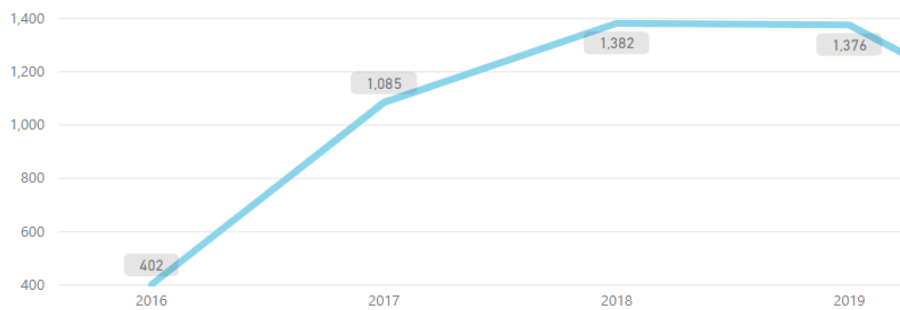
Based on actual enrollment in AJS courses versus those who declare the program, we serve a population that comes to Rio Salado to take one or more 100/200 level courses for transfer or to complete a degree at another college. There is an opportunity to increase enrollment in the program by marketing a Z-degree which is not offered by any other MCCCDC colleges.

⏪ ⏩ ⏴ ⏵

Enrollment for Top 10 Courses

Discipline	2016	2017	2018	2019	2020	Total
Adminstrtn of Justice&Parlegal	300	781	1,003	995	652	3,731
AJS101	122	195	211	225	148	901
AJS123	15	127	149	162	83	536
AJS225	53	102	112	108	61	436
AJS258	16	85	136	106	82	425
AJS192		39	119	119	71	348
AJS109	41	74	68	73	48	304
AJS113		55	68	67	55	245
AJS230	14	39	57	50	35	195
Total	300	781	1,003	995	652	3,731

Enrollment Trend for All Courses



- The department will continue to work with Institutional Advancement to market a Z-degree to increase enrollment. The goal is to have marketing assets by Spring 2021; however, that is dependent on the workload of Institutional Advancement.
- Increase persistence and retention by providing professional development to adjuncts and dual enrollment instructors to enhance their teaching and learning strategies. This professional development will be provided at the department meetings during the fall and spring in conjunction with the All-Faculty Meetings. Additionally, opportunities offered through MCLI or other parties are shared with adjuncts and dual enrollment instructors as they arise.
- Create and conduct an alumni survey to determine if student goals are being met by the program. This survey will be sent out by March 2021.