Administration of Justice Studies

Academic Program Review

2003 - 2004

The Office of Instruction

The Office of Institutional Planning, Research, and Assessment
Administration of Justice Studies

Academic Program Review

2003 - 2004

The Office of Instruction
Robert O. Salmon, Vice President and District Provost
Barbara Wing, Dean of Instruction and Curriculum
Tom Schumacher, Dean of Instruction, Verde Valley Campus

The Office of Institutional Planning, Research, and Assessment
Tom Hughes, Director
Diane Mazmanian, Senior Research Analyst
Sandra Thurman-Jackson, Research Assistant
ADMINISTRATION OF JUSTICE STUDIES

ACADEMIC PROGRAM REVIEW

2003 - 2004

THE REVIEW COMMITTEE

A committee was appointed to complete the evaluation of the program. That committee consists of the following individuals:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
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<tbody>
<tr>
<td>Karyn Jones</td>
<td>Graduate Student</td>
</tr>
<tr>
<td>Liz Winney</td>
<td>Yavapai College Student Counselor</td>
</tr>
<tr>
<td>Joe Cappelli</td>
<td>Supervisor, Northern Arizona Regional Training Academy</td>
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<tr>
<td>David Marshall</td>
<td>Yavapai College Fire Science Program Manager</td>
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<tr>
<td>Dennis Abry</td>
<td>Yavapai College Full-time Faculty</td>
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<td>Douglas Wood</td>
<td>Yavapai College Public Services Associate Dean</td>
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<tr>
<td>Bill Fitzgerald</td>
<td>Chief Yavapai County Adult Probation Officer (Adjunct Faculty)</td>
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PROGRAM ADVISORY COMMITTEE

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<tr>
<th>Name</th>
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<tr>
<td>Ed Seder, Chief (ret.)</td>
<td>Yavapai College AJS Coordinator</td>
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<tr>
<td>Bill Fitzgerald</td>
<td>Yavapai County Adult Probation</td>
</tr>
<tr>
<td>Joe Vernier, Chief</td>
<td>Assistant County Attorney</td>
</tr>
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<td>Sedona Police Department</td>
<td>Yavapai County Adult Probation</td>
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<tr>
<td>Keith Carson</td>
<td>AJS Academic Advisor</td>
</tr>
<tr>
<td>Prescott Valley Magistrate</td>
<td>Yavapai County Adult Probation</td>
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<tr>
<td>Scott Mascher, YCSO Captain</td>
<td>Prescott Police Department</td>
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<tr>
<td>Mike Kabbel, Sgt.</td>
<td>Douglas Wood Associate Dean</td>
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<td>NARTA Commander</td>
<td>Public Services Programs</td>
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<td>Joe Cappelli, Sgt.</td>
<td>Public Services Programs</td>
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<td>NARTA Class Sergeant</td>
<td>Public Services Programs</td>
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I. OVERVIEW AND SCOPE OF THIS REVIEW

AJS PROGRAM MISSION AND PURPOSE

The Administration of Justice Degree Program is an interdisciplinary program of study which prepares students for a broad range of employment opportunities including law enforcement, corrections, and probation or parole officer. In addition to preparing students for entry-level employment, this degree program is appropriate for individuals already employed in the criminal justice field who are seeking to upgrade their skills for promotional opportunities, and individuals preparing to transfer to a four-year college/university with a major in justice studies.

PROGRAM REVIEW

This review was initiated in the fall semester of 2002. Employers, former students and current students responded to surveys for this review. The program budget, full-time student equivalent and other statistics were assessed. The findings of those assessments are included in this report. Additionally, evidence was gathered to verify indications that core competencies taught in the program match those required by the individuals and agencies in the field. All program equipment, facilities and instructors were examined and evaluated for their adequacy in meeting the demands of the curriculum.

II. PROGRAM PROFILE

A. PROGRAM GOALS

1. Deliver learner-centered education with lifelong learning options.

2. Instill competencies that lead to certification and employment.

3. Encourage and prepare students to seek opportunities for advancement in the field.

4. Provide advanced coursework and continuing education programs.

5. Provide outreach programs for communities in the entire county.

B. COMMUNITY BENEFITS

1. There are numerous agencies in Yavapai County and the northern region of Arizona that employ and utilize the skills of AJS students completing Yavapai College programs. The courses and programs are in demand in virtually every community. Without the Yavapai College program, the communities would have no local access to AJS training programs.
C. CENTRALITY TO THE COLLEGE MISSION

1. The program meets the criteria listed in the Yavapai College District Governing Board’s Community Benefits Statement and is supportive of the mission and strategic initiatives of Yavapai College. The program is a competency based occupational and transfer program. It prepares students for entry into the workforce and provides additional programs leading to advanced levels of certification and transfer. Many of the students are employed by agencies requiring those higher levels of ability for continued employment, compensation incentives and promotion.

2. Yavapai College has gained significant recognition through the many offerings in the AJS program for its willingness to support diverse and non-typical programs that support the needs of the community and the state. For example, the law enforcement certification academy is recognized as the “only academy” to send police recruits to by most northern Arizona police agencies. In addition, the probation officers training program is one of only two in the state. Officers from every part of the state are appointed to both of these programs.

In addition, members of the community have expressed need for a basic motorcycle riders training course and courses in search and rescue. These courses were developed and implemented.

D. PROGRAM CONTENT

1. Administration of Justice Studies Core
2. Police Certification Academy (NARTA)
3. Search and Rescue Courses
4. Jail Detention Officers Academy
5. Advanced Police Officer Training Courses
6. Probation Officer Training Program
7. Special Interest Coursework
8. Internships and Service Learning opportunities
E. CURRICULUM ANALYSIS

1. All course outlines and syllabi in the program are reviewed and updated on an ongoing basis by faculty, staff and users groups. This is accomplished under the guidance of the Associate Dean for the programs to ensure that they meet all college standards, the requirements set forth by the Arizona Peace Officer Standards and Training Board (AZ P.O.S.T.), the AJS State Articulation Task Force, and various other regulatory, certifying agencies and advisory groups. The program coordinators and Associate Dean work closely with the advisory groups and faculty members to monitor and update all aspects of curriculum in the various programs.

2. A review of curriculum changes since 1993 indicates numerous new courses have been and continue to be added to the program. These include, but are not limited to, several continuing education classes for law enforcement officers from around the state, a jail detention officer academy, search and rescue training and a concealed carry course.

3. In the fall semester of 2003, courses in applied math and communication were developed and/or made available to students in some of the training programs included in the AJS program. Sufficient time has not elapsed to provide data to determine the effect in this area. These courses were developed to address the concerns voiced by employers and others that some students lacked basic skills in these areas.

F. EMPLOYER SURVEY RESULTS

AJS Survey

In spring 2003, a survey was sent to 48 area employers that typically hire AJS students. This group consisted of:

- Police Departments
- County Attorney
- Sheriff’s Office
- Probation Office
- Court of Law

From this list, 12 completed surveys were returned reflecting a 25% response rate. Eighty percent or higher of the employers rated the various items good or very good; three areas: personal skills, ability to learn on the job, and interpersonal skills, were rated by employers as very good.
Type of Organization/Facility

Nearly all of the completed surveys were from area police departments. Listed below are the responses from the various organizations/facilities:

<table>
<thead>
<tr>
<th># Responses</th>
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<tbody>
<tr>
<td>Police Department</td>
</tr>
<tr>
<td>Sheriff’s Office</td>
</tr>
<tr>
<td>Probation Office</td>
</tr>
</tbody>
</table>

Hires in the Past Three Years

Six respondents (50%) indicated they have hired a Yavapai College AJS completer in the past three years.

YC Preparation for Employment

Employers were asked to rate the preparation their employee received from their Yavapai College education. With the exception of critical thinking skills, oral listening skills and written communication skills, employers rated all of the AJS students as good/very good. Since only one-half of the respondents (six) had hired a Yavapai College completer in the past three years, the sample should be used with caution. In response to these indications that the students lack somewhat in the areas of critical thinking and communication skills, the college has implemented the offering of the aforementioned applied math and English composition courses.

AJS Employer Survey

<table>
<thead>
<tr>
<th></th>
<th>Very Poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
<th>Good/ Very Good</th>
<th>N=</th>
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</thead>
<tbody>
<tr>
<td>Personal skills</td>
<td></td>
<td></td>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
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<tr>
<td>Ability to learn on the job</td>
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<td></td>
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<td>33.3%</td>
<td>66.7%</td>
<td>100.0%</td>
<td>6</td>
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<td>Critical thinking skills</td>
<td>16.7%</td>
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<td>33.3%</td>
<td>50.0%</td>
<td>83.3%</td>
<td>83.3%</td>
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<tr>
<td>Oral/listening skills</td>
<td>16.7%</td>
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<td>33.3%</td>
<td>50.0%</td>
<td>83.3%</td>
<td>83.3%</td>
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<td>Written communication skills</td>
<td>16.7%</td>
<td>66.7%</td>
<td>16.7%</td>
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<td>Interpersonal skills</td>
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<td>Knowledge of general content</td>
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<td>Technical skills</td>
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<tr>
<td>Productivity</td>
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<tr>
<td>Overall preparation</td>
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Number of AJS Completers Hired

Five out of the six employers who have hired a Yavapai College AJS completer have hired between two to five employees in the past three years. One employer has hired one employee.

Willingness to Hire another Yavapai College AJS Completer

All of the employers (six) indicated they would definitely hire another Yavapai College AJS completer in the future.

NARTA Employer Survey

In spring 2004, a survey was designed to measure employer satisfaction with the Northern Arizona Regional Training Academy (NARTA) graduates from the spring 2001/2002 class. This survey was designed to poll the supervisor of a particular graduate. Execution of the employer survey hit a few obstacles since the college did not have prior permission from the NARTA graduates to contact their employers. As a result, a letter requesting permission to contact their employer was sent to 56 NARTA graduates with six respondents granting permission.

Since only three employers have been successfully contacted at this time, the following is provided for directional rather than quantitative purposes.

Employer Survey Results (N=3)

Type of organization/facility

- Police Department
- Sheriff Department
- Tribal Police Department

All of the employers rated the following skill areas as good/very good.

- Personal skills (e.g. attitude toward work, responsibility, self-esteem)
- Oral/listening communication skills
- Written communication skills
- Interpersonal skills (e.g. ability to work with others, teamwork)
- Knowledge of general content for a specific job or industry
- Technical skills (e.g. familiarity with equipment processes specific to industry or job
- Productivity (e.g. ability to handle workload, efficient use of time and resources
- Overall preparation of completer for job
One of the three employers rated the following skill areas as fair; the remaining two rated the skills as good/very good.

- Ability to learn on the job, adapt to new technologies
- Critical thinking skills (e.g. ability to solve problems, find and analyze information)
- Computational skills (e.g. basic math, charts and graphs)

Pressing workforce development needs

Employers indicated the following workforce development needs:

- Teamwork
- Knowledge of computers/technology
- Working well with others as well as independently

G. FACILITIES AND EQUIPMENT

1. The Prescott Valley Center and classrooms on the Verde Campus are used for delivery of the majority of the coursework in this program. All the programs are adequately equipped and supplied. An additional 13,000 feet of space was recently added to the Prescott Valley facility. This new addition was built and designed specifically to accommodate the specialized training needs of AJS and other public services training programs.

H. BUDGET

1. The budget, which is administrated by the Associate Dean of the Prescott Valley Center, has been sufficient to meet demands in terms of equipment purchases and staff compensation.

I. STAFF AND FACULTY

1. The program staff consists of the Associate Dean of the Prescott Valley Center, his administrative assistant, numerous adjunct faculty for the program and the class sergeant for NARTA. The Associate Dean reports to the Yavapai College District Provost for all budgetary and administrative issues and indirectly to the Dean of Instruction for the Prescott Campus on instructional and curriculum issues. The Associate Dean interacts with other faculty and staff members on a district-wide basis, to ensure the overall quality of the program and the student outcomes.
The program employs several adjunct faculty members in various locations around the county. At any one time, there may be as many as fifteen adjunct faculty members teaching courses. All of the adjuncts must meet college certification requirements as well as, in some cases, those of the Arizona Peace Officers Standards and Training Board (AZ P.O.S.T.). In all cases these individuals are professionals in their field, such as investigators for local law enforcement agencies and chiefs of local agencies.

**FACULTY AND CREDENTIALS**

Ed Seder (Program Coordinator 1994)  
Chief Prescott Valley Police Department (Retired)  
B.A. University of Phoenix

William Fitzgerald (Adjunct Faculty 1996)  
Chief Yavapai County Adult Probation

Victoria Witt (Adjunct Faculty 1990)  
Assistant Yavapai County Attorney  
B.A., J.D. U. of Arizona

Ronald Lowman (Adjunct Faculty 2003)  
Prescott Valley Police Department  
A.A. AJS Yavapai College

Robert Lambert (Adjunct Faculty 2003)  
Phoenix Police Department (Retired)  
B.A. N.A.U.

Joseph Cappelli (Adjunct Faculty 1999)  
Sgt. Prescott Valley Police Department  
Class Sgt. NARTA

Robert Irish (Adjunct Faculty 2004)  
Chief Sedona Police Department (Retired)  
B.A. University of Phoenix

Joseph Butner (Adjunct Faculty 1994)  
Justice of Peace Cottonwood, AZ  
J.D.

Dan Derienzo (Adjunct Faculty 2001)  
Chief Yavapai County Public Defender  
J.D.
Faculty and staff members work constantly with local, state and national organizations in finding ways of partnering to accommodate the needs of students, agencies and programs.

1. The Northern Arizona Regional Training Academy (NARTA) enjoys an average graduation rate of 25 students per semester. As of May 2003, 14 of these classes of law enforcement officers will have graduated from the program. The NARTA program is conducted by Yavapai College in partnership with AZ P.O.S.T. and local law enforcement agencies.

2. Recently, staff has completed a project in partnership with the Arizona Supreme Court to develop and offer a training program for northern Arizona adult and juvenile probation officers. The program will train the officers to use appropriate tactics and weapons required in their professions.

3. The program includes a highly touted six-week training academy for jail detention officers from every county in the state, and a training program for Arizona Motor Vehicle Department agents.

4. Students in all of the programs may benefit from a rigorous internship/service learning program offered district-wide and encouraged by program faculty.

5. Staff and faculty members participate in and play lead roles in the statewide Articulation Task Force established to provide pathways for students to move from college to college or transfer their coursework to the state universities.
III. STUDENTS

A. STUDENT, CLASS and FTSE PROFILES and TRENDS

The AJS program students tend to be older, white and male. According to college records, students in this program range from 18 to 60 years of age and over, with the majority being over the age of 25. Student demographics have varied little over the past six years. In fall 2002, the majority of students were male (60%), white non-Hispanics (69%), part-time (76%) and residents of Yavapai County (50%). Because the AJS program is unique in northern Arizona, the program draws students from outside Yavapai County more than other college programs.

NARTA trains officer recruits for all northern Arizona law enforcement agencies. Students have typically been white, male, and between the ages of 21 and 39. In fall 2002, 89% were male, 65% white, and 65% were residents of Yavapai County. Residency of students fluctuates with the demand for peace officers in northern Arizona. The NARTA program is a 16 week, 36 credit intensive training program; therefore, all cadets are enrolled as full-time students.
NARTA enrollment has remained stable over the past six years. The majority of students are male, white, and residents of Yavapai County.
### Administrative Justice Program Demographics, Fall 1997 – Fall 2002

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<tr>
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<td>73 100.0%</td>
<td>102 100.0%</td>
<td>83 100.0%</td>
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#### ETHNIC

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<td>White</td>
<td>72 75.8%</td>
<td>55 80.9%</td>
<td>55 75.3%</td>
<td>61 59.8%</td>
<td>51 61.4%</td>
<td>77 68.8%</td>
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<tr>
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<td>6 8.8%</td>
<td>11 15.1%</td>
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<td>1.2%</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>95 100.0%</td>
<td>68 100.0%</td>
<td>73 100.0%</td>
<td>102 100.0%</td>
<td>83 100.0%</td>
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#### RESIDENCE

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<td>Yavapai County</td>
<td>71 74.7%</td>
<td>44 64.7%</td>
<td>55 75.3%</td>
<td>62 60.8%</td>
<td>58 69.9%</td>
<td>56 50.0%</td>
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<td>1 1.2%</td>
<td>1 0.9%</td>
</tr>
<tr>
<td>Total</td>
<td>95 100.0%</td>
<td>68 100.0%</td>
<td>73 100.0%</td>
<td>102 100.0%</td>
<td>83 100.0%</td>
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#### RETURN STATUS

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<tr>
<td>New</td>
<td>49 51.6%</td>
<td>45 66.2%</td>
<td>30 41.1%</td>
<td>51 50.0%</td>
<td>39 47.0%</td>
<td>71 63.4%</td>
</tr>
<tr>
<td>Total</td>
<td>95 100.0%</td>
<td>68 100.0%</td>
<td>73 100.0%</td>
<td>102 100.0%</td>
<td>83 100.0%</td>
<td>112 100.0%</td>
</tr>
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</table>

#### LOAD

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<td>Count</td>
<td>Col %</td>
<td>Count</td>
<td>Col %</td>
<td>Count</td>
<td>Col %</td>
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<tr>
<td>Part-Time</td>
<td>69 72.6%</td>
<td>50 73.5%</td>
<td>50 68.5%</td>
<td>83 81.4%</td>
<td>61 73.5%</td>
<td>85 75.9%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>26 27.4%</td>
<td>18 26.5%</td>
<td>23 31.5%</td>
<td>19 18.6%</td>
<td>22 26.5%</td>
<td>27 24.1%</td>
</tr>
<tr>
<td>Total</td>
<td>95 100.0%</td>
<td>68 100.0%</td>
<td>73 100.0%</td>
<td>102 100.0%</td>
<td>83 100.0%</td>
<td>112 100.0%</td>
</tr>
</tbody>
</table>

#### AGE

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Col %</td>
<td>Count</td>
<td>Col %</td>
<td>Count</td>
<td>Col %</td>
</tr>
<tr>
<td>Under 20</td>
<td>13 13.7%</td>
<td>18 26.5%</td>
<td>11 15.1%</td>
<td>13 12.7%</td>
<td>16 19.3%</td>
<td>22 19.6%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>15 15.8%</td>
<td>11 16.2%</td>
<td>20 27.4%</td>
<td>21 20.6%</td>
<td>22 26.5%</td>
<td>21 18.8%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>9 9.5%</td>
<td>6 8.8%</td>
<td>8 11.0%</td>
<td>8 7.8%</td>
<td>9 10.8%</td>
<td>7 6.3%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>24 25.3%</td>
<td>12 17.6%</td>
<td>7 9.6%</td>
<td>18 17.6%</td>
<td>10 12.0%</td>
<td>19 17.0%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>15 15.8%</td>
<td>12 17.6%</td>
<td>10 13.7%</td>
<td>16 15.7%</td>
<td>9 10.8%</td>
<td>24 21.4%</td>
</tr>
<tr>
<td>50 to 59</td>
<td>11 11.6%</td>
<td>8 11.8%</td>
<td>12 16.4%</td>
<td>22 21.6%</td>
<td>12 14.5%</td>
<td>11 9.9%</td>
</tr>
<tr>
<td>60 and over</td>
<td>7 7.4%</td>
<td>4 5.5%</td>
<td>4 5.6%</td>
<td>5 6.0%</td>
<td>6 7.2%</td>
<td>8 7.1%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1 1.1%</td>
<td>1 1.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95 100.0%</td>
<td>68 100.0%</td>
<td>73 100.0%</td>
<td>102 100.0%</td>
<td>83 100.0%</td>
<td>112 100.0%</td>
</tr>
</tbody>
</table>

- AJS enrollment has grown from 95 in fall 1997 to 112 in fall 2002, an increase of 18%.
- The majority of AJS students are male, white, and part-time.
- In fall 2002, 50% of AJS students were residents of Yavapai County. Out-of-state enrollment of 26.8% represents a dramatic increase compared to past semesters. Previous to fall 2002, out-of-state enrollment had never exceeded 8.8%.
Over the past six years, more than 90% of credit seeking students have received a letter grade of C or better.

The large increase in student withdrawals beginning in 2001-02 is due to increased enrichment options in selected AJS courses. The enrichment option allows students who do not complete the course successfully to receive a withdrawal.

Total registrations have exhibited a positive growth trend over the past six years with enrollment of 408 in 1997-98 to 533 in 2002-03, an increase of 31%.

Average class size remains low ranging from 10.7 to 13 over the past six years.
NARTA/AJS FTSE, 1997-98 – 2003-04*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>89.4</td>
<td>95.4</td>
<td>85.6</td>
<td>82.0</td>
<td>85.2</td>
<td>72.7</td>
<td>89.5</td>
</tr>
<tr>
<td>Spring</td>
<td>71.4</td>
<td>90.2</td>
<td>89.0</td>
<td>67.2</td>
<td>81.2</td>
<td>68.6</td>
<td>NA</td>
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<tr>
<td>Summer</td>
<td>6.6</td>
<td>11.5</td>
<td>10.7</td>
<td>12.3</td>
<td>16.2</td>
<td>9.4</td>
<td>14.1</td>
</tr>
<tr>
<td>Short</td>
<td>10.2</td>
<td>10.7</td>
<td>7.2</td>
<td>9.3</td>
<td>8.4</td>
<td>12.4</td>
<td>7.8</td>
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<td>0.0</td>
<td>0.2</td>
<td>0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Annualized</td>
<td>97.2</td>
<td>115.1</td>
<td>105.2</td>
<td>96.2</td>
<td>108.0</td>
<td>92.8</td>
<td>NA</td>
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</table>

*Note: 2003-04 FTSE will not be complete until July 1, 2004.

- NARTA/AJS FTSE has shown a consistent trend over the past six years ranging from 92.8 in 2002-03 to 115.1 in 1998-99. The slight decrease in 2002-03 was due to a smaller class of NARTA cadets. Overall the demand for more police personnel, and increased education requirements for detention and probation officers, indicates that FTSE should trend positive in future years.

- Fall 2003 FTSE of 89.5 is the highest fall FTSE figure since 1998-99.
**NARTA Graduates 1997-98 through 2002-03**

<table>
<thead>
<tr>
<th>Award Type</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
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<tr>
<td>Basic Certificate</td>
<td>59</td>
<td>55</td>
<td>51</td>
<td>56</td>
<td>44</td>
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</tr>
<tr>
<td>Advanced Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Certificate</td>
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<td></td>
</tr>
<tr>
<td>Associate Applied Science</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Awards</td>
<td>59</td>
<td>55</td>
<td>51</td>
<td>56</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Total Graduates</td>
<td>59</td>
<td>55</td>
<td>51</td>
<td>56</td>
<td>44</td>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>86%</td>
<td>89%</td>
<td>92%</td>
<td>88%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>14%</td>
<td>11%</td>
<td>08%</td>
<td>13%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Ethnicity</th>
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<tbody>
<tr>
<td>Non-Resident Alien</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>08%</td>
<td>02%</td>
<td>04%</td>
<td>13%</td>
<td>05%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>03%</td>
<td>04%</td>
<td>02%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>14%</td>
<td>04%</td>
<td>12%</td>
<td>11%</td>
<td>05%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>59%</td>
<td>55%</td>
<td>55%</td>
<td>73%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
<td>35%</td>
<td>25%</td>
<td>02%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Residence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Yavapai County</td>
<td>37%</td>
<td>36%</td>
<td>51%</td>
<td>38%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Other AZ County</td>
<td>51%</td>
<td>42%</td>
<td>47%</td>
<td>48%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>12%</td>
<td>22%</td>
<td></td>
<td>14%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Out-of-Country</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>02%</td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>02%</td>
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<table>
<thead>
<tr>
<th>Age</th>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>34%</td>
<td>18%</td>
<td>25%</td>
<td>27%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>36%</td>
<td>47%</td>
<td>41%</td>
<td>32%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>24%</td>
<td>25%</td>
<td>27%</td>
<td>29%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>03%</td>
<td>09%</td>
<td>06%</td>
<td>09%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>03%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 and over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>04%</td>
</tr>
</tbody>
</table>

- The NARTA program exhibits a positive growth trend, despite the decrease in 2002-03, which is viewed as a naturally occurring fluctuation in enrollment.
- The NARTA program produces more advanced certificates than any other program.
Over the past six years, 18 Associate of Applied Science degrees in Administrative Justice Studies have been conferred.
B. JOB DEMAND, PLACEMENT RATE AND TRENDS IN THE WORKFORCE

1. Examples of the types of jobs requiring the competencies taught in this program are as follows:
   - Justice of the Peace
   - Constable
   - Probation Officer
   - Law Enforcement Officer
   - Jail Detention Officer
   - Court Bailiff
   - Private Investigator
   - Customs Agent
   - Game and Fish Agent
   - Livestock Inspector

2. The demand for professionals with background and education in the criminal justice field is high locally and across the nation. Individuals possessing these skills are in demand in every criminal justice agency and organization in the nation and the world. This program provides basic training for students who are about to enter the workforce and for those who are already employed in the field. All of the students enrolled in the police academy, the detention academy and the probation officer academies are employed by agencies before being placed in the academy. Therefore, and for the reasons stated previously, the placement rate in the workforce is very high.

C. FORMER STUDENT SURVEY RESULTS

A survey was sent to 59 former students of the AJS program. These AJS former students were enrolled in fall 2000 or later with six or more AJS credit hours who did not return to Yavapai College as of spring 2003 and did not graduate. AJS 150 was excluded. Semesters included:

- Fall 2000
- Spring 2001
- Fall 2001
- Spring 2002
- Fall 2002
Eight completed surveys were returned by former students. Three surveys were returned by the post office as undeliverable resulting in a 14% response rate.

**Reason for Attending Yavapai College**

Five out of eight (62.5%) of the former students were attending Yavapai College to earn a degree or certificate.

**Primary Goal for Attending**

- Prepare for first job/career 25%
- Acquire/improve skills for present job 25%
- Prepare for a different job/career 25%
- Prepare to transfer to a four-year college 25%

Seven out of eight of the AJS former students indicated that their goal was completely or almost reached. One respondent did not provide an answer.

**Reasons for Not Continuing Education**

Former students were asked a number of possible academic and personal reasons why they did not continue their education at Yavapai College. None of the respondents indicated any of the reasons provided kept them from continuing their education at Yavapai College.

**Education since Leaving Yavapai College**

Six of the eight respondents have attended another school since leaving Yavapai College. Four plan to return to Yavapai College. One has attended University of Arizona, five have attended other schools.

**Reported Outcomes from Yavapai College Education**

Former students reported their Yavapai College education resulted in the following enhancements in the workplace:

- Acquired skills needed to get a job
- Improved performance at work
- Change in responsibility
- Promotion
- Increase in salary
The largest improvements reported by former students are “improved performance at work” (50% of cases) and “acquired skills needed to get a job” (50% of cases).

**Overall Program Satisfaction**

Seven out of eight Yavapai College former students rated all services as good/very good. One student rated services as fair.

**AJS Former Students – Satisfaction with YC Programs**

<table>
<thead>
<tr>
<th></th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>---</td>
<td>---</td>
<td>12.5%</td>
<td>25.0%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Facilities</td>
<td>---</td>
<td>---</td>
<td>12.5%</td>
<td>37.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Support service</td>
<td>---</td>
<td>---</td>
<td>12.5%</td>
<td>62.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>College overall</td>
<td>---</td>
<td>---</td>
<td>12.5%</td>
<td>50.0%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

**Former Student Recommendations**

All of the former AJS former students would recommend Yavapai College to family and friends, six (75%) without reservations.
IV. PROGRAM RECOMMENDATIONS

A. The program is serving the college and community needs and should be continued.

B. Continue work on developing and implementing a student learning outcomes assessment plan. This plan should include the discipline-specific program goals. The findings of this process should be used to drive program improvement.

C. Implement an annual employer survey to track employer satisfaction trends.

D. Modify the degree program to include new internship requirement for AAS degree.

E. Implement an annual NARTA student and employer satisfaction survey. The Associate Dean will work with Institutional Research to develop a systematic evaluation plan.

F. Require all NARTA cadets, as a requirement of admission, to sign a consent form allowing Yavapai College to contact their employer to complete an employer satisfaction follow-up survey.