CRIMINAL JUSTICE PROGRAM REVIEW

EXTERNAL PEER REVIEW & PROGRAM SELF-STUDY

DR. DEBORAH KING
DEAN ROBIN BRYANT
PCCUA

adhe

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

EXTERNAL REVIEWERS

Vivian Williams
Department Chair of Social Science, Education, and Psychology at Coahoma Community College
1130 Oakridge Road
Clarksdale, MS 38614
(662) 621-4278
vwilliams@coahomacc.edu

Chief Vincent Bell
Police Chief of the City of Helena-West Helena
114 Jordan Street
West Helena, AR 72390
(870) 816-0144
vincentbell100@yahoo.com

Phillips Community College of the University of Arkansas

Division of Arts and Sciences
Academic Program Review for Criminal Justice and Law Enforcement
Submitted by:
Deborah King, Ed.D. Vice Chancellor for Instruction
Carol Birth, Dean of the Division of Arts and Sciences

June 27, 2024

Vincent Bell   *Vivian Williams*

External Reviewer's Signature   External Reviewer's Signature

VIVIAN WILLIAMS' BIO

Vivian Williams is the Department Chair of Social Science, Education, and Psychology at Coahoma Community College. Vivian's academic journey began at Mississippi Valley State University, where she earned her Bachelor of Science and Master of Science degrees in Criminal Justice. These foundational years laid the groundwork for her deep understanding and dedication to the criminal justice system. Expanding her intellectual horizons, she pursued a second Master of Science degree in Community Development from Delta State University (DSU), demonstrating diverse interests and unwavering commitment to community enhancement. Continuing her journey of intellectual growth, Vivian is currently a Doctoral candidate at DSU, focusing on Professional Studies in Higher Education.

VINCENT BELL'S BIO

Chief Bell is the Police Chief for Helena-West Helena. He has actively participated in professional development and programming for police and other enforcement officers at the College because he believes in professional development. He has served as the Police Chief for the City of Marvel and has worked with numerous other municipal concerns. He is a graduate of the Arkansas Law Enforcement Training Academy and has hundreds of hours of professional development, much of it provided by the Arkansas Criminal Justice Institute. Chief Bell has over twenty-five years in law enforcement.

**EXTERNAL REVIEWERS PROGRAM REVIEW OF THE
PCCUA SELF-STUDY FOR CRIMINAL JUSTICE**

I.   **Review of Program Goals, Objectives and Activities**
     A.   **Are the intended educational (learning) goals for the program appropriate and assessed?**

Student goals shared in the Self Study are appropriate and assessed. Several goals are integrated into the program and students completing the Criminal Justice Program will exhibit the following behaviors:

- *Understanding of the American criminal justice system.*
- *Knowledge and an in-depth understanding of institutions, laws, theories and the players that make up the system.*
- *Skills needed to obtain entry-level criminal justice positions.*
- *Background needed for employment or advancement in criminal justice related fields.*

Specific program objectives were also included in the Self Study and included the following objectives:
Institutional Student Learning Outcomes
Students completing the Criminal Justice Program exhibit the following behaviors:

1. *Demonstrate criminal justice competency requirements*
2. *Demonstrate knowledge of the social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness through the general education core curriculum.*
3. *Identify and exhibit problem-solving skills that will correspond to criminal justice study.*
4. *Prepare for transfer to a four-year college or university to receive a baccalaureate degree in Criminal Justice after completing a two-year if that is a student goal.*

All syllabi and other documents included student learning outcomes for the courses. However, the program student learning outcomes are also shared with students.

Program Student Learning Outcomes
Students in the Criminal Justice Program exhibit the following behaviors:

- *Understanding of policing and enforcement in the criminal justice occupations.*
- *Application of criminal justice through real life scenarios.*
- *Written competency of criminal justice concepts and theories.*
- *Observation and analysis of ethical and professional obligations of the criminal justice agent in varied criminal justice roles.*
- *Understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).*
- *Identification and application of practices appropriate to the criminal justice types of investigation.*

The prosecutorial lens is also important. There are lots of different perspectives depending on the role, which will impact the behavior of a graduate. There may need to be more emphasis on ethical behaviors in policing is a very important issue.

B. How are the faculty and students accomplishing the program's goals and objectives?

Students engage in numerous activities related to the program to enhance student learning outcomes. In the course work, students are introduced to guest speakers from various enforcement agencies. Students also view presentations related to enforcement such as protocols for traffic stops, use of tasers, canine use for drug testing, search and seizure protocols, and more. Additionally, in some course work, students are responsible for demonstrating knowledge of protocols such as vehicle search and seizure, appropriate use of handcuffs during an arrest, and other enforcement strategies. Extra-curricular activities include field trips to jails, court while in session, visits to the FBI Center in Little Rock, and the Department of Corrections. A culminating semester activity sometimes involves a party, pizza, or a similar closure for the group of students enrolled in this program.

On hand training should include ride-alongs, pending approval by the city attorney. The market will always be demanding; there is a high turnover rate and therefore the need for personnel is constant. Having a program that is broader in scope will allow graduates to transfer skills to various enforcement fields.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

State Need.
PCCUA had a Law Enforcement Associate Degree program which was deleted in 2001.The problem with the program was that it was designed for active police officers and that population was not significantly large enough to sustain the program. Jobs in criminal justice services have grown in number and opportunity since PCCUA had its program and there are numerous options for jobs in the criminal justice field. The PCCUA Criminal Justice program prepares Arkansas graduates to acquire and retain jobs in a variety of criminal justice occupations. US Bureau of Labor Statistics https://www.bls.gov/oes/current/oes_ar.htm#00-0000 indicates that although Criminal Justice occupations have not grown at the pace predicted in 2016, the industry has expanded to include a much wider variety of occupational choices and more jobs for those acquiring an associate degree in Criminal Justice. These jobs are in the are in various protective services and all are experiencing some growth, according the US Bureau of Labor Statistics predicting for 2016-2026.

D. Is there sufficient student demand for the program?

There is a tremendous need in the state. Locally, they may not get paid more, but in metropolitan areas they are more apt to advance after they've gone through the academy.

Regional Need

The three PCCUA campuses serve communities residing in three Arkansas Workforce Development Areas: Eastern (Phillips and parts of Lee County), Southwest (Arkansas County), and Central (parts of Monroe County). This collective service area increases employment opportunities for those wanting to enter criminal justice occupations. Many students graduating from PCCUA do not remain in the region but travel to other parts of Arkansas for work. This is not unusual for Phillips or Arkansas Counties' graduates. Therefore, many of the CJ graduates from PCCUA may not actually work in this region but may find jobs in Little Rock, West Memphis, and Memphis. The 2016-2026 Projected Employment Opportunities List identifies significant changes for the regions served by PCCUA which include the Eastern Workforce Development Area, the Southeast Workforce Development Area, and the Central Workforce Development Area. These areas are home to the Helena, Stuttgart, and DeWitt campuses.

Diverse Job Availability

There is not only growth for people entering criminal justice occupations but people can earn a living wage in these career choices. The diversity of occupations available to students enrolled in criminal justice programs is quite broad.

The PCCUA Criminal Justice program prepares students for careers in crime prevention and detection. The 60 hour four semester curriculum is designed to prepare students for a variety of jobs in the Criminal Justice field. The PCCUA model is a career oriented vocational program responsive to both student and employer needs. Both locally and regionally, there is a demand in a variety of criminal justice occupations, especially when examining all CJ occupations collectively. Local and regional enforcement agencies have indicated a need for better prepared enforcement agents. An Associate of Applied Science Degree in Criminal Justice meets that need.

E. Do course enrollments and program graduation/completion rates justify the required resources?

Although the PCCUA CJI program is small, there are several students who desire to pursue this major. PCCUA encourages students wanting to major in sociology or psychology to consider the CJI AAS. Not all general education students majoring in sociology and psychology are interested in a general education transfer degree.

Enrollment is documented in the Self Study on Table 4.
Current Law Enforcement CP Graduates

CERTIFICATE	MAJOR	2019	2018	2017	2016	2015
CP	LAW ENFORCEMENT	14	28	20	17	21
AAS	CJI	5	4	N/A	N/A	N/A

Any degree of education is beneficial, particularly on the college level. The associates program carries more weight with other agencies (over the CP).

College Graduation Rate

4

*Enrollment and Productivity Outcomes/ Annual Completions: <u>Average 3.8 AAS degrees and</u>
<u>15.6 CPs</u> during the last five years. This program <u>does not meet the AAS viability standard</u>
<u>required by ADHE</u>; <u>However, ADHE does not consider this program nonviable because of</u>
<u>the large number of CPs awarded within this cognate program.</u> In fact, this program was not
listed on the nonviable list. Additionally, it is central to our mission and low cost. Many police
officers and sheriff's do not need the AAS, they just need certain courses for advancement and
that is usually only six credit hours. There was a late summer graduate who will graduate this
December. If that student had been included in the summer number, the program AAS graduates
would be four for 2023 not 3.8.*

CERTIFICATE	2023	2022	2021	2020	2019	TOTAL	AVG.
CP	14	15	8	21	20	78	15.6
AAS	4	4	3	3	5	19	3.8

*ADHE indicated that CPs are considered when calculating program viability and this program
was viable at the CP level. A phone meeting with ADHE representatives in November about
program viability included a discussion of nonviable programs. Criminal Justice was not
included in the list because ADHE considered this program viable. It is our hope that the UA
System will make that same consideration.*

*PCCUA needs to start recruiting at the high school level. The attraction of social media, the
"microwave" mentality, all backburner the desirability of attending college. There is also a
perception of fear in going into criminal justice, paired with local low compensation.
Recommendation: partner with local cadet program.*

II. **Review of Program Curriculum**
   A. **Is the program curriculum appropriate to meet current and future
      market/industry needs and/or to prepare students for advanced study?**

*The program is not designed for advanced study. However, many students do actually advance to
earn a bachelor's degree.*

   B. **Are institutional policies and procedures appropriate to keep the program
      curriculum current to meet industry standards?**
   C.

*Institutional policies are appropriate and allow for an ongoing sequence of course offerings.
Courses offered meet industry standards. An examination of the curriculum guide, often referred
to as Check-Off sheets, clearly provides a broad base for law enforcement and a criminal justice
focus. These are displayed in Table 5A and 5B of the Self Study.*

Table 5A: CJI AAS Degree Requirements

Course Number	Course Name	Course Credit
SEMESTER I		
General Education Requirements		

*EH 113/ENGL 1013	Composition I	3
*SY 213/SOCI 1013	Fundamentals of Sociology	3
*MS 123/MATH 1103 or MS 143/MATH 1003	College Algebra or College Mathematics	3
Major Requirements		
CJI 103	Law Enforcement	3
CJI 113	Introduction to Criminal Justice	3
Total Credits		15
SEMESTER II		
General Education Requirements		
*EH 123/ENGL1023	Composition II	3
*CT 114/CPSI 1003 or CT 153	Intro to Computer Information Systems or Computer Operating Systems	3-4
*PSY 213/PSYC 1103	General Psychology	3
Major Requirements		
CJI 143	Juvenile Justice	3
CJI 233	Criminal Procedures and Evidence	3
Total Credits		15-16
SEMESTER III		
General Education Requirements		
CJI 263	Criminology	3
*SP 243/SPCH 1003	Fundamentals of Speech	3
Major Requirements		
CJI 243	Investigation and Courtroom Protocols	3
CJI 163	Correction Systems and Practices	3
CJI	CJI Elective	3
Total Credits		15
SEMESTER IV		
General Education Requirements		
*BH 123/SOCI 2013	Theories and Treatments of Social Problems	3
*PLS 213/PLSC 2003	American Federal Government	3
Major Requirements		
CJI 123	Advanced Law Enforcement	3
CJI 213	Legal Aspects of Law Enforcement	3
CJI 273	CJI Internship or CJI Approved Elective	3
Total Credits		15
TOTAL DEGREE CREDITS		60-61

Table 5B: Certificate of Proficiency in Law Enforcement Requirements

Name			SS # or Datatel #		
Address			Phone		
Course Number	Required Courses 6-hours			Semester	Grade
CJI 103	Law Enforcement I				
CJI 113	Introduction to Criminal Justice				

	3 Credits from the following		
CJI 123	Advanced Law Enforcement		
CJI 143	Juvenile Delinquency		
CJI 1103	Special Topics/Law Enforcement		
CJI1123	Special Topics/Advanced Law Enforcement		
Total Semester Credit Hours for CP 9 hours			
Total Program Hours			
Hours Completed at PCCUA			
Grade Point Average			
Advisor (Signature)		*Dean/Chair*	

Writing is a highly desirable skill for officers. The general education part of the curriculum, writing in particular, is the most challenging. Incident, offense, accident and officers' reports all need adequate skills to communicate clearly.

D.   Are program exit requirements appropriate?

Yes, a capstone internship is part of the education and training of enforcement students. Police forces and security guard companies are very likely to hire someone who successfully completed the capstone internship.

E.   Does the program contain evidence of good breath/focus and currency, including consistency with good practice?

Yes, it does have breadth and currency. The curriculum seems to be keeping up with trends in criminal justice.

F.   Are students introduced to experiences within the workplace and introduced to professionals in the field?

The CJI 273, Internship is designed to provide an application of criminal justice practices in the workforce setting. The internship experience provides an opportunity for students to apply classroom knowledge with on-the-job training. All interns are under the direct supervision of an instructor. Students have 15 direct contact hours with the instructor and completes 90 contact hours in the field.

G.   Does the program promote and support interdisciplinary initiatives?

The CJI program is designed for a variety of law enforcement and CJI occupations. It requires a general education foundation and offers a Certificate of Proficiency (CJI)) which leads to an Associate of Applied Science degree (AAS).

General Education courses required for the AAS in Criminal Justice include the following courses:
EH 113 (ENGL 1013), Composition I); EH 123 (ENGL1023), Composition II); SP 243 (SPCH 2003), Fundamentals of Speech; PSY 213, General Psychology; SY 213 (SOCI 1013), Fundamentals of Sociology; MS 123 (MATH 1103), College Algebra or MS 143, Technical Math; CT 113 (CPSI 1003) Computer Information Systems or CT 153, Computer Operating Systems; Three hours of non-remedial electives are also required.

The program encompasses broad areas; therefore, CJI courses are sometimes used in other majors as electives. Juvenile Delinquency is an elective in other majors and Criminal Justice majors take Theories and Treatments of Social Problems which is part of the Behavioral Health AAS.

Close examination of the CJI program reveals a strong social science component composed of the following courses: Psychology, Sociology, American Federal Government, and Theories and Treatments of Social Problems. CJI graduates need to understand social organization, communication, and the psychosocial frameworks.

The entire CJ curriculum also produces a student possessing institutional core skills we refer to as our STACC Skills. Graduates ideally possess civic and social responsibility, demonstrate proficiency in technological utilization, apply analytical and critical thinking when problem solving, demonstrate verbal and written communication skills, and understand and appreciate cultural diversity.

> **H. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?**

In Criminal Justice, you have to honor diversity in your thinking and actions in order to dispense justice. I think the curriculum allows graduates to leave with the confidence to work with their community despite its makeup. They can relate to socio-economic diversity in their community and peers. The program has diversity on the college student learning outcomes, the program outcomes, and most course outcomes.

III. Review of Academic Support
    A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

No other instructional resource materials are required other than an instructor. The staff consists of four part-time faculty teach the college courses; two full time faculty, and three adjunct or part-time faculty teach in the Secondary Area Technical Center

Academic Support – comprehensive support is available for the students enrolled in the Criminal Justice program

- *Equipment – no equipment is needed to operate this program.*

- *Office Furniture – no specific resources are required.*

- *Space Renovation – no special resources are needed.*

There is ample classroom space for the Criminal Justice program on all three campuses. On the Stuttgart campus, the CJI classes are in a dedicated classroom on the main campus. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus currently houses the CJI program in the Technical and Industrial Building. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations and have computer and CVD accessibility.

A student enrolled in the CJI program has all the resources available which any PCCUA student needs for success (testing, placement, advising, special needs services, student activities, and more). PCCUA keeps the student service and support of each campus fully maintained. The overall direction of student services is under the supervision of the Vice Chancellor for Student Services and Registrar. All College initiatives engage faculty and staff in that college work. Almost all the initiatives enhance student support or instruction. Registration, testing, placement, financial aid, work-study, advising, disabilities services, Student Support Services (SSS), and tutoring are part of Student Services. The Catalog is the framework for all academic and support information for students and the CJI Program of Study, course descriptions, and Guided Pathway are listed in the PCCUA Catalog. The Student Handbook is very important to students for support and assistance with information about navigating college life. The Student Handbook is given to each student at the mandatory orientation for all new and returning students. A list of services is provided in the Student Handbook.

Testing and Placement *-ACCUPLACER testing is free and available for students and potential students. PCCUA assigns every student an advisor and once ACCUPLACER Test results are available, which is immediately after testing, that student is sent to meet with an advisor.*

Advising-*Each campus has one full-time advisor and some faculty advisors (early childhood, nursing, business). Advisors assist students with selecting majors, career exploration, schedule building and a variety of other support activities. An Individual Career Plan (ICP) helps students identify a career pathway. This ICP is an academic map which allows advisors to help students identify and select a major facilitating a more direct pathway to completing a certificate or degree.*

Financial Aid- *Full-time employees are dedicated to student financial aid. Students seeking financial aid and other kinds of scholarships are assisted with preparing the application, the FAFSA, and given information and guidance about the process of receiving aid.*

Admissions and Registration - *Students may register for classes on any campus. When pre-registration begins for the fall and spring or anytime during the summer.*

Student Support Services (SSS) -*SSS serves low-income, first-generation college students, and individuals with disabilities evidencing academic need. It is designed to increase retention, graduation, and transfer rates of eligible students. Services include instruction in study skills, tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy.*

Students with Disabilities - *Students can make an appointment to meet with a Disability Coordinator on the home campus as early as possible during a particular semester, preferably before a semester begins. A Disability Coordinator is located on each campus and these individuals also serve as advisors. Students may obtain an Application for Disability Services Form from the coordinator or online at www.pccua.edu/studentswithdisabilities*

Tutoring -*Tutoring is available to students on each campus and that service can be accessed by contacting the Learning Center Coordinator. The College encourages the faculty to provide tutoring because it is difficult to find tutors in certain disciplines (science and math). It is also difficult to train and retain tutors.*

Bookstore -*The BBA Solutions Bookstore is located on each campus and can provide not only textbooks but also has classroom supplies, college apparel and gift items. Bookstore hours are posted on each campus. Book buy back dates are during the week of finals in December and May and after the last week of Summer II.*

Complaints - *PCCUA students are always encouraged to seek informal resolution to issues or problems. However, information and assistance for filing a formal resolution is provided. The Vice Chancellor for Student Services and Registrar will travel from one campus to another to address formal complaints. College policy is to address all complaints informally at the lowest level, if possible.*

Career Pathways - *The Arkansas Career Pathways (ICP) initiative is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas's low–income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. One CP specialist is located on the each campus.*

Student Success (financial and career coaching) *PCCUA uses Student. Success coaches to provide career and financial coaching strategies. All coaches are trained and present the same curricular activities as the other two campuses. Student Success courses are tied to enrollment in Basic Writing II and Composition I. This allows the College to reach almost all students with Student Success support.*

Student Support Labs – *All campuses have a multi-purpose learning center for students to use. Students can receive tutoring. It is also used testing and review. Many students go there to study or work on assignments. College faculty and staff can volunteer to work with students in this lab.*

B.   Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

Recruitment of Students at PCCUA involves a diversified strategy to enroll new students. The recruitment team, led by the Director of Enrollment Management, focuses recruitment efforts on public and private schools in Arkansas and Mississippi. The Phillips County public high schools are: Helena-West Helena School District, Marvell-Elaine School District, Lee High School, and the Barton School District. The private Arkansas high schools are: Marvell Academy, Lee Academy (Marianna, Arkansas), and Desoto School. The Arkansas County schools are Stuttgart School District and DeWitt School District. In addition, recruitment is pursued in Clarendon School District, Dumas School District, England Schools, Hazen Schools, Carlisle Schools, and private school Evangelical Methodist School. In addition, the team recruits from the Knowledge Is Power Program School (KIPP) located in Helena, Arkansas. In Mississippi, the recruitment team recruits students from Clarksdale Public Schools and Clarksdale's private school, also named Lee Academy. Retention and success of students is a priority at PCCUA.

One of the College's retention and success activity is the faculty initiated Early Alert System. The Early Alert System is an effort to contact and provide support to students who are in danger of failing because on nonattendance or a lack of preparation. With the Early Alert System, faculty members alert the student's advisors detailing the problem(s). The student success coordinator and/or the advisors contact the student and try to input some intervention strategies. When possible, intervention is done within the first few weeks of classes increasing the possibility of the successfully completion of the term.

The Secondary Area Technical Center students are actively recruited for the AAS in Criminal Justice. This is a definite advantage for these students because they can enter the PCCUA CJI program with 3-9 credits depending on what courses that have taken.

Some potential students are requited from individuals actively engaged in criminal justice work. In these cases, those applicants can request Prior Learning Assessment to gain credit hours for work completed. It is not unusual for a law enforcement officer to enter the program with 6-9 credit hours based on the PLA. The PLA form used by the college is specific. (See Appendix F: Prior Learning Assessment for Criminal Justice).

Academic Advising- Every Criminal Justice student is assigned an advisor who is familiar with the program. CJI advisor are knowledgeable about this program and advise students regarding program requirements, degree requirements, and college services.

Advisor Early Alert- faculty sends referrals to Advisors to resolve problems or issues with class attendance, tutoring, advising, or other needs.
Student email address- each student is provided a college email address to improve communication between the student and instructors as well as the college staff.

Student support services- this program motivates and supports students in their academics through advising, financial aid counseling, and advocacy.

Student orientation- a college wide orientation is required for new and returning students each fall semester to provide them with skills and resources to improve student success.

Faculty office hours- faculty utilize this time to meet with students one on one.

Retention is difficult for working individuals more so than the student who has never been in the workforce. Younger students will likely be easier to retain because school can be their priority.

IV. Review of Program Faculty
A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Faculty provide curriculum vitae and complete a program faculty information form. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

The PCCUA Career and Technical Center employs Criminal Justice faculty for the DeWitt, Stuttgart and Helena campuses. Currently three faculty members teach law enforcement courses leading to a Certificate of Proficiency in Law Enforcement. All three of these instructors are employed at PCCUA.

Instructors are very good and they have strong professional credentials.

Are the faculty orientation and faculty evaluation processes appropriate?

An orientation is held for adjunct instructors that includes a technology introduction so that the instructors can access email, class rosters and grading information. At that time, the instructors are given an employee handbook that includes attendance policies, security information and syllabi templates. After their first semester of instruction, they take part in the student evaluation process and are monitored by division chairs **(See Appendix G: AP 364: Faculty Work Schedule, Teaching Load, Summer Course Determination Pp. 100-104).**

C. Is the faculty workload in keeping with best practices?

Faculty teaching full-time in the secondary center are required to teach four classes or 12 credit hours per semester. However, most of the faculty teach an additional course which means they teach 15 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term.

V. PROGRAM RESOURCES

1. **Describe the institutional support available for faculty development in teaching, research, and service.**

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional funds are needed, a request may be made to the division chair or dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division. Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. PCCUA is committed to professional growth for faculty. (See Appendix H1:BP 367: Professional Growth of Faculty Members, Pp. 105-107).

It is important to go to training and pick up information to help enhance and grow in your profession.

VI. Review of Program Resources
    A. **Is there an appropriate level of institutional support for program operation?**

No other instructional resource materials are required other than an instructor.

Staff – Four part-time faculty teach the college courses; two full time faculty, and three adjunct or part-time faculty teach in the Secondary Area Technical Center

Academic Support – comprehensive support is available for the students enrolled in the Criminal Justice program

- *Equipment – no equipment is needed to operate this program.*

- *Office Furniture – no specific resources are required.*

- *Space Renovation – no special resources are needed.*

There is ample classroom space for the Criminal Justice program on all three campuses. On the Stuttgart campus, the CJI classes are in a dedicated classroom on the main campus. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus currently houses the CJI program in the Technical and Industrial Building. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations and have computer and CVD accessibility.

13

B. Are faculty, library, professional development and other program resources sufficient?

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional funds are needed, a request may be made to the division chair or dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division. Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. PCCUA is committed to professional growth for faculty. (See Appendix H1:BP 367: Professional Growth of Faculty Members, Pp. 105-107).

VI. Review of Program Effectiveness
A. Indicate areas of program strength.

    a. <u>Small classes</u>: *The CJI program offers small class sizes that allow for more intense/deeper engagement between faculty and students as well as increased engagement with each other. The cooperative interaction between students, whether they are texting each other about assignments or helping each other with transportation, allows for more connection to their peers (similar to a cohort). These stronger connections also allow for deeper classroom discussions. As an instructor it helps to tailor some of the material to the class's interests and strengths.*

    b. <u>Internship:</u> *Internships are an important part of the CJI program. This capstone not only allows students the opportunity to gain "real world" work experience, but often places the student in a good position to be hired by the internship site. One of the advisory council members noted that she was able to get to know the student's work ethic and would be more likely to hire a successful internship student if there was an open position. Supervisors have commented that the internship was beneficial for them and saw it as receiving an "unpaid" staff person.*

    c. *The professional experience of faculty is exceptional. All have extensive criminal justice experience.*

B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.

    a. *Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.*

    b. *Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies or programs at CJI agencies. However, it has been difficult to do visit four-year campuses*

because we have an evening and night program and many of the students and all adjunct faculty work.

c. **Program Facilitator/coordinator**: *A program coordinator or lead instructor would improve the program because this person could recruit more effectively, plan activities, and ensure that the cohort has a sense of "espirit de corps" creating a cohesive bond. The CJ Advisory Council recommended hiring an activities coordinator for the program. Although the program was initially designed for a full- time instructor, the use of multiple adjunct with varied criminal justice experiences has proven to be valuable from the students' perspective. However, students did mention the need for more hands-on experiences. A program coordinator could set-up demonstrations, speakers, and field trips. This person could also supervise the internships and keep contact with the agencies where students doing internships are placed.*

d. **Recruitment**: *Recruiting CJI students from the Secondary Area Technical Center has been difficult. The Committee would like to determine a more effective method to recruit students from this population.*

e. **Online Options**: *One suggestion made by the CJ Advisory Council was to take advantage of the growing number of students taking online courses and offer one or two online classes per semester. The program advisors thought this was a good idea and believe the online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.*

f. **Background Check and Mandated Reporting:** *The CJ Advisory Council discussed the Arkansas Mandated Reporter Training requirement and all faculty and students do participate in this training. The College is in the process of implementing a background check process for students to have before being placed in an internship. This would also be used when hiring faculty.*

g. **Forensics:** *The students indicated a desire for more forensics classes. Most of the four-year program leaders prefer that these courses be offered at the junior and senior level. However, this conversation led to a discussion among the Council members about the need for forensic technology. It was determined that this was something the program leaders would explore and all Council members believed that the use of technology in forensics had grown and it would be necessary to ensure PCCUA graduates possessed some of the technology skills needed in the forensics area.*

h. **High School to College:** *The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.*

C. **Indicate areas for program development based on market/industry demands that have not been identified by the institution.**

Incorporating Blackboard Learning in the past two years has enhanced the learning opportunities, especially for those CJI students working full time. The formation of the Advisory Council has helped the program with community relations and suggestions.

Members of the CJ Advisory Council believe that the College needs to examine possibilities for the CJ program which may come with the opening of the new Phillips County Jail. In addition to the jail, there will be a Justice Complex which will house multiple agencies related to parole, probation, state police, city police, and other justice workers. Once this complex opens, there will be numerous opportunities to recruit students, provide training, and use the agencies in the facility for internship sites. The Council also believes that having many different groups represent a wide range of criminal justice areas enables the College to restructure its internship schedule to include working in several different areas of corrections. The group suggested dividing the 120-hour internship into three 40-hour internship sections. The program advisory thinks this is a very good idea and would allow students to directly experience different roles in the justice spectrum. Existing law enforcement officers can get Prior Learning Assessment for their work experience. The program could recruit people working in the justice programs and award PLA for the knowledge they already possess.

CJ students surveyed and the CJ Advisory Team commented that there were not opportunities for evening students to take care of business in college offices such as financial aid, registrar, and business office. One Advisory Council member suggested keeping the offices open one evening a week or month just so students could take care of their college business. This recommendation is important and will be shared with administrators.

VII. **Review of Instruction by Distance Technology (if program courses offered by distance)**
   A. **Are the program distance technology courses offered/delivered in accordance with best practices?**
Yes, the distance learning for these courses is not approved but we have been offering several courses online. The courses are assessed an evaluated. The evaluation process is comprehensive as reflected in the process listed.

Online Evaluation
The Online Evaluation Process continues and only a few classes are evaluated each term. Ideally, we like to have three per term but often it is fewer.

The peer review process for evaluating the teaching and learning.

One of the goals of the course review is to develop and apply evaluation standards for its peer reviews of the learning resources in its offerings. These evaluation standards can also be used by faculty to:

- *Select new courses taught through the Distance Learning*
- *Review existing courses in the consortium*
- *Provide requirements for the development of new courses for the College*

There are two general categories of evaluation standards used within the Consortium; however, a third focus for evaluation may emerge.

1. *Quality of Content*
2. *Ease and Quality of Use*

Quality of Content:
There are two general elements to quality of content:

1. *Does the course present current, valid (correct) concepts, models, and skills?*
2. *Does the course present educationally significant concepts, models, and skills for the discipline?*
3. *Are objectives identified and is assessment of student learning outcomes evident.*

To evaluate the validity of the content, the reviewers should rely on their expertise. To evaluate the educational significance of the content, reviews can use the following guidelines:

- *Content is core curriculum within the discipline.*
- *Content is challenging (not just any person can teach the content) to teach and learn.*
- *Content is a pre-requisite for understanding more advanced material in the discipline*

Ease and Quality of Use:
The basic question underlying the ease and quality of use standard is: how easy it is for users to navigate the course for the first time? What is the quality of the course presentation? The ease and quality of use standards include the following elements.

1. *Are the labels, buttons, menus, text, and general layout of the computer interface consistent and visually distinct?*
2. *Are directions easy to understand*
3. *Does the user get trapped in the course?*
4. *Can the user get lost easily in the course assignments?*
5. *Does the course provide feedback about the system status and the user's responses?*
6. *Does the course provide appropriate flexibility in its use?*
7. *Does the course present information in ways that are familiar for students?*
8. *Does the course present information in ways that would be attractive to students?*

WARNING: This evaluation is the most difficult. Determining actual effectiveness requires actual use of the instructional software by real students and faculty. Through evaluation you are being asked to judge, based on your expertise as a teacher, if the instruction is likely to improve teaching and learning given the ways the faculty and students use the tool.

1. *What is (are) the learning objective(s)? What should students be able to do after successfully learning with the materials?*
2. *What are the characteristics of the target learner(s) (is this an introductory, survey course or is a course offered after a prerequisite course has been taken)?*

There are other general elements to effectiveness as a teaching-learning tool that the College asks reviewers to consider:

1. *Does the presentation of material improve faculty and students' abilities to teach and learn the materials?*
2. *Can the use of the on-line material be readily integrated into current curriculum within the discipline?*
3. *Can the on-line material be used in a variety of ways to achieve teaching and learning goals?*
4. *Are the teaching-learning goals easy to identify?*
5. *Are the learning assignments for using the course application understandable and useful for learning material?*
6. *Is there adequate assessment to measure student learning?*
7. *Is there a mechanism within the course structure to ensure the integrity of student work?*

The evaluation will identify strengths, concerns, and other issues and comments for each of the two categories of evaluation: quality of content, effectiveness as a teaching and learning tool, ease and quality of use.

The evaluators will be instructors who teach on-line courses and can include the Distance learning Coordinators.

The evaluation team for each course will consist of an On-line instructor (can include DLC). The evaluators will be appointed by the Chief Academic Office for the College.

Pre-selected courses will be identified by the CAO. A team will be assigned to evaluate the on-line courses. The evaluator will be given a login and a password as if he/she is the student. They will be requested to enter the course a minimum of three times during the semester and record their findings on the evaluation sheet. The suggested time frames for the course evaluation are the first four weeks of the semester, the middle two weeks of the semester, and the last two weeks of the semester.

All participants will be assigned courses to review and assess. Not all classes will be evaluated. There will be four to six different groups of evaluators.

Each faculty of a course being evaluated will receive an e-mail from the DL Coordinator informing him/her that the evaluation will be during that semester. The two areas being evaluated are the Quality of Content and Ease and Quality of Use.
This process should be viewed as an opportunity to improve on-line course work. It will evolve

into a process to evaluate courses which instructor's desire to add to the Consortium either as a new course or as a second section of a course which is already offered.

Distinctions should be made between the different kinds of courses offered. Either a course is developed entirely by an instructor or a course is purchased from a textbook company or other software developer (one is not necessarily superior to the other).

All evaluations should be provided to the DL Coordinator by the **date grades are due** *on the assigned campus.*

    B. Does the institution have appropriate procedures in place to assure the security of personal information?

Yes, the institution utilizes multiple security procedures including databases with data encryption, Ridgenet informational portal, and multi-factor identification.

    C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?

Yes, the College has a Virtual Academy t assist students and faculty with online support. Additionally, students who do not have a computer can get one from the IT Department if their instructor places a referral for one.

    D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?

The course load is determined with a point system and is considered a portion of faculty's regular course load. The overall faculty to student ratio is 1:7. However, some classes have over thirty. Faculty teaching classes over thirty are compensated at $50 per student exceeding thirty up to sixty. If a faculty member had sixty students that is considered a double overload and that faculty member is compensated for two courses.

    E. Are policies on intellectual property in accordance with best practices?

Yes, intellectual property guidelines are clearly stated in PCCUA Administrative Policy 365.02.

VIII. Review of Program Research and Service
    A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?

Yes, the Assessment outcomes are listed. See the assessment outline below.

Program SLO	Related Course (s)	Benchmark	Assessment Method/Tool	Use of Results
Understanding of the American criminal justice system.	CJI 113 Introduction to Law Enforcement	75% of the students will demonstrate an understanding of the American criminal justice system.	Test Oral Discussion Quiz on topic	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Knowledge and an in-depth understanding of institutions, laws, theories and the players that make up the system.	CJI 263 Criminology	75% of the students will demonstrate an understanding of institutions, laws, theories, and the players that make up the system.	Mid Term Exam Paper	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Understanding of policing and enforcement in the criminal justice occupations.	CJI 123 Advanced law Enforcement CJI 273 Criminal Justice Internship	75% of the students will demonstrate an understanding of policing and enforcement in the criminal justice occupations.	Test Portfolio Paper	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Application of criminal justice through real life scenarios.	CJI 273	All student in the practicum will demonstrate their knowledge of applications of criminal justice through real life scenarios.	Practicum Evaluation Check-off Portfolio	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.

Outcome	Courses	Target	Assessment	Use of Results
Written competency of criminal justice concepts and theories	CJI 163 Criminology	75% of the students will demonstrate knowledge by writing appropriate competency statements of criminal justice concepts and theories	Test Concept Responses	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Observation and analysis of ethical and professional obligations of the criminal justice agent in varied criminal justice roles	CJI 213 Legal Aspects of Law Enforcement	75% of the students will show that they can use observation and analysis of ethical and professional obligations of the criminal justice agent in varied criminal justice roles	Test Paper Fina Exam Essay	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).	CJI 103 Law Enforcement CJI 143 Juvenile Justice CJI 163 Corrections and Practices CJI Investigation and Courtroom Protocols	75% of the students will demonstrate understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).	Test Mid-Term Final Exam	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.

B. **Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?**

All programs, including criminal justice complete a program overview of assessment outcomes.

IX. **Local Reviewer Comments**
A. **How is the program meeting market/industry demands and/or preparing students for advanced study?**

Not many students are pursuing advanced study because this is an Associate of Applied Science program.

B. **What program modifications are needed?**

1. *Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.*

2. *Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies or programs at CJI agencies.*

3. *Program Facilitator/coordinator: A program coordinator or lead instructor would improve the program because this person could recruit more effectively, plan activities, and ensure that the cohort has a group bond.*

4. *Recruitment: Recruiting CJI students from the Secondary Area Technical Center has been difficult. The program leaders need to determine a more effective method to recruit students from this population.*

5. *Online Options: The instructors believe an online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.*

6. *Background Check and Mandated Reporting: The College is in the process of implementing a background check process for students to have before being placed in an internship. This would also be used when hiring faculty.*

7. *Forensics: The students indicated a desire for more forensics classes. Most of the four-year program leaders prefer that these courses be offered at the junior and senior level.*

8. *High School to College: The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.*

X. Report Summary

    A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.

Recommendations have been made and the overall impression is that the program is good and meets and important need. See the Response Chart for recommendations to strengthen the program.

    B. Include reviewer comments on overall program quality, state program review process, etc.

The quality of the program is very good. The process for the review involved having two reviewers, us, read the review. The Team met on campus with Chief Bell, me. The process for review allowed us to respond to comments, receive feedback about the response. Use the Self-Study which was comprehensive as the foundation for answering the review questions.

Response to the External Reviewers' Recommendations

In this section, please copy the recommendations that the external reviewers provided in their report. Then, provide the institution/department/program response to the recommendation.

Recommendations from External Reviewers (copied from the external review report)	Response
Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.	*This is definitely something the College needs to explore and we will pursue these opportunities. The University of Arkansas ta Fort Smith has worked closely with PCCUA.*
Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies.	*The College has some speakers and other enforcement experiences but field trips would be a good addition to the program.*
Program Facilitator/coordinator: A program coordinator or lead instructor needs to be hired to improve the program. This person could recruit more effectively, plan activities, and ensure that the cohort members are connected. **Recruitment: Recruiting CJI students from the Secondary Area Technical Center has been difficult. The Committee would like to determine a more effective method to recruit students from this population**	*This is very important in order to increase enrollment. There needs to be a champion for the program and we will try to make this happen.* *The College has not been as effective as it could be recruiting high school students into the program. The CJI faculty and dean will attempt to develop some strategies to address this.*

Online Options. The program advisors thought offering online classes was a good idea and believe the online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.	*The College has just requested approval to offer the CJI program online. Mid July the request goes before the Higher Education Coordinating Board. It is likely to be approved.*
Background Check and Mandated Reporting: The CJ Advisory Council discussed the Arkansas Mandated Reporter Training requirement and all faculty and students do participate in this training. The College is in the process of implementing a background check process for students to have before being placed in an internship.	*The students enrolled in several PCC programs are required to have background checks so we need to implement this in the CJI program. All receive mandated reporter training.*
Forensics: The students indicated a desire for more forensics classes.	*This will probably need to be introduced in a course. However, the Criminal Justice Institute may be able to assist with integrating more forensics supplemental instruction.*
High School to College: The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.	*The College has had difficulty attracting high school students into the program. The CJI Team will work to develop a comprehensive plan. This is important and it is interesting that the reviewers observed this.*

I. Actions Taken in Response to the External Reviewers' Recommendations

In this section, please describe the actions that will be taken as a result of the review; if any based on the recommendation from the external reviewers; note when the action will be completed and who is responsible for seeing that it is completed; and finally, list any resources that will be used to complete the action. Please add lines to the table as necessary.

Recommendation	Action	Timing & Responsible Person/Group	Resources
Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.	*The College will implement at least one 2+2 partnerships for CJI majors.*	*Dean*	*MOUs with at least one but preferably two colleges.*
Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies or programs at CJI agencies. However, it has been difficult to do visit four-year campuses because we have an evening and night program and many of the students and all adjunct faculty work.	*A field trip schedule will be developed which allows at least one trip per term offered through different courses. This does not mean every course offered each term will have a trip. This needs to be planned an implemented. The field trip need to be directly related to enforcement and criminal justice work.*	*Dean working with instructors*	*A field trip schedule needs to be developed. In some cases an independent visit to a CJI/enforcement site could work. For example, in Courtroom procedures, a student could be required to visit a courtroom and review or report observations.*
Program Facilitator/coordinator: A program coordinator or lead instructor would improve the program because this person could recruit more effectively, plan activities, and ensure that the cohort has a sense of "espirit de corps" creating a cohesive bond. The CJ Advisory Council recommended hiring an activities coordinator for the	*Develop a proposal which identifies program costs and outcomes. In this proposal identify the potential for program growth. Submit the proposal to the VC for*	*Dean and instructors*	*None required* *If approved, a salary for the full-time instructor/program lead will have to be established. In addition, we will need a program budget.*

program. Although the program was initially designed for a full-time instructor, the use of multiple adjunct with varied criminal justice experiences has proven to be valuable from the students' perspective. However, students did mention the need for more hands-on experiences. A program coordinator could set-up demonstrations, speakers, and field trips. This person could also supervise the internships and keep contact with the agencies where students doing internships are placed.	*Finance and the Chancellor.*		
Recruitment: Recruiting CJI students from the Secondary Area Technical Center has been difficult. The Committee would like to determine a more effective method to recruit students from this population	*Develop a marketing plan to actively recruit students form the Secondary Area Technical Center*	*Dean, Instructors, High School Relations Coordinators, VC for Marketing*	*Plan, time to develop the plan, and time and people to implement the plan.*
Online Options: One suggestion made by the CJ Advisory Council was to take advantage of the growing number of students taking online courses and offer one or two online classes per semester. The program advisors thought this was a good idea and believe the online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.	*Offer at least one to two CJI courses online each term. Ensure that a student could actually acquire the entire degree online.*	*VC for Instruction, Dean of the Division of Arts and Sciences, Distance Learning Coordinator*	*Approval form the University of Arkansas Board of Trustees-Approved in May 2024; approval form the Higher Education Coordinating Board-hope to be approved in mid July 2024*
Background Check and Mandated Reporting: The CJ Advisory Council discussed the Arkansas Mandated Reporter Training requirement and all faculty and students do	*Begin doing background checks on students enrolled in the program.*	*Dean and Instructors*	*A background check agency-may use the police department.*

participate in this training. The College is in the process of implementing a background check process for students to have before being placed in an internship. This would also be used when hiring faculty.			
Forensics: The students indicated a desire for more forensics classes. Most of the four-year program leaders prefer that these courses be offered at the junior and senior level. However, this conversation led to a discussion among the Council members about the need for forensic technology. It was determined that this was something the program leaders would explore and all Council members believed that the use of technology in forensics had grown and it would be necessary to ensure PCCUA graduates possessed some of the technology skills needed in the forensics area.	Identify courses where this curriculum can be implemented or explore the possibility of a forensics course.	Dean, instructors	Time, people, a plan
High School to College: The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.	Develop a plan to recruit and enroll SATC students. Implement the plan in the spring of 2024.	Dean Faculty, Secondary Area Secondary Directors, High School Relations Coordinators	Time, human resources, schedules, recruiting activities

adhe

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

EXTERNAL REVIEWERS

Vivian Williams
Department Chair of Social Science, Education, and Psychology at Coahoma Community College
1130 Oakridge Road
Clarksdale, MS 38614
(662) 621-4278
vwilliams@coahomacc.edu

Chief Vincent Bell
Police Chief of the City of Helena-West Helena
114 Jordan Street
West Helena, AR 72390
(870) 816-0144
vincentbell100@yahoo.com

Phillips Community College of the University of Arkansas

Division of Arts and Sciences
Academic Program Review for Criminal Justice and Law Enforcement
Submitted by:
Deborah King, Ed.D. Vice Chancellor for Instruction
Carol Birth, Dean of the Division of Arts and Sciences

June 27, 2024

_____   _____
External Reviewer's Signature   **External Reviewer's Signature**

VIVIAN WILLIAMS' BIO

Vivian Williams is the Department Chair of Social Science, Education, and Psychology at Coahoma Community College. Vivian's academic journey began at Mississippi Valley State University, where she earned her Bachelor of Science and Master of Science degrees in Criminal Justice. These foundational years laid the groundwork for her deep understanding and dedication to the criminal justice system. Expanding her intellectual horizons, she pursued a second Master of Science degree in Community Development from Delta State University (DSU), demonstrating diverse interests and unwavering commitment to community enhancement. Continuing her journey of intellectual growth, Vivian is currently a Doctoral candidate at DSU, focusing on Professional Studies in Higher Education.

VINCENT BELL'S BIO

Chief Bell is the Police Chief for Helena-West Helena. He has actively participated in professional development and programming for police and other enforcement officers at the College because he believes in professional development. He has served as the Police Chief for the City of Marvel and has worked with numerous other municipal concerns. He is a graduate of the Arkansas Law Enforcement Training Academy and has hundreds of hours of professional development, much of it provided by the Arkansas Criminal Justice Institute. Chief Bell has over twenty-five years in law enforcement.

**EXTERNAL REVIEWERS PROGRAM REVIEW OF THE
PCCUA SELF-STUDY FOR CRIMINAL JUSTICE**

I. **Review of Program Goals, Objectives and Activities**
   A. **Are the intended educational (learning) goals for the program appropriate and assessed?**

Student goals shared in the Self Study are appropriate and assessed. Several goals are integrated into the program and students completing the Criminal Justice Program will exhibit the following behaviors:

- *Understanding of the American criminal justice system.*
- *Knowledge and an in-depth understanding of institutions, laws, theories and the players that make up the system.*
- *Skills needed to obtain entry-level criminal justice positions.*
- *Background needed for employment or advancement in criminal justice related fields.*

Specific program objectives were also included in the Self Study and included the following objectives:

Institutional Student Learning Outcomes
Students completing the Criminal Justice Program exhibit the following behaviors:

1. *Demonstrate criminal justice competency requirements*
2. *Demonstrate knowledge of the social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness through the general education core curriculum.*
3. *Identify and exhibit problem-solving skills that will correspond to criminal justice study.*
4. *Prepare for transfer to a four-year college or university to receive a baccalaureate degree in Criminal Justice after completing a two-year if that is a student goal.*

All syllabi and other documents included student learning outcomes for the courses. However, the program student learning outcomes are also shared with students.

Program Student Learning Outcomes
Students in the Criminal Justice Program exhibit the following behaviors:

- *Understanding of policing and enforcement in the criminal justice occupations.*
- *Application of criminal justice through real life scenarios.*
- *Written competency of criminal justice concepts and theories.*
- *Observation and analysis of ethical and professional obligations of the criminal justice agent in varied criminal justice roles.*
- *Understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).*
- *Identification and application of practices appropriate to the criminal justice types of investigation.*

The prosecutorial lens is also important. There are lots of different perspectives depending on the role, which will impact the behavior of a graduate. There may need to be more emphasis on ethical behaviors in policing is a very important issue.

B. How are the faculty and students accomplishing the program's goals and objectives?

Students engage in numerous activities related to the program to enhance student learning outcomes. In the course work, students are introduced to guest speakers from various enforcement agencies. Students also view presentations related to enforcement such as protocols for traffic stops, use of tasers, canine use for drug testing, search and seizure protocols, and more. Additionally, in some course work, students are responsible for demonstrating knowledge of protocols such as vehicle search and seizure, appropriate use of handcuffs during an arrest, and other enforcement strategies. Extra-curricular activities include field trips to jails, court while in session, visits to the FBI Center in Little Rock, and the Department of Corrections. A culminating semester activity sometimes involves a party, pizza, or a similar closure for the group of students enrolled in this program.

On hand training should include ride-alongs, pending approval by the city attorney. The market will always be demanding; there is a high turnover rate and therefore the need for personnel is constant. Having a program that is broader in scope will allow graduates to transfer skills to various enforcement fields.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

State Need.
PCCUA had a Law Enforcement Associate Degree program which was deleted in 2001. The problem with the program was that it was designed for active police officers and that population was not significantly large enough to sustain the program. Jobs in criminal justice services have grown in number and opportunity since PCCUA had its program and there are numerous options for jobs in the criminal justice field. The PCCUA Criminal Justice program prepares Arkansas graduates to acquire and retain jobs in a variety of criminal justice occupations. US Bureau of Labor Statistics https://www.bls.gov/oes/current/oes_ar.htm#00-0000 indicates that although Criminal Justice occupations have not grown at the pace predicted in 2016, the industry has expanded to include a much wider variety of occupational choices and more jobs for those acquiring an associate degree in Criminal Justice. These jobs are in the are in various protective services and all are experiencing some growth, according the US Bureau of Labor Statistics predicting for 2016-2026.

D. Is there sufficient student demand for the program?

There is a tremendous need in the state. Locally, they may not get paid more, but in metropolitan areas they are more apt to advance after they've gone through the academy.

Regional Need

The three PCCUA campuses serve communities residing in three Arkansas Workforce Development Areas: Eastern (Phillips and parts of Lee County), Southwest (Arkansas County), and Central (parts of Monroe County). This collective service area increases employment opportunities for those wanting to enter criminal justice occupations. Many students graduating from PCCUA do not remain in the region but travel to other parts of Arkansas for work. This is not unusual for Phillips or Arkansas Counties' graduates. Therefore, many of the CJ graduates from PCCUA may not actually work in this region but may find jobs in Little Rock, West Memphis, and Memphis. The 2016-2026 Projected Employment Opportunities List identifies significant changes for the regions served by PCCUA which include the Eastern Workforce Development Area, the Southeast Workforce Development Area, and the Central Workforce Development Area. These areas are home to the Helena, Stuttgart, and DeWitt campuses.

Diverse Job Availability

There is not only growth for people entering criminal justice occupations but people can earn a living wage in these career choices. The diversity of occupations available to students enrolled in criminal justice programs is quite broad.

The PCCUA Criminal Justice program prepares students for careers in crime prevention and detection. The 60 hour four semester curriculum is designed to prepare students for a variety of jobs in the Criminal Justice field. The PCCUA model is a career oriented vocational program responsive to both student and employer needs. Both locally and regionally, there is a demand in a variety of criminal justice occupations, especially when examining all CJ occupations collectively. Local and regional enforcement agencies have indicated a need for better prepared enforcement agents. An Associate of Applied Science Degree in Criminal Justice meets that need.

E. Do course enrollments and program graduation/completion rates justify the required resources?

Although the PCCUA CJI program is small, there are several students who desire to pursue this major. PCCUA encourages students wanting to major in sociology or psychology to consider the CJI AAS. Not all general education students majoring in sociology and psychology are interested in a general education transfer degree.

Enrollment is documented in the Self Study on Table 4.
Current Law Enforcement CP Graduates

CERTIFICATE	MAJOR	2019	2018	2017	2016	2015
CP	LAW ENFORCEMENT	14	28	20	17	21
AAS	CJI	5	4	N/A	N/A	N/A

Any degree of education is beneficial, particularly on the college level. The associates program carries more weight with other agencies (over the CP).

College Graduation Rate

Enrollment and Productivity Outcomes/ Annual Completions: <u>Average 3.8 AAS degrees and</u>
<u>15.6 CPs</u> during the last five years. This program <u>does not meet the AAS viability standard</u>
<u>required by ADHE</u>; <u>However, ADHE does not consider this program nonviable because of</u>
<u>the large number of CPs awarded within this cognate program.</u> In fact, this program was not
listed on the nonviable list. Additionally, it is central to our mission and low cost. Many police
officers and sheriff's do not need the AAS, they just need certain courses for advancement and
that is usually only six credit hours. There was a late summer graduate who will graduate this
December. If that student had been included in the summer number, the program AAS graduates
would be four for 2023 not 3.8.

CERTIFICATE	2023	2022	2021	2020	2019	TOTAL	AVG.
CP	14	15	8	21	20	78	15.6
AAS	4	4	3	3	5	19	3.8

ADHE indicated that CPs are considered when calculating program viability and this program
was viable at the CP level. A phone meeting with ADHE representatives in November about
program viability included a discussion of nonviable programs. Criminal Justice was not
included in the list because ADHE considered this program viable. It is our hope that the UA
System will make that same consideration.

PCCUA needs to start recruiting at the high school level. The attraction of social media, the
"microwave" mentality, all backburner the desirability of attending college. There is also a
perception of fear in going into criminal justice, paired with local low compensation.
Recommendation: partner with local cadet program.

II. Review of Program Curriculum
A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

The program is not designed for advanced study. However, many students do actually advance to
earn a bachelor's degree.

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?
C.

Institutional policies are appropriate and allow for an ongoing sequence of course offerings.
Courses offered meet industry standards. An examination of the curriculum guide, often referred
to as Check-Off sheets, clearly provides a broad base for law enforcement and a criminal justice
focus. These are displayed in Table 5A and 5B of the Self Study.

Table 5A: CJI AAS Degree Requirements

Course Number	Course Name	Course Credit
SEMESTER I		
General Education Requirements		

*EH 113/ENGL 1013	Composition I	3
*SY 213/SOCI 1013	Fundamentals of Sociology	3
*MS 123/MATH 1103 or MS 143/MATH 1003	College Algebra or College Mathematics	3
Major Requirements		
CJI 103	Law Enforcement	3
CJI 113	Introduction to Criminal Justice	3
Total Credits		15
SEMESTER II		
General Education Requirements		
*EH 123/ENGL1023	Composition II	3
*CT 114/CPSI 1003 or CT 153	Intro to Computer Information Systems or Computer Operating Systems	3-4
*PSY 213/PSYC 1103	General Psychology	3
Major Requirements		
CJI 143	Juvenile Justice	3
CJI 233	Criminal Procedures and Evidence	3
Total Credits		15-16
SEMESTER III		
General Education Requirements		
CJI 263	Criminology	3
*SP 243/SPCH 1003	Fundamentals of Speech	3
Major Requirements		
CJI 243	Investigation and Courtroom Protocols	3
CJI 163	Correction Systems and Practices	3
CJI	CJI Elective	3
Total Credits		15
SEMESTER IV		
General Education Requirements		
*BH 123/SOCI 2013	Theories and Treatments of Social Problems	3
*PLS 213/PLSC 2003	American Federal Government	3
Major Requirements		
CJI 123	Advanced Law Enforcement	3
CJI 213	Legal Aspects of Law Enforcement	3
CJI 273	**CJI Internship or CJI Approved Elective**	3
Total Credits		15
TOTAL DEGREE CREDITS		60-61

Table 5B: Certificate of Proficiency in Law Enforcement Requirements

Name			SS # or Datatel #			
Address			Phone			
Course Number	**Required Courses 6-hours**				**Semester**	**Grade**
CJI 103	Law Enforcement I					
CJI 113	Introduction to Criminal Justice					

	3 Credits from the following		
CJI 123	Advanced Law Enforcement		
CJI 143	Juvenile Delinquency		
CJI 1103	Special Topics/Law Enforcement		
CJI1123	Special Topics/Advanced Law Enforcement		
Total Semester Credit Hours for CP 9 hours			
Total Program Hours			
Hours Completed at PCCUA			
Grade Point Average			
Advisor (Signature)		Dean/Chair	

Writing is a highly desirable skill for officers. The general education part of the curriculum, writing in particular, is the most challenging. Incident, offense, accident and officers' reports all need adequate skills to communicate clearly.

D.   Are program exit requirements appropriate?

Yes, a capstone internship is part of the education and training of enforcement students. Police forces and security guard companies are very likely to hire someone who successfully completed the capstone internship.

E.   Does the program contain evidence of good breath/focus and currency, including consistency with good practice?

Yes, it does have breadth and currency. The curriculum seems to be keeping up with trends in criminal justice.

F.   Are students introduced to experiences within the workplace and introduced to professionals in the field?

The CJI 273, Internship is designed to provide an application of criminal justice practices in the workforce setting. The internship experience provides an opportunity for students to apply classroom knowledge with on-the-job training. All interns are under the direct supervision of an instructor. Students have 15 direct contact hours with the instructor and completes 90 contact hours in the field.

G.   Does the program promote and support interdisciplinary initiatives?

The CJI program is designed for a variety of law enforcement and CJI occupations. It requires a general education foundation and offers a Certificate of Proficiency (CJI)) which leads to an Associate of Applied Science degree (AAS).

General Education courses required for the AAS in Criminal Justice include the following courses:
EH 113 (ENGL 1013), Composition I); EH 123 (ENGL1023), Composition II); SP 243 (SPCH 2003), Fundamentals of Speech; PSY 213, General Psychology; SY 213 (SOCI 1013), Fundamentals of Sociology; MS 123 (MATH 1103), College Algebra or MS 143, Technical Math; CT 113 (CPSI 1003) Computer Information Systems or CT 153, Computer Operating Systems; Three hours of non-remedial electives are also required.

The program encompasses broad areas; therefore, CJI courses are sometimes used in other majors as electives. Juvenile Delinquency is an elective in other majors and Criminal Justice majors take Theories and Treatments of Social Problems which is part of the Behavioral Health AAS.

Close examination of the CJI program reveals a strong social science component composed of the following courses: Psychology, Sociology, American Federal Government, and Theories and Treatments of Social Problems. CJI graduates need to understand social organization, communication, and the psychosocial frameworks.

The entire CJ curriculum also produces a student possessing institutional core skills we refer to as our STACC Skills. Graduates ideally possess civic and social responsibility, demonstrate proficiency in technological utilization, apply analytical and critical thinking when problem solving, demonstrate verbal and written communication skills, and understand and appreciate cultural diversity.

H.   Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

In Criminal Justice, you have to honor diversity in your thinking and actions in order to dispense justice. I think the curriculum allows graduates to leave with the confidence to work with their community despite its makeup. They can relate to socio-economic diversity in their community and peers. The program has diversity on the college student learning outcomes, the program outcomes, and most course outcomes.

III.   Review of Academic Support
A.   Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

No other instructional resource materials are required other than an instructor. The staff consists of four part-time faculty teach the college courses; two full time faculty, and three adjunct or part-time faculty teach in the Secondary Area Technical Center

Academic Support – comprehensive support is available for the students enrolled in the Criminal Justice program

- *Equipment – no equipment is needed to operate this program.*

- *Office Furniture – no specific resources are required.*

- *Space Renovation – no special resources are needed.*

There is ample classroom space for the Criminal Justice program on all three campuses. On the Stuttgart campus, the CJI classes are in a dedicated classroom on the main campus. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus currently houses the CJI program in the Technical and Industrial Building. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations and have computer and CVD accessibility.

A student enrolled in the CJI program has all the resources available which any PCCUA student needs for success (testing, placement, advising, special needs services, student activities, and more). PCCUA keeps the student service and support of each campus fully maintained. The overall direction of student services is under the supervision of the Vice Chancellor for Student Services and Registrar. All College initiatives engage faculty and staff in that college work. Almost all the initiatives enhance student support or instruction. Registration, testing, placement, financial aid, work-study, advising, disabilities services, Student Support Services (SSS), and tutoring are part of Student Services. The Catalog is the framework for all academic and support information for students and the CJI Program of Study, course descriptions, and Guided Pathway are listed in the PCCUA Catalog. The Student Handbook is very important to students for support and assistance with information about navigating college life. The Student Handbook is given to each student at the mandatory orientation for all new and returning students. A list of services is provided in the Student Handbook.

Testing and Placement *-ACCUPLACER testing is free and available for students and potential students. PCCUA assigns every student an advisor and once ACCUPLACER Test results are available, which is immediately after testing, that student is sent to meet with an advisor.*

Advising*-Each campus has one full-time advisor and some faculty advisors (early childhood, nursing, business). Advisors assist students with selecting majors, career exploration, schedule building and a variety of other support activities. An Individual Career Plan (ICP) helps students identify a career pathway. This ICP is an academic map which allows advisors to help students identify and select a major facilitating a more direct pathway to completing a certificate or degree.*

Financial Aid*- Full-time employees are dedicated to student financial aid. Students seeking financial aid and other kinds of scholarships are assisted with preparing the application, the FAFSA, and given information and guidance about the process of receiving aid.*

Admissions and Registration - *Students may register for classes on any campus. When pre-registration begins for the fall and spring or anytime during the summer.*

Student Support Services (SSS) *-SSS serves low-income, first-generation college students, and individuals with disabilities evidencing academic need. It is designed to increase retention, graduation, and transfer rates of eligible students. Services include instruction in study skills, tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy.*

Students with Disabilities - *Students can make an appointment to meet with a Disability Coordinator on the home campus as early as possible during a particular semester, preferably before a semester begins. A Disability Coordinator is located on each campus and these individuals also serve as advisors. Students may obtain an Application for Disability Services Form from the coordinator or online at www.pccua.edu/studentswithdisabilities*

Tutoring *-Tutoring is available to students on each campus and that service can be accessed by contacting the Learning Center Coordinator. The College encourages the faculty to provide tutoring because it is difficult to find tutors in certain disciplines (science and math). It is also difficult to train and retain tutors.*

Bookstore *-The BBA Solutions Bookstore is located on each campus and can provide not only textbooks but also has classroom supplies, college apparel and gift items. Bookstore hours are posted on each campus. Book buy back dates are during the week of finals in December and May and after the last week of Summer II.*

Complaints - *PCCUA students are always encouraged to seek informal resolution to issues or problems. However, information and assistance for filing a formal resolution is provided. The Vice Chancellor for Student Services and Registrar will travel from one campus to another to address formal complaints. College policy is to address all complaints informally at the lowest level, if possible.*

Career Pathways - *The Arkansas Career Pathways (ICP) initiative is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas's low–income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. One CP specialist is located on the each campus.*

Student Success (financial and career coaching) *PCCUA uses Student. Success coaches to provide career and financial coaching strategies. All coaches are trained and present the same curricular activities as the other two campuses. Student Success courses are tied to enrollment in Basic Writing II and Composition I. This allows the College to reach almost all students with Student Success support.*

Student Support Labs – *All campuses have a multi-purpose learning center for students to use. Students can receive tutoring. It is also used testing and review. Many students go there to study or work on assignments. College faculty and staff can volunteer to work with students in this lab.*

B.   Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

Recruitment of Students at PCCUA involves a diversified strategy to enroll new students. The recruitment team, led by the Director of Enrollment Management, focuses recruitment efforts on public and private schools in Arkansas and Mississippi. The Phillips County public high schools are: Helena-West Helena School District, Marvell-Elaine School District, Lee High School, and the Barton School District. The private Arkansas high schools are: Marvell Academy, Lee Academy (Marianna, Arkansas), and Desoto School. The Arkansas County schools are Stuttgart School District and DeWitt School District. In addition, recruitment is pursued in Clarendon School District, Dumas School District, England Schools, Hazen Schools, Carlisle Schools, and private school Evangelical Methodist School. In addition, the team recruits from the Knowledge Is Power Program School (KIPP) located in Helena, Arkansas. In Mississippi, the recruitment team recruits students from Clarksdale Public Schools and Clarksdale's private school, also named Lee Academy. Retention and success of students is a priority at PCCUA.

One of the College's retention and success activity is the faculty initiated Early Alert System. The Early Alert System is an effort to contact and provide support to students who are in danger of failing because on nonattendance or a lack of preparation. With the Early Alert System, faculty members alert the student's advisors detailing the problem(s). The student success coordinator and/or the advisors contact the student and try to input some intervention strategies. When possible, intervention is done within the first few weeks of classes increasing the possibility of the successfully completion of the term.

The Secondary Area Technical Center students are actively recruited for the AAS in Criminal Justice. This is a definite advantage for these students because they can enter the PCCUA CJI program with 3-9 credits depending on what courses that have taken.

Some potential students are requited from individuals actively engaged in criminal justice work. In these cases, those applicants can request Prior Learning Assessment to gain credit hours for work completed. It is not unusual for a law enforcement officer to enter the program with 6-9 credit hours based on the PLA. The PLA form used by the college is specific. (See Appendix F: Prior Learning Assessment for Criminal Justice).

Academic Advising- Every Criminal Justice student is assigned an advisor who is familiar with the program. CJI advisor are knowledgeable about this program and advise students regarding program requirements, degree requirements, and college services.

Advisor Early Alert- faculty sends referrals to Advisors to resolve problems or issues with class attendance, tutoring, advising, or other needs.
Student email address- each student is provided a college email address to improve communication between the student and instructors as well as the college staff.

Student support services- this program motivates and supports students in their academics through advising, financial aid counseling, and advocacy.

Student orientation- a college wide orientation is required for new and returning students each fall semester to provide them with skills and resources to improve student success.

Faculty office hours- faculty utilize this time to meet with students one on one.

Retention is difficult for working individuals more so than the student who has never been in the workforce. Younger students will likely be easier to retain because school can be their priority.

IV. Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Faculty provide curriculum vitae and complete a program faculty information form. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

The PCCUA Career and Technical Center employs Criminal Justice faculty for the DeWitt, Stuttgart and Helena campuses. Currently three faculty members teach law enforcement courses leading to a Certificate of Proficiency in Law Enforcement. All three of these instructors are employed at PCCUA.

Instructors are very good and they have strong professional credentials.

Are the faculty orientation and faculty evaluation processes appropriate?

An orientation is held for adjunct instructors that includes a technology introduction so that the instructors can access email, class rosters and grading information. At that time, the instructors are given an employee handbook that includes attendance policies, security information and syllabi templates. After their first semester of instruction, they take part in the student evaluation process and are monitored by division chairs (See Appendix G: AP 364: Faculty Work Schedule, Teaching Load, Summer Course Determination Pp. 100-104).

C. Is the faculty workload in keeping with best practices?

Faculty teaching full-time in the secondary center are required to teach four classes or 12 credit hours per semester. However, most of the faculty teach an additional course which means they teach 15 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term.

V. PROGRAM RESOURCES

1. Describe the institutional support available for faculty development in teaching, research, and service.

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional funds are needed, a request may be made to the division chair or dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division. Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. PCCUA is committed to professional growth for faculty. (See Appendix H1:BP 367: Professional Growth of Faculty Members, Pp. 105-107).

It is important to go to training and pick up information to help enhance and grow in your profession.

VI. Review of Program Resources
A. Is there an appropriate level of institutional support for program operation?

No other instructional resource materials are required other than an instructor.

Staff – Four part-time faculty teach the college courses; two full time faculty, and three adjunct or part-time faculty teach in the Secondary Area Technical Center

Academic Support – comprehensive support is available for the students enrolled in the Criminal Justice program

- *Equipment – no equipment is needed to operate this program.*

- *Office Furniture – no specific resources are required.*

- *Space Renovation – no special resources are needed.*

There is ample classroom space for the Criminal Justice program on all three campuses. On the Stuttgart campus, the CJI classes are in a dedicated classroom on the main campus. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus currently houses the CJI program in the Technical and Industrial Building. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations and have computer and CVD accessibility.

B. **Are faculty, library, professional development and other program resources sufficient?**

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional funds are needed, a request may be made to the division chair or dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division. Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. PCCUA is committed to professional growth for faculty. (See Appendix H1:BP 367: Professional Growth of Faculty Members, Pp. 105-107).

VI. **Review of Program Effectiveness**
A. **Indicate areas of program strength.**

   a. <u>*Small classes*</u>*: The CJI program offers small class sizes that allow for more intense/deeper engagement between faculty and students as well as increased engagement with each other. The cooperative interaction between students, whether they are texting each other about assignments or helping each other with transportation, allows for more connection to their peers (similar to a cohort). These stronger connections also allow for deeper classroom discussions. As an instructor it helps to tailor some of the material to the class's interests and strengths.*

   b. <u>*Internship:*</u> *Internships are an important part of the CJI program. This capstone not only allows students the opportunity to gain "real world" work experience, but often places the student in a good position to be hired by the internship site. One of the advisory council members noted that she was able to get to know the student's work ethic and would be more likely to hire a successful internship student if there was an open position. Supervisors have commented that the internship was beneficial for them and saw it as receiving an "unpaid" staff person.*

   c. *The professional experience of faculty is exceptional. All have extensive criminal justice experience.*

B. **Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.**

   a. *Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.*

   b. *Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies or programs at CJI agencies. However, it has been difficult to do visit four-year campuses*

because we have an evening and night program and many of the students and all adjunct faculty work.

c. **Program Facilitator/coordinator**: *A program coordinator or lead instructor would improve the program because this person could recruit more effectively, plan activities, and ensure that the cohort has a sense of "espirit de corps" creating a cohesive bond. The CJ Advisory Council recommended hiring an activities coordinator for the program. Although the program was initially designed for a full- time instructor, the use of multiple adjunct with varied criminal justice experiences has proven to be valuable from the students' perspective. However, students did mention the need for more hands-on experiences. A program coordinator could set-up demonstrations, speakers, and field trips. This person could also supervise the internships and keep contact with the agencies where students doing internships are placed.*

d. **Recruitment:** *Recruiting CJI students from the Secondary Area Technical Center has been difficult. The Committee would like to determine a more effective method to recruit students from this population.*

e. **Online Options:** *One suggestion made by the CJ Advisory Council was to take advantage of the growing number of students taking online courses and offer one or two online classes per semester. The program advisors thought this was a good idea and believe the online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.*

f. **Background Check and Mandated Reporting:** *The CJ Advisory Council discussed the Arkansas Mandated Reporter Training requirement and all faculty and students do participate in this training. The College is in the process of implementing a background check process for students to have before being placed in an internship. This would also be used when hiring faculty.*

g. **Forensics:** *The students indicated a desire for more forensics classes. Most of the four-year program leaders prefer that these courses be offered at the junior and senior level. However, this conversation led to a discussion among the Council members about the need for forensic technology. It was determined that this was something the program leaders would explore and all Council members believed that the use of technology in forensics had grown and it would be necessary to ensure PCCUA graduates possessed some of the technology skills needed in the forensics area.*

h. **High School to College:** *The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.*

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

Incorporating Blackboard Learning in the past two years has enhanced the learning opportunities, especially for those CJI students working full time. The formation of the Advisory Council has helped the program with community relations and suggestions.

Members of the CJ Advisory Council believe that the College needs to examine possibilities for the CJ program which may come with the opening of the new Phillips County Jail. In addition to the jail, there will be a Justice Complex which will house multiple agencies related to parole, probation, state police, city police, and other justice workers. Once this complex opens, there will be numerous opportunities to recruit students, provide training, and use the agencies in the facility for internship sites. The Council also believes that having many different groups represent a wide range of criminal justice areas enables the College to restructure its internship schedule to include working in several different areas of corrections. The group suggested dividing the 120-hour internship into three 40-hour internship sections. The program advisory thinks this is a very good idea and would allow students to directly experience different roles in the justice spectrum. Existing law enforcement officers can get Prior Learning Assessment for their work experience. The program could recruit people working in the justice programs and award PLA for the knowledge they already possess.

CJ students surveyed and the CJ Advisory Team commented that there were not opportunities for evening students to take care of business in college offices such as financial aid, registrar, and business office. One Advisory Council member suggested keeping the offices open one evening a week or month just so students could take care of their college business. This recommendation is important and will be shared with administrators.

VII. **Review of Instruction by Distance Technology (if program courses offered by distance)**
  A. **Are the program distance technology courses offered/delivered in accordance with best practices?**
Yes, the distance learning for these courses is not approved but we have been offering several courses online. The courses are assessed an evaluated. The evaluation process is comprehensive as reflected in the process listed.

Online Evaluation
The Online Evaluation Process continues and only a few classes are evaluated each term. Ideally, we like to have three per term but often it is fewer.

The peer review process for evaluating the teaching and learning.

One of the goals of the course review is to develop and apply evaluation standards for its peer reviews of the learning resources in its offerings. These evaluation standards can also be used by faculty to:

- *Select new courses taught through the Distance Learning*
- *Review existing courses in the consortium*
- *Provide requirements for the development of new courses for the College*

There are two general categories of evaluation standards used within the Consortium; however, a third focus for evaluation may emerge.

1. *Quality of Content*
2. *Ease and Quality of Use*

Quality of Content:

There are two general elements to quality of content:

1. *Does the course present current, valid (correct) concepts, models, and skills?*
2. *Does the course present educationally significant concepts, models, and skills for the discipline?*
3. *Are objectives identified and is assessment of student learning outcomes evident.*

To evaluate the validity of the content, the reviewers should rely on their expertise. To evaluate the educational significance of the content, reviews can use the following guidelines:

- *Content is core curriculum within the discipline.*
- *Content is challenging (not just any person can teach the content) to teach and learn.*
- *Content is a pre-requisite for understanding more advanced material in the discipline*

Ease and Quality of Use:

The basic question underlying the ease and quality of use standard is: how easy it is for users to navigate the course for the first time? What is the quality of the course presentation? The ease and quality of use standards include the following elements.

1. *Are the labels, buttons, menus, text, and general layout of the computer interface consistent and visually distinct?*
2. *Are directions easy to understand*
3. *Does the user get trapped in the course?*
4. *Can the user get lost easily in the course assignments?*
5. *Does the course provide feedback about the system status and the user's responses?*
6. *Does the course provide appropriate flexibility in its use?*
7. *Does the course present information in ways that are familiar for students?*
8. *Does the course present information in ways that would be attractive to students?*

WARNING: *This evaluation is the most difficult. Determining actual effectiveness requires actual use of the instructional software by real students and faculty. Through evaluation you are being asked to judge, based on your expertise as a teacher, if the instruction is likely to improve teaching and learning given the ways the faculty and students use the tool.*

1. *What is (are) the learning objective(s)? What should students be able to do after successfully learning with the materials?*
2. *What are the characteristics of the target learner(s) (is this an introductory, survey course or is a course offered after a prerequisite course has been taken)?*

There are other general elements to effectiveness as a teaching-learning tool that the College asks reviewers to consider:

1. *Does the presentation of material improve faculty and students' abilities to teach and learn the materials?*
2. *Can the use of the on-line material be readily integrated into current curriculum within the discipline?*
3. *Can the on-line material be used in a variety of ways to achieve teaching and learning goals?*
4. *Are the teaching-learning goals easy to identify?*
5. *Are the learning assignments for using the course application understandable and useful for learning material?*
6. *Is there adequate assessment to measure student learning?*
7. *Is there a mechanism within the course structure to ensure the integrity of student work?*

The evaluation will identify strengths, concerns, and other issues and comments for each of the two categories of evaluation: quality of content, effectiveness as a teaching and learning tool, ease and quality of use.

The evaluators will be instructors who teach on-line courses and can include the Distance learning Coordinators.

The evaluation team for each course will consist of an On-line instructor (can include DLC). The evaluators will be appointed by the Chief Academic Office for the College.

Pre-selected courses will be identified by the CAO. A team will be assigned to evaluate the on-line courses. The evaluator will be given a login and a password as if he/she is the student. They will be requested to enter the course a minimum of three times during the semester and record their findings on the evaluation sheet. The suggested time frames for the course evaluation are the first four weeks of the semester, the middle two weeks of the semester, and the last two weeks of the semester.

All participants will be assigned courses to review and assess. Not all classes will be evaluated. There will be four to six different groups of evaluators.

Each faculty of a course being evaluated will receive an e-mail from the DL Coordinator informing him/her that the evaluation will be during that semester. The two areas being evaluated are the Quality of Content and Ease and Quality of Use.
This process should be viewed as an opportunity to improve on-line course work. It will evolve

into a process to evaluate courses which instructor's desire to add to the Consortium either as a new course or as a second section of a course which is already offered.

Distinctions should be made between the different kinds of courses offered. Either a course is developed entirely by an instructor or a course is purchased from a textbook company or other software developer (one is not necessarily superior to the other).

*All evaluations should be provided to the DL Coordinator by the **date grades are due** on the assigned campus.*

B. **Does the institution have appropriate procedures in place to assure the security of personal information?**

Yes, the institution utilizes multiple security procedures including databases with data encryption, Ridgenet informational portal, and multi-factor identification.

C. **Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?**

Yes, the College has a Virtual Academy t assist students and faculty with online support. Additionally, students who do not have a computer can get one from the IT Department if their instructor places a referral for one.

D. **Are policies for student/faculty ratio, and faculty course load in accordance with best practices?**

The course load is determined with a point system and is considered a portion of faculty's regular course load. The overall faculty to student ratio is 1:7. However, some classes have over thirty. Faculty teaching classes over thirty are compensated at $50 per student exceeding thirty up to sixty. If a faculty member had sixty students that is considered a double overload and that faculty member is compensated for two courses.

E. **Are policies on intellectual property in accordance with best practices?**

Yes, intellectual property guidelines are clearly stated in PCCUA Administrative Policy 365.02.

VIII. Review of Program Research and Service
   A. **Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?**

Yes, the Assessment outcomes are listed. See the assessment outline below.

Program SLO	Related Course (s)	Benchmark	Assessment Method/Tool	Use of Results
Understanding of the American criminal justice system.	CJI 113 Introduction to Law Enforcement	75% of the students will demonstrate an understanding of the American criminal justice system.	Test Oral Discussion Quiz on topic	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Knowledge and an in-depth understanding of institutions, laws, theories and the players that make up the system.	CJI 263 Criminology	75% of the students will demonstrate an understanding of institutions, laws, theories, and the players that make up the system.	Mid Term Exam Paper	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Understanding of policing and enforcement in the criminal justice occupations.	CJI 123 Advanced law Enforcement CJI 273 Criminal Justice Internship	75% of the students will demonstrate an understanding of policing and enforcement in the criminal justice occupations.	Test Portfolio Paper	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Application of criminal justice through real life scenarios.	CJI 273	All student in the practicum will demonstrate their knowledge of applications of criminal justice through real life scenarios.	Practicum Evaluation Check-off Portfolio	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.

Outcome	Course	Standard	Assessment	Use of Results
Written competency of criminal justice concepts and theories	CJI 163 Criminology	75% of the students will demonstrate knowledge by writing appropriate competency statements of criminal justice concepts and theories	Test Concept Responses	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Observation and analysis of ethical and professional obligations of the criminal justice agent in varied criminal justice roles	CJI 213 Legal Aspects of Law Enforcement	75% of the students will show that they can use observation and analysis of ethical and professional obligations of the criminal justice agent in varied criminal justice roles	Test Paper Fina Exam Essay	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.
Understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).	CJI 103 Law Enforcement CJI 143 Juvenile Justice CJI 163 Corrections and Practices CJI Investigation and Courtroom Protocols	75% of the students will demonstrate understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).	Test Mid-Term Final Exam	Review outcomes at course and program level to determine outcomes and any changes which need to be made to improve teaching.

B. **Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?**

All programs, including criminal justice complete a program overview of assessment outcomes.

IX. Local Reviewer Comments
A. **How is the program meeting market/industry demands and/or preparing students for advanced study?**

Not many students are pursuing advanced study because this is an Associate of Applied Science program.

B. **What program modifications are needed?**

1. *Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.*

2. *Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies or programs at CJI agencies.*

3. *Program Facilitator/coordinator: A program coordinator or lead instructor would improve the program because this person could recruit more effectively, plan activities, and ensure that the cohort has a group bond.*

4. *Recruitment: Recruiting CJI students from the Secondary Area Technical Center has been difficult. The program leaders need to determine a more effective method to recruit students from this population.*

5. *Online Options: The instructors believe an online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.*

6. *Background Check and Mandated Reporting: The College is in the process of implementing a background check process for students to have before being placed in an internship. This would also be used when hiring faculty.*

7. *Forensics: The students indicated a desire for more forensics classes. Most of the four-year program leaders prefer that these courses be offered at the junior and senior level.*

8. *High School to College: The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.*

X. Report Summary

A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.

Recommendations have been made and the overall impression is that the program is good and meets and important need. See the Response Chart for recommendations to strengthen the program.

B. Include reviewer comments on overall program quality, state program review process, etc.

The quality of the program is very good. The process for the review involved having two reviewers, us, read the review. The Team met on campus with Chief Bell, me. The process for review allowed us to respond to comments, receive feedback about the response. Use the Self-Study which was comprehensive as the foundation for answering the review questions.

Response to the External Reviewers' Recommendations

In this section, please copy the recommendations that the external reviewers provided in their report. Then, provide the institution/department/program response to the recommendation.

Recommendations from External Reviewers (copied from the external review report)	Response
Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.	*This is definitely something the College needs to explore and we will pursue these opportunities. The University of Arkansas ta Fort Smith has worked closely with PCCUA.*
Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies.	*The College has some speakers and other enforcement experiences but field trips would be a good addition to the program.*
Program Facilitator/coordinator: A program coordinator or lead instructor needs to be hired to improve the program. This person could recruit more effectively, plan activities, and ensure that the cohort members are connected. **Recruitment: Recruiting CJI students from the Secondary Area Technical Center has been difficult. The Committee would like to determine a more effective method to recruit students from this population**	*This is very important in order to increase enrollment. There needs to be a champion for the program and we will try to make this happen.* *The College has not been as effective as it could be recruiting high school students into the program. The CJI faculty and dean will attempt to develop some strategies to address this.*

Online Options. The program advisors thought offering online classes was a good idea and believe the online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.	*The College has just requested approval to offer the CJI program online. Mid July the request goes before the Higher Education Coordinating Board. It is likely to be approved.*
Background Check and Mandated Reporting: The CJ Advisory Council discussed the Arkansas Mandated Reporter Training requirement and all faculty and students do participate in this training. The College is in the process of implementing a background check process for students to have before being placed in an internship.	*The students enrolled in several PCC programs are required to have background checks so we need to implement this in the CJI program. All receive mandated reporter training.*
Forensics: The students indicated a desire for more forensics classes.	*This will probably need to be introduced in a course. However, the Criminal Justice Institute may be able to assist with integrating more forensics supplemental instruction.*
High School to College: The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.	*The College has had difficulty attracting high school students into the program. The CJI Team will work to develop a comprehensive plan. This is important and it is interesting that the reviewers observed this.*

I.   Actions Taken in Response to the External Reviewers' Recommendations

In this section, please describe the actions that will be taken as a result of the review; if any based on the recommendation from the external reviewers; note when the action will be completed and who is responsible for seeing that it is completed; and finally, list any resources that will be used to complete the action. Please add lines to the table as necessary.

Recommendation	Action	Timing & Responsible Person/Group	Resources
Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.	*The College will implement at least one 2+2 partnerships for CJI majors.*	*Dean*	*MOUs with at least one but preferably two colleges.*
Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies or programs at CJI agencies. However, it has been difficult to do visit four-year campuses because we have an evening and night program and many of the students and all adjunct faculty work.	*A field trip schedule will be developed which allows at least one trip per term offered through different courses. This does not mean every course offered each term will have a trip. This needs to be planned an implemented. The field trip need to be directly related to enforcement and criminal justice work.*	*Dean working with instructors*	*A field trip schedule needs to be developed. In some cases an independent visit to a CJI/enforcement site could work. For example, in Courtroom procedures, a student could be required to visit a courtroom and review or report observations.*
Program Facilitator/coordinator: A program coordinator or lead instructor would improve the program because this person could recruit more effectively, plan activities, and ensure that the cohort has a sense of "espirit de corps" creating a cohesive bond. The CJ Advisory Council recommended hiring an activities coordinator for the	*Develop a proposal which identifies program costs and outcomes. In this proposal identify the potential for program growth. Submit the proposal to the VC for*	*Dean and instructors*	*None required* *If approved, a salary for the full-time instructor/program lead will have to be established. In addition, we will need a program budget.*

program. Although the program was initially designed for a full-time instructor, the use of multiple adjunct with varied criminal justice experiences has proven to be valuable from the students' perspective. However, students did mention the need for more hands-on experiences. A program coordinator could set-up demonstrations, speakers, and field trips. This person could also supervise the internships and keep contact with the agencies where students doing internships are placed.	*Finance and the Chancellor.*		
Recruitment: Recruiting CJI students from the Secondary Area Technical Center has been difficult. The Committee would like to determine a more effective method to recruit students from this population	*Develop a marketing plan to actively recruit students form the Secondary Area Technical Center*	*Dean, Instructors, High School Relations Coordinators, VC for Marketing*	*Plan, time to develop the plan, and time and people to implement the plan.*
Online Options: One suggestion made by the CJ Advisory Council was to take advantage of the growing number of students taking online courses and offer one or two online classes per semester. The program advisors thought this was a good idea and believe the online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.	*Offer at least one to two CJI courses online each term. Ensure that a student could actually acquire the entire degree online.*	*VC for Instruction, Dean of the Division of Arts and Sciences, Distance Learning Coordinator*	*Approval form the University of Arkansas Board of Trustees-Approved in May 2024; approval form the Higher Education Coordinating Board-hope to be approved in mid July 2024*
Background Check and Mandated Reporting: The CJ Advisory Council discussed the Arkansas Mandated Reporter Training requirement and all faculty and students do	*Begin doing background checks on students enrolled in the program.*	*Dean and Instructors*	*A background check agency-may use the police department.*

participate in this training. The College is in the process of implementing a background check process for students to have before being placed in an internship. This would also be used when hiring faculty.			
Forensics: The students indicated a desire for more forensics classes. Most of the four-year program leaders prefer that these courses be offered at the junior and senior level. However, this conversation led to a discussion among the Council members about the need for forensic technology. It was determined that this was something the program leaders would explore and all Council members believed that the use of technology in forensics had grown and it would be necessary to ensure PCCUA graduates possessed some of the technology skills needed in the forensics area.	*Identify courses where this curriculum can be implemented or explore the possibility of a forensics course.*	*Dean, instructors*	*Time, people, a plan*
High School to College: The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.	*Develop a plan to recruit and enroll SATC students. Implement the plan in the spring of 2024.*	*Dean Faculty, Secondary Area Secondary Directors, High School Relations Coordinators*	*Time, human resources, schedules, recruiting activities*

PCCUA CRIMINAL JUSTICE
SELF STUDY FOR THE PROGRAM REVIEW

DR. DEBORAH KING
P.O. BOX 785
HELENA-WESTE HELENA, AR72342

Abstract: The Self-study is a comprehensive examination of the Criminal Justice Program including goals, curriculum, program faculty, program resources, student demographics assessment outcomes, and program effectiveness.

Table of Contents

PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
ONE COLLEGE WITH THREE CAMPUSES

PCCUA Helena Campus

PCCUA DeWitt

PCCUA Stuttgart

INTRODUCTION

The first community college established in Arkansas, Phillips Community College of the University of Arkansas (PCCUA) is a multi-campus, two-year college serving Eastern Arkansas in Helena-West Helena, DeWitt, and Stuttgart. PCCUA offers adult education, technical certification and associate's degrees in academic, occupational/technical and continuing education programs and partners with other colleges and universities to offer Bachelor's and Master's degrees. We are accredited by the Higher Learning Commission, the National League for Nursing Accrediting Commission, the National Accrediting Agency for Clinical Library Sciences, and the Accreditation Council for Business Schools and Programs. PCCUA is committed to helping every student succeed providing quality, affordable, and accessible education. The college is dedicated to helping every student succeed. We provide high quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and communities. **(See Appendix A: Mission, Vision, Values, Pp.46-49).**

In 2016, the program was implemented. It was designed to prepare students to work in the wide range of criminal justice occupations. They needed broad skills to perform many jobs effectively and efficiently. This is an AAS degree but is part of the Arts and Sciences Department. Phillips and Arkansas Counties' enforcement and justice agencies need multi-skilled workers who can perform a variety of tasks and have a strong social science educational base (people skills). The coordination of criminal justice education with general education is logical because many of the enforcement and justice service agencies have overlapping responsibilities. Many universities that offer degrees in criminal justice have combined the education. According to the 2023 Occupational Outlook Handbook, the terms "enforcement and justice workers" are generic and include many job titles: police officers, parks and recreation enforcement officers, court recorders, bailiffs, corrections officers, sheriffs and many more. Again, one of the most important factors in the education and training of criminal justice workers in today's workforce is the ability to perform many tasks using a variety of skills. Job titles often do not adequately describe an employee's responsibilities.

PCCUA is biracial and has one of the highest percentages of underserved minority citizens in Arkansas. With a crime rate of 74 per one thousand residents, Helena-West Helena residents have one of the highest crime rates in America when compared to all communities of its size. The chances of becoming a victim of either violent or property crime here is one in 14. When looking at other towns in Arkansas, more than 99% of the communities have a lower crime rate than Helena-West Helena. Violent offenses tracked in our crime data include rape, murder and non-negligent manslaughter, armed robbery, and aggravated assault, including assault with a deadly weapon. Most of these crimes involves juveniles in our community. According to *"Neighborhood Scout's"* analysis of FBI reported crime data, your chance of becoming a victim of one of these crimes in Helena-West Helena is one in 38. All of the police officers on the Helena-West Helena Police Force are enrolled in a voluntary Saturday morning class for improving report writing, safety, and better community policing. Several of these police officers are enrolled in the CJI program, however, the pace for these students is much slower than with other programs. It is difficult to be a policeman or any enforcement officers in today's world. We are making progress toward increasing the number of graduates but that progress is slow. However, the dismal community crime statistics indicate how much this program is needed by local enforcement officers and possible recruits.

ADHE believes the program is viable and approves our status. Our communities desperately need this program. It meets our mission, is low cost, and has a very high CP productivity which has been serving as a recruitment pool for law enforcement.

Phillips, Arkansas, Lee, and Monroe counties need this program. Especially Phillips and Lee Counties have serious issues and having a program available to serve our local enforcement officers and recruits is important. Both communities are plagued with the following problems:

- High poverty rate
- High crime rate
- Low wages for officers
- Inadequate equipment for officer to help better protect them.
- Run down and empty buildings
- Few local businesses
- High drug distribution and usage
- Few resources for physical and mental health
- Few job opportunities

Community demographics reflect this.

Demographics of PCCUA Service Area Counties

	Phillips Co.	Ark Cty	Lee Cty	Monroe Cty	Arkansas	U.S.
2023 Population	14,916	16,307	8,201	6,512	3,067,732	334,914,895
2020 Population	16,576↓	17,148	8,857	6,802	3,046,405↑	331,464,948
2010 Population	21,757	19,019	16,571	8,149	2,196,031	308,401,808
White	34.9%	71.5%	43%	55.5%	78.5%	75.5%
Black	62.6%	24.8%	53.2%	40.1%	15.6%	13.6%
HS Grad.	82%	86%	83.5%	80.2%	88.2%	89.1%
Bachelor's	15.2%	15.8%	7.7%	14.2%	24.7%	34.3%
Unemployment Rate	10.1%	3.4%	9.0%	4.0%	3.3%	3.8%
Median Income	$37,458	$58,695	$33,801	$41,786	$56,335	$75,149
Poverty	35.7%	18.8%	35.1%	24.9%	16.8%	11.5%
Us Census Bureau Quick Facts						

PCCUA Institutional Self-Study

I.   Goals, Objectives, and Activities

Students enrolled in the PCCUA Criminal Justice program participate in a program intrinsically tied to our mission **(See Appendix A: Mission, Vision, Values, Pp. 46-48).**

1. Describe specific educational goals, objectives, and activities of the program.

GOALS: Students completing the Criminal Justice Program will exhibit the following behaviors:
- Understanding of the American criminal justice system.
- Knowledge and an in-depth understanding of institutions, laws, theories and the players that make up the system.
- Skills needed to obtain entry-level criminal justice positions.
- Background needed for employment or advancement in criminal justice related fields.

OBJECTIVES:
Institutional Student Learning Outcomes
Students completing the Criminal Justice Program exhibit the following behaviors:

1. Demonstrate criminal justice competency requirements
2. Demonstrate knowledge of the social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness through the general education core curriculum.
3. Identify and exhibit problem-solving skills that will correspond to criminal justice study.
4. Prepare for transfer to a four-year college or university to receive a baccalaureate degree in Criminal Justice after completing a two-year if that is a student goal.

Program Student Learning Outcomes
Students in the Criminal Justice Program exhibit the following behaviors:

- Understanding of policing and enforcement in the criminal justice occupations.
- Application of criminal justice through real life scenarios.
- Written competency of criminal justice concepts and theories.
- Observation and analysis of ethical and professional obligations of the criminal justice agent in varied criminal justice roles.
- Understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).
- Identification and application of practices appropriate to the criminal justice types of investigation.

ACTIVITIES:
Students engage in numerous activities related to the program to enhance student learning outcomes. In the course work, students are introduced to guest speakers from various

enforcement agencies. Students also view presentations related to enforcement such as protocols for traffic stops, use of tasers, canine use for drug testing, search and seizure protocols, and more. Additionally, in some course work, students are responsible for demonstrating knowledge of protocols such as vehicle search and seizure, appropriate use of handcuffs during an arrest, and other enforcement strategies. Extra-curricular activities include field trips to jails, court while in session, visits to the FBI Center in Little Rock, and the Department of Corrections. A culminating semester activity sometimes involves a party, pizza, or a similar closure for the group of students enrolled in this program.

2. **Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.**

The CJI program is designed for a variety of law enforcement and CJI occupations. It requires a general education foundation and offers a Certificate of Proficiency (CJI)) which leads to an Associate of Applied Science degree (AAS).

General Education courses required for the AAS in Criminal Justice include the following courses:
EH 113 (ENGL 1013), Composition I; EH 123 (ENGL1023), Composition II; SP 243 (SPCH 2003), Fundamentals of Speech; PSY 213, General Psychology; SY 213 (SOCI 1013), Fundamentals of Sociology; MS 123 (MATH 1103), College Algebra or MS 143, Technical Math; CT 113 (CPSI 1003) Computer Information Systems or CT 153, Computer Operating Systems; Three hours of non-remedial electives are also required.

The program encompasses broad areas; therefore, CJI courses are sometimes used in other majors as electives. Juvenile Delinquency is an elective in other majors and Criminal Justice majors take Theories and Treatments of Social Problems which is part of the Behavioral Health AAS.

Close examination of the CJI program reveals a strong social science component composed of the following courses: Psychology, Sociology, American Federal Government, and Theories and Treatments of Social Problems. CJI graduates need to understand social organization, communication, and the psychosocial frameworks.

The entire CJ curriculum also produces a student possessing institutional core skills we refer to as our STACC Skills. Graduates ideally possess civic and social responsibility, demonstrate proficiency in technological utilization, apply analytical and critical thinking when problem solving, demonstrate verbal and written communication skills, and understand and appreciate cultural diversity. **(See Appendix B: STACC Behaviors, Pp. 50-52)**

3. **Document market demand and/or state/industry need for careers stemming from the program.**

   State Need.
   PCCUA had a Law Enforcement Associate Degree program which was deleted in 2001.The

problem with the program was that it was designed for active police officers and that population was not significantly large enough to sustain the program. Jobs in criminal justice services have grown in number and opportunity since PCCUA had its program and there are numerous options for jobs in the criminal justice field. The PCCUA Criminal Justice program prepares Arkansas graduates to acquire and retain jobs in a variety of criminal justice occupations. US Bureau of Labor Statistics https://www.bls.gov/oes/current/oes_ar.htm#00-0000 indicates that although Criminal Justice occupations have not grown at the pace predicted in 2016, the industry has expanded to include a much wider variety of occupational choices and more jobs for those acquiring an associate degree in Criminal Justice. These jobs are in the are in various protective services and all are experiencing some growth, according the US Bureau of Labor Statistics predicting for 2016-2026.

Table 1: Arkansas Projections for Criminal Justice and Protective Service Occupations

Occupation	Rate of Increase
Police and Detectives	7%
Sheriffs	3.5%
Private investigators	11%
Security Guards, Gaming, & Surveillance	6%
Bailiffs	20.5%
Corrections Officers	3%
Social Services/CJI Related	3&
Animal Control	8.3%
Crossing Guards	6.6%
Recreational Protection	18.9%
Homeland Security	Rates not Provided
Border Security	Rates Not Provided

Regional Need

The three PCCUA campuses serve communities residing in three Arkansas Workforce Development Areas: Eastern (Phillips and parts of Lee County), Southwest (Arkansas County), and Central (parts of Monroe County). This collective service area increases employment opportunities for those wanting to enter criminal justice occupations. Many students graduating from PCCUA do not remain in the region but travel to other parts of Arkansas for work. This is not unusual for Phillips or Arkansas Counties' graduates. Therefore, many of the CJ graduates from PCCUA may not actually work in this region but may find jobs in Little Rock, West Memphis, and Memphis. The 2016-2026 Projected Employment Opportunities List identifies significant changes for the regions served by PCCUA which include the Eastern Workforce

Development Area, the Southeast Workforce Development Area, and the Central Workforce Development Area. These areas are home to the Helena, Stuttgart, and DeWitt campuses.

Table 2: Workforce Regional Projections for Protective Service Occupations

Workforce Development Region	County	% Change	Annual Change	Annual New Jobs
Eastern Arkansas	Phillips	8.73	13	157
http://www.discover.arkansas.gov/Portals/194/Publications/Projections/2016-2026/LT%20LWDA%2016-26.pdf?ver=2019-07-22-130519-707				
Southeast	Arkansas & Part of DeShea	3.87	11	242
http://www.discover.arkansas.gov/Portals/194/Publications/Projections/2016-2026/LT%20LWDA%2016-26.pdf?ver=2019-07-22-130519-707				
Central	Part of Monroe	8.6	35	435
http://www.discover.arkansas.gov/Portals/194/Publications/Projections/2016-2026/LT%20LWDA%2016-26.pdf?ver=2019-07-22-130519-707				

Diverse Job Availability

There is not only growth for people entering criminal justice occupations but people can earn a living wage in these career choices. The diversity of occupations available to students enrolled in criminal justice programs is quite broad.

The PCCUA Criminal Justice program prepares students for careers in crime prevention and detection. The 60 hour four semester curriculum is designed to prepare students for a variety of jobs in the Criminal Justice field. The PCCUA model is a career oriented vocational program responsive to both student and employer needs. Both locally and regionally, there is a demand in a variety of criminal justice occupations, especially when examining all CJ occupations collectively. Local and regional enforcement agencies have indicated a need for better prepared enforcement agents. An Associate of Applied Science Degree in Criminal Justice meets that need.

Table 3: Criminal Justice and Protective Service Occupations and Salaries (National)

% of Grow:	Salary Per Year	Entry Level Education
CJ Major/Careers: Gaming surveillance and security guards	Work Description: security guards and gaming surveillance officers patrol and protect property against theft, vandalism, terrorism, and illegal activity.	
N/A	$24,020 per year	High School Diploma
CJ Major/Careers: Corrections Officers & Jailers	Work Description: Correctional officers are responsible for overseeing individuals who have been arrested and are awaiting trial or who have been sentenced to serve time in a jail or prison	
$16.40 per hour	$34,120 per year	High School Diploma/Associate Degree Preferred

CJ Major: Police and Sheriffs	Work Description: Police officers and sheriffs protect lives and property.	
$19.02 per hr.	$39,560 per year	High School Diploma/Associate Degree Preferred
Major/Careers: Detectives	Detectives and criminal investigators, who are sometimes called *agents* or *special agents*, gather facts and collect evidence of possible crimes.	
$29.01 per hr.	$60,340	High School Diploma/Associate Degree Preferred
CJ Major: Correctional Officers and Jailers	Probation officers, correctional treatment specialist work with, and monitor offenders to prevent them from committing new crimes.	
$16.40 per hr.	$34,120 per year	High School Diploma/Associate Degree Preferred
CJ Major/Careers: Private Detectives and Investigators	Work Description: Private detectives and investigators find facts and analyze information about legal, financial, and personal matters. They offer many services, including verifying people's backgrounds, finding missing persons, and investigating computer crimes.	
$22.64 per hr.	$45,740 per year	High School Diploma
Major/Careers: Animal Control Workers	Work Description: Work ensuring animal protection and control.	
$14.00 per hr.	$29,120 per year	High School Diploma
CJ Major/Careers: Security Guards	Work Description: Maintain order and protect life and property by enforcing local, tribal, State, or Federal laws and ordinances. Perform a combination of duties.	
$14.10 per hr.	$29,120	High School Diploma/Associate Degree Preferred
Major/Careers: Bailiffs	Keep order in the courtrooms.	
$16.44 per hr.	$34,190	High School Diploma/Associate Degree Preferred

Note: Information gathered from Bureau of Labor Statistics Occupational Outlook Handbook   http://www.bls.gov/ooh/home.htm

4. Document student demand for the program.
PCCUA Student Need
Although the PCCUA CJI program is small, there are several students who desire to pursue this major. PCCUA encourages students wanting to major in sociology or psychology to consider the CJI AAS. Not all general education students majoring in sociology and psychology are interested in a general education transfer degree.

Table 4: Current Law Enforcement CP Graduates

CERTIFICATE	2024	2023	2022	2021	2020	2019	TOTAL	AVG.
CP	16	14	15	8	21	20	94	15.6
AAS	6	4	4	3	3	5	25	4.1

High School Student Need
PCCUA has a Law Enforcement career focus as part of the Career and Technical Center. Some students taking the Law Enforcement courses are interested in enrolling in the CJI program.

II.   Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).
The three campuses make it difficult to have one CJI advisory council. Since the inception of the program, the College has worked diligently to employ faculty with diverse criminal justice backgrounds. For example, the current faculty are representatives of the following areas of justice: the legal system, the Arkansas Department of Corrections, the Arkansas State Police, the judicial system (judge) and a policeman. This adjunct faculty serve in place of a formal committee, and through meetings, provide us with input ensuring that our curriculum is current. All adjuncts have ensured that guest speakers representing various protective services and enforcement are invited to speak to the classes. A few of the faculty have required courtroom and jail visits, and other practical application experiences.

Students indicated an interest in serving with criminal justice providers in a more formal capacity making curriculum suggestions. The College implemented campus-based CJI advisory committees composed of past and/or current students and two CJI providers. Although these are very new councils, much information was gathered from these meetings, and the College intends to have these once each semester.

2. Provide an outline for each program curriculum, including the sequence of courses.
   Major Requirements in Criminal Justice Courses -30 credits.
AAS Degree Requirements
CJI 103 Law Enforcement
CJI 113 Introduction to Criminal Justice
CJI 123 Advanced Law Enforcement
CJI 143 Juvenile Justice
CJI 163 Corrections Systems and Practices
CJI 213 Legal Aspects of Law Enforcement
CJI 243 Investigation and Courtroom Protocols
CJI 233 Criminal Procedures and Evidence
CJI 263 Criminology

CJI 273 CJI Internship Criminal Justice Electives -3 credits (CJI 1103, CJI 1123) Criminal Justice Related Course-3 Credits (BH 133)

CP Degree Requirements

CJI 103 Law Enforcement I

CJI 113 Introduction to Criminal Justice

One1 course from the following: CJI 123 Advanced Law Enforcement, CJI 143 Juvenile Delinquency, CJI 1103 Special Topics Law Enforcement, CJI 1123 Special Topics/Advanced Law Enforcement

3. **State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.**

Table 5A: CJI AAS Degree Requirements

Course Number	Course Name	Course Credit
SEMESTER I		
General Education Requirements		
*EH 113/ENGL 1013	Composition I	3
*SY 213/SOCI 1013	Fundamentals of Sociology	3
*MS 123/MATH 1103 or MS 143/MATH 1003	College Algebra or College Mathematics	3
Major Requirements		
CJI 103	Law Enforcement	3
CJI 113	Introduction to Criminal Justice	3
Total Credits		15
SEMESTER II		
General Education Requirements		
*EH 123/ENGL1023	Composition II	**3**
*CT 114/CPSI 1003 or CT 153	Intro to Computer Information Systems or Computer Operating Systems	3-4
*PSY 213/PSYC 1103	General Psychology	**3**
Major Requirements		
CJI 143	Juvenile Justice	**3**
CJI 233	Criminal Procedures and Evidence	**3**
Total Credits		15-16
SEMESTER III		
General Education Requirements		
CJI 263	Criminology	**3**
*SP 243/SPCH 1003	Fundamentals of Speech	**3**
Major Requirements		
CJI 243	Investigation and Courtroom Protocols	**3**
CJI 163	Correction Systems and Practices	**3**
CJI	CJI Elective	**3**
Total Credits		15
SEMESTER IV		

General Education Requirements		
*BH 123/SOCI 2013	Theories and Treatments of Social Problems	3
*PLS 213/PLSC 2003	American Federal Government	3
Major Requirements		
CJI 123	Advanced Law Enforcement	3
CJI 213	Legal Aspects of Law Enforcement	3
CJI 273	**CJI Internship or CJI Approved Elective**	**3**
Total Credits		15
TOTAL DEGREE CREDITS		60-61

Table 5B: Certificate of Proficiency in Law Enforcement Requirements

Name		SS # or Datatel #		
Address		Phone		
Course Number	**Required Courses 6-hours**		**Semester**	**Grade**
CJI 103	Law Enforcement I			
CJI 113	Introduction to Criminal Justice			
	3 Credits from the following			
CJI 123	Advanced Law Enforcement			
CJI 143	Juvenile Delinquency			
CJI 1103	Special Topics/Law Enforcement			
CJI1123	Special Topics/Advanced Law Enforcement			
Total Semester Credit Hours for CP 9 hours				
Total Program Hours				
Hours Completed at PCCUA				
Grade Point Average				
Advisor (Signature)		Dean/Chair		

4. **Indicate the semester/year the major/program courses were last offered. Exclude general education courses. (Fall 2020-Fall 2023)**

   Table 6 A-G: CJI Course Rotations Fall 2020

Course Number	Course Section	Course Name
CJI 113	D-20 CVS	Introduction to Criminal Justice
	H-20 CVS	
	S 20	
CJI 103	D-30 CVS	Law Enforcement
	H-30 CVS	
	S-30 CVS	

Course Number	Course Section	Course Name
CJI 103	H-1	Law Enforcement
	D-1	
	S-1	
CJI 123	H-1	Adv. Law Enforcement
CJI 1113	D-1	Intro to Criminal Justice
	D-2	
	H-1	
	H-2	
	S-1	
	S-2	
CJI 123	D-1	Adv. Law Enforcement
	S-1	
CJI 153	S-1	Crime and the Law

Table 6B: Spring 2021

Course Number	Course Section	Course Name
CJI 143	D-20 CVS	Juvenile Justice
	H-20 CVS	
	S-30	
CJU 233	D-30 CVS	Criminal Procedures and Evidence
	H-20 CVS	
	S-20	
CJI 1103	H-1	Special Topics/Law Enforcement
	D-1	
	D-2	
	S-1	
CJI 1123	H-1	Special Topics/Adv. Law Enforcement
	D-1	
	S-1	
CJI 143	D-2	Juvenile Justice
	D-1	
	H-1	
	H-2	
	S-1	
	S-2	
CJI 1153	S1	Crime and the Law

Table 6C: Fall 2021

Course Number	Course Section	Course Name
CJI 163	D-30 CVS	Correction Systems
	H-30 CVS	

Course Number	Course Section	Course Name
	S 30	
CJU 243	D-20 CVS	Investigation and Courtroom Procedure
	H-20 CVS	
	S-30 CVS	
CJI 263	D-30 CVS	Investigation and Courtroom Proc.
	H-30 DVS	
	S-30	
CJI 103	D-1	Law Enforcement I
	H-1	
	S-1	
CJI 1113	D-1	Intro to Criminal Justice
	D-2	
	H-1	
	H-2	
	S-1	
	S-2	
CJI 1123	S-1	Special Topics/Advanced Law Enforcement II
CJI 123	D-1	Advanced Law Enforcement
	S-1	
CJI 153	S-1	Crime and the Law

Table 6D: Spring 2022

Course Number	Course Section	Course Name
CJI 123	D-20 CVS	Advanced Law Enforcement
	H-20 CVS	
	S-20	
CJI 213	D-30 CVS	Legal Aspects of Law
	H-30 CVS	
	S-30 CVS	
CJI 273	D-1 CVS	CJI Internship
	H-1	
	S-1 CVS	
CJI 103	H-30	Law Enforcement
CJI 1103	D-1	Special Topics/Law Enforcement
	H-1	
	S-1	
CJI 1123	D-1	Special Topics/Advanced Law Enforcement
	H-2	
	S-1	

Course Number	Course Section	Course Name
CJI 1153	S-1	Crime and Law
CJI 143	D-1	Juvenile Justice
	D-2	
	H-1	
	H-2	
	H-3	
	S-1	

Table 6E: Fall 2022

Course Number	Course Section	Course Name
CJI 113	D-20 CVS	Introduction to Criminal Justice
	H-30	
	S-20 CVS	
CJI 273	D-30 CVS	CJI Internship
	H-30 CVS	
	S-30 CVS	
CJI 103	D-30 CVS	Law Enforcement
	H-1	
	S-30 CVS	
CJI 103	S-90	Criminal Procedures and Evidence
CJI 103	D-1	Law Enforcement
	H-1	
	S-1	
CJI 1113	D-1	Foundations of Criminal Justice
	D-2	
	H-1	
	H-2	
	S-1	
	S-2	
CJI 1123	H-1	Spec. Topics/Adv. Law Enforcement
	S-1	
CJI 123	D-1	
	S-1	
CJI 153	S-1	

Table 6F: Spring 2023

Course Number	Course	Course

	Section	Name
CJI 143	D-30 CVS	Adv. Law Enforcement
	H-30	
	S-30 CVS	
CJI 233	D-20 CVS	Legal Aspects of Law Enforcement
	H-20 CVS	
	S-20 CVS	
CJI 273	D-1	CJI Internship
	H-1	
	S-1	
CJI 1103	D-1	Spec. Topics/Law Enforcement
	H-1	
	S-1	
CJI 1253	D-1	Spec. Topics/Adv. Law Enforcement
	S-1	
CJI 1153	S-1	Crime and Law
CJI 123	H-1	Advanced Law Enforcement
CJI 143	D-1	Juvenile Delinquency
	D-2	
	H-1	
	S-2	
	S-3	

Table 6G: Fall 2023

Course Number	Course Section	Course Name
CJI 163	D-30 CVS	Correction Systems and Practice
	H-30 CVS	
	S-30	
CJI 243	D-30 CVS	Investigation and Courtroom Protocols
	H-30 CVS	
	S-30	
CJI 263	D-30 CVS	Criminology
	H-30 CVS	
	S-30	
CJI 273	H-30	CJI Internship
	H-30	

College Graduation Rate

Enrollment and Productivity Outcomes/ Annual Completions: <u>**Average 4 AAS** degrees and</u> <u>**15.6 CPs**</u> during the last five years. This program **does not meet the AAS viability standard** **required by ADHE**; **However, ADHE does not consider this program nonviable because of** **the large number of CPs awarded within this cognate program.** In fact, this program was not listed on the nonviable list. Additionally, it is central to our mission and low cost. Many police officers and sheriff's do not need the AAS, they just need certain courses for advancement and that is usually only six credit hours. There was a late summer graduate who will graduate this December. If that student had been included in the summer number, the program AAS graduates would be four for 2024 4 graduates. The sixth year was not included for the Self Study calculations which are based on five years.

CERTIFICATE	2024	2023	2022	2021	2020	2019	TOTAL	AVG.
CP	16	14	15	8	21	20	94	15.6
AAS	6	4	4	3	3	5	25	4.1

ADHE indicated that CPs are considered when calculating program viability and this program was viable at the CP level. A phone meeting with ADHE representatives in November about program viability included a discussion of nonviable programs. Criminal Justice was not included in the list because ADHE considered this program viable. It is our hope that the UA System will make that same consideration.

Total Income for Five Years=$107,360.00
Total Average Income Per Year over Five Years=$21,472

Total Cost for the Program for Five Years=$40,837.50
Total Average Cost per year=$8,167.50

Future Plans: Gradually, PCCUA is beginning to move enforcement officers and CJI enrolled students through the program at a faster pace. The plan is to find a masters prepared Criminal Justice instructor. However, we have been forced to rely on adjunct instructors because we have had difficulty locating a full-time qualified instructor. We do have qualified part-time instructors and one full time English instructor with a JD degree and an MA degree in English. He prefers to teach English and we need him teaching those courses. However, he does teach a criminal justice course every semester for additional compensation.

5. **Provide syllabi for discipline-specific courses and departmental objectives for each course.**

All course syllabi have been reviewed using the PCCUA approval process. Although the Arkansas Department of Higher Education does not require use of a syllabus template, all academic divisions at PCCUA use the same syllabus template. To ascertain that all syllabi employ the template, the College has implemented an approval process. Faculty members submit course syllabi to division deans and department chairs; the syllabi are reviewed by the division review teams and, if approved, are forwarded to the Vice Chancellor for Instruction and maintained in the Vice Chancellor's office for posting to the Web Advisor. Syllabi that are not approved by the division teams are returned to the instructor, along with a Syllabus Review Form documenting the changes that must be made for acceptance. The instructor makes the required changes and resubmits to the Division Review Team for approval. Instructors who continue to submit unacceptable proposals are provided training in developing a syllabus, and all new instructors go through the training as well. The Syllabus Template and Syllabus Review has been conducted for all Criminal Justice Program syllabi and all have been approved for use with students. **(See Appendix C: Course Syllabi, Pp. 53-93).**

6. **Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.**

    a. **Curriculum Change Process**

New programs, courses, modifications and deletions are initiated at the department or division level with faculty suggestions and recommendations. Faculty evaluates and discusses curriculum changes and submits recommendations to the division dean. These proposed changes are routed through a Curriculum Change Form, located in **Appendix D: Curriculum Change, Pp. 94-95** to the Curriculum Committee of the Faculty Senate. Changes are then presented to the Instruction and Curriculum Committee for approval and inclusion in the college catalog and website. The Instruction and Curriculum Committee is a standing committee led by the Vice Chancellor for Instruction, and committee members include division deans, department chairs, Faculty Senate President, Senate representatives, and functional area supervisors. Specific procedures for adding, deleting, or modifying a course are listed in the PCCUA Policy Manual under Administrative Procedure 420.02: Procedures for Adding and Deleting Courses. **(See Appendix E: Administrative Procedure 420.02: Procedures for Adding and Deleting Courses Pp 96-98).**

    b. **New Course Proposals**

The PCCUA Board Policies and College Procedure Manuals are very specific regarding the procedure to be followed for new course proposals as outlined in Administrative Procedure 420.02 **(See Appendix E: Administrative Procedure 420.02 Procedures for Adding or Deleting Courses, Pp 96-98).** This procedure is tied to PCCUA Board Policy 420: Curriculum Management Policy.

7. **List courses in the proposed degree program currently offered by distance delivery.**

There are no distance learning courses; however, there are courses sent in a synchronous compressed video format. This is done primarily to serve the DeWitt campus which usually has a very low student enrollment.

8. **Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).**
   Not Applicable

III. PROGRAM FACULTY (full-time/adjunct/part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

The PCCUA Career and Technical Center employs Criminal Justice faculty for the DeWitt, Stuttgart and Helena campuses. Currently three faculty members teach law enforcement courses leading to a Certificate of Proficiency in Law Enforcement. All three of these instructors are employed at PCCUA. **(Faculty Bios Below).**

Helena College CJI Instructors
J. Andrews-Jeremy Andrews has an MSCJ in Criminal Justice and graduated Summa Cum Laude from Bethel University. He has had extensive training and taught at the Arkansas Department of Corrections Training Center. He has worked at the Arkansas Department of Corrections since 1992.

Amy Boyd-Amy Boyd has a BA in English from Arkansas State University and a Juris Doctorate from the University of Nevada in Las Vegas School of Law. She has extensive experience as a lawyer, prosecutor, and currently works as a Deputy Prosecutor. She has had her own law firm and has a strong background in criminal procedures and protocol.

Stuttgart College CJI Instructors
S. Flynn-Sherri Flynn has worked at the Arkansas Department of Corrections since 1997. She has a BSW in Social Work from Arkansas State University and an MS in Criminal Justice from the University of Arkansas at Little Rock.

P. Newton-Ms. Newton has a Bachelor's Degree in Criminal Justice from UALR and has worked for the last 25 years as an Area Manager for the Arkansas State Police Crimes Against Children Division where she manages and supervises a unit of eight (8) investigators covering 15 counties in Southeast Arkansas. Prior to going to work for the ASP, she worked for 7 years as an

Investigations' Supervisor for the Department of Human Services Social Investigations Unit. She has over 1000 training hours in investigations. I am also a certified Law Enforcement Instructor

D. Stayton-Darrell Stayton has a BA in Political Science from the University of Arkansas at Monticello, a Juris Doctorate from UALR, and has Theology Certificates from the University of Virginia, Nashotah House Seminary. He has extensive criminal justice experience as a policeman, military airman, prosecuting attorney, city attorney, and as a priest.

D. Warren-Donald Warren has an BA from the University of Arkansas at Pine Bluff, an MA in Business Administration from the University of Arkansas at Little Rock and a JD from the Bowen School of Law at UALR. He has completed work at the G.M.O.R. Theological Institute in Houston, Texas.

DeWitt SC Instructor:
H. Forbes-Harry James Forbes has a teaching credential and has a masters degree in Human Resource Management from Illinois State University. He is working on a masters degree in Criminal Justice. He serves as the Police Chief for St. Charles since 2010.

T. Roush-Taylor Roush has an AA in Social Science and Law and some work toward a bachelor's degree. He is a Field Technician for the U of A Rice Center from 2013-17, has been a Patrolman for Stuttgart Police Force from 2016-17 and began working for the Arkansas County Sheriff's Office in 2017 to the present

Helena-West Helena SC Instructors
R. Ballard-Robert Ballard has and AA in Education from PCCUA and a BS from the University of Arkansas in Human Resource Development. He has extensive work experience from with the Arkansas Department of Corrections and the United States Coast Guard as a Lower Mississippi River Security Officer.

Stuttgart SC Instructor:
J. Wilson-Janet Wilson has a BA in Criminal Justice and an MEd from the University of Arkansas. Ms. Wilson has extensive experience with the Department of Corrections.

2. **Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.**

The Criminal Justice program does employ adjunct faculty. The program hires individuals working in the community with appropriate credentials as adjunct instructors. Any adjunct faculty hired must meet the Higher Learning Commission (HLC) Faculty Qualification

Standards.   Faculty teaching courses must have a minimum of a bachelor's degree in criminal justice or a related field. However, the college prefers to hire faculty with a masters in criminal justice or a related field. At this time, all faculty have the preferred degree. Often when we offer the corrections or application courses, we hire people who hold a bachelors but have extensive experience in the criminal justice field.

3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee supervisor is given a new employee checklist, which must be completed in two to three weeks after the hire date. Resources for PCCUA employees are the PCCUA Policy Manual, which outlines written procedures and policies and is available in Web Advisor and the Faculty Handbook. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues are also included in the policy manual. The PCCUA Faculty Evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies. (**See Appendix F: New Faculty Checklist and Orientation, Pp. 99-100).**

An orientation is held for adjunct instructors that includes a technology introduction so that the instructors can access email, class rosters and grading information. At that time, the instructors are given an employee handbook that includes attendance policies, security information and syllabi templates. After their first semester of instruction, they take part in the student evaluation process and are monitored by division chairs (**See Appendix G: AP 364: Faculty Work Schedule, Teaching Load, Summer Course Determination Pp. 101-105).**

4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Faculty teaching full-time in the secondary center are required to teach four classes or 12 credit hours per semester. However, most of the faculty teach an additional course which means they teach 15 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term.

IV.   PROGRAM RESOURCES

1. Describe the institutional support available for faculty development in teaching, research, and service.

19

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional funds are needed, a request may be made to the division chair or dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division. Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. PCCUA is committed to professional growth for faculty. **(See Appendix H1:BP 367: Professional Growth of Faculty Members, Pp. 106-108).**

The academic excellence of a college is largely dependent upon the level of excellence of the faculty. The maintenance of high standards for employment at Phillips Community College in a faculty appointment is essential. Equally important is professional growth of the faculty member after employment.

In order to maintain the highest standards of instructional excellence, the Board expects all faculty members at Phillips Community College to continue their professional growth.

The Chancellor establishes processes and procedures to promote professional growth of faculty members identified in Administrative Procedure 367.01: Professional Growth of Faculty Members **(See Appendix H2: AP 367.01 Professional Growth of Faculty Members, Pp.106-108).**

Faculty members are expected to continue their professional growth. This growth may be accomplished in various ways, including the following.

1.   Taking additional graduate courses.

2.   Working in a professional organization.

3.   Participating in the in-service training programs.

4.   Learning applicable, discipline-specific work experience.

5.   Conducting additional research and study.
6.   Participating in community service activities.

The identification and implementation of innovative approaches to faculty and staff development will remain a high priority at Phillips Community College. Standing and ad hoc faculty/staff committees will address this important topic.

Pursuing Continuing Education beyond the Master's Degree:

Faculty members pursuing continuing education may earn increased compensation. A written request from a faculty member must initiate this process and must precede course enrollment or internship participation. Approval will not be given for enrollment or participation after-the-fact.

Additional compensation will not be granted for the completion of undergraduate credits. However, if the institution requires a faculty member to take courses at the undergraduate level, the institution will pay the tuition for such courses up to a maximum of 12 credits. The amount of tuition support provided will not exceed the maximum appropriate tuition charged by state universities (Arkansas) for a resident student. **(See Appendix H2: AP 367.01 Professional Growth, Pp.108-109).**

In addition to tuition support, the College will provide salary support at the currently contracted level, on a pro-rated basis, for employees required to enroll in coursework (graduate or undergraduate) and/or participating in training that has been required by the College. Normal travel costs (transportation, lodging, and meals) not to exceed allowable maximums will also be provided for required coursework and training.

Continuing education that is required by the College will be initiated by the Vice Chancellor for Instruction and the College Chancellor.

Options for pursuing Advanced Degrees

Procedures for faculty members pursuing advanced degree include:

1. Faculty members completing master's degrees will receive a ten percent (10%) increase in base pay, those completing a specialist's degree (masters plus 30 hours) will receive a seven-point five percent (7.5%) increase, and those completing a doctorate degree, a seven-point five percent (7.5 %) increase. In the event that a faculty member skips the specialist's level and earns a doctorate, he/she will receive compensation for both levels, which would be fifteen percent (15%). Faculty members planning to pursue advanced degrees should make their intentions known by filing a degree plan with the Vice Chancellor for Instruction prior to pursuing the degree.

2. Only earned degrees, from regionally accredited institutions of higher learning, within the faculty member's discipline, departmental curriculum and/or approved related area will be approved for salary advancement.

3. Faculty members earning advanced degrees outside of their teaching field will not be rewarded with salary advancement except in those rare cases when faculty members are required by the College to continue their education in different fields in order to meet anticipated college needs.

4. Faculty are encouraged to attend workshops and other professional development activities if funds are available. Permission to attend conferences and workshops is required. The College Professional Development funds are a primary resource for this.

However, grants such as Title III, Perkins, and other sources often fund faculty development activities.

PCCUA's comprehensive Professional Development Program provides a variety of opportunities for both faculty and professional staff. The courses are uniquely designed and facilitated by PCCUA experts in their fields.

2.   Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

Full and Part-time Faculty Professional Development Schedule
The Professional Development Program seeks to support all faculty members as they expand

PCCUA offers several kinds of professional development. Throughout the year faculty and staff have opportunities to engage in focused learning reflected though the table provided below**.** Professional practices examine their ongoing development as quality educators. Our goal is to engage teachers, scholars and practitioners in continuous improvement processes that result in student learning **(See Appendix H1 & H2: Professional Growth of Faculty, Pp. 106-107).**

Chart 1: In Service Professional Development

2023-2024 Professional Development Schedule-Kayla Holland, Faculty Development Chair				
2022-2023				
Date	**Time**	**Training**	**Location**	**Presenter**
September 7	9:00 a.m.-H 11:00 a.m.-S 1:00 p.m.-D	Smartboard Training	Helena A120 Stuttgart A136 Dewitt B104	Jason Jaco (IT Staff)
September 27 and **September 28**	12:00 p.m.-5:00 p.m. 8:00 a.m.-4:00 p.m.	Geospatial Training	Helena A107	Hanna Ford UAF Open Gate Trainer
October 12	9:00 a.m.-H 11:00 a.m.-S 1:00 p.m.-D	TR-1 Documentation	Helena A120 Stuttgart A136 Dewitt B104	Stan Sullivant or Stephanie Terry
November 9	9:30 a.m.	Excel 101	Stuttgart B104	Kayla Holland
Spring 2023				
Date	**Time**	**Training**	**Location**	**Presenter**
February 8	9:00 a.m.-H 11:00 a.m.-S 1:00 p.m.-D	Financial Aid Q&A	Helena A120 Stuttgart A136 Dewitt B104	Barbra Stevenson
April 5	9:00 a.m.-H 11:30 a.m.-S 2:00 p.m.-D	Using Institutional Data for Decision Making	Helena A120 Stuttgart A136 Dewitt B104	Blake Cannon
April 12	9:00 a.m.	Poll Everywhere and Apps	Dewitt B102	Kayla Holland

In addition, the college has three days per year set-aside for professional development. Examples of this kind of development are provided on the schedule Chart 2: In-Service Professional Development Schedule.

Chart 2: In-Service Professional Development Schedule 2023-24

2023-24 Professional Development Schedule				
Date	**Time**	**Training**	**Location**	**Presenter**
September 27	9:00 a.m. (CV)	Zoom Recording Uploading Recording into Blackboard	Helena A120 Stuttgart A136 Dewitt C101	Michelle Waites
October 11	9:00 a.m. (CV)	Avoiding Cyber Security Risks	Helena A120 Stuttgart A136 Dewitt C101	Cindy Grove
October 25		Faculty/Staff In-service		
November 1	9:00 a.m. (CV)	Diet and Nutrition Workshop	Helena N102-103 Stuttgart A136 Dewitt C101	Shelby Gentry
November 8	9:00-H 11:30-S 1:30-D	Building Paths to a Better Future: Overcoming Barriers to Student Success	Helena A120 Stuttgart A136 Dewitt C101	Debbie Hardy
November 22	9:00 a.m. (CV)	Advanced Zoom Training Details TBA	Helena A120 Stuttgart A136 Dewitt C101	Michelle Waites
February 21		Faculty/Staff In-Service		
March 6	9:00 a.m.	Geospatial Training-Stuttgart and Dewitt	Stuttgart C110	Cindy Grove
March 13	9:00 a.m.	Geospatial Training-Helena	Helena A117	Cindy Grove
April 10	9:00-H 11:30-S 1:30-D	Culturally Responsive Teaching	Helena A120 Stuttgart A136 Dewitt C101	Carol Birth
April 24	9:00-H 11:30-S 1:30-D	Excel Training	Helena A110 Stuttgart C110 Dewitt B102	Kayla Holland

In the summer, professional development opportunities are designed to engage faculty in learning which improves classroom instruction. For example, in the summer of 2018 the faculty development workshop focused on Learning Disabilities.

PCCUA recognizes the professionalism of its faculty and provides opportunities for professional development and training through college and grant funds. Additionally, PCCUA values quality instruction and encourages faculty to keep current in their teaching discipline by focusing on instruction and student learning issues. Access to workshops, webinars, conferences, and presentations are offered. PCCUA's Faculty Senate has a Professional Development Committee that works diligently to solicit topics for professional development and coordinates these presentations.

3. **Provide the annual library budget for the program or describe how library resources are provided for the program.**

Current library resources in the field

PCCUA maintains a well-equipped and staffed library on each campus to meet the information needs of students, faculty, staff, and administration. Services at all campus libraries include the information-circulation desk, interlibrary loan, print indexes, print periodicals, and bibliographic and full-text databases. Students have access to materials from other locations, both in and out of state, via interlibrary loan and the PCCUA courier. Library staff members are not only available during open hours, they also provide specialized tours for individual classes and assist faculty with specific course assignments designed to familiarize students with the library. Many instructors from several academic areas have taken advantage of these tours and have made special class assignments based on library resources. All campus libraries provide orientations, room for individual and small-group study, AV viewing rooms, computer workstations and coin-operated copiers.

PCCUA has library budgets for each campus. Table 8: Annual Library Budget illustrates the annual library budget for all three campuses.

Table 7: Annual Library Budget

<div align="center">ANNUAL LIBRARY BUDGET</div>

Campus	Helena	Dewitt	Stuttgart
Supplies/Services	21,000.00	13,000.00	13,000.00
Holdings	27,000.00	21,000.00	21,000.00
Travel	1,500.00	700.00	600.00

Library resources for student research are plentiful. See the comprehensive list of source material provided.

    a. **Library Databases and Resources**

PsycINFO

The PsycINFO® database, American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains records and summaries dating as far back as the 1600s with one of the highest DOI matching rates in the publishing industry. Journal coverage, which spans from the 1800s to the present, includes international material selected from periodicals in dozens of languages.

MLA International Bibliography

Produced by the Modern Language Association (MLA), the *MLA International Bibliography* is the definitive index for the study of language, literature, linguistics, rhetoric and composition, folklore, and film, covering scholarly publications from the early 20th century to the present. International in scope, it includes citations to journal articles, books, articles in books, series, translations, scholarly editions, websites, and dissertations, with links to full text in JSTOR, Project MUSE, and other resources. The database also includes the *MLA Directory of Periodicals* and the *MLA Thesaurus*, a proprietary, searchable collection of thousands of subject terms, and personal names used in indexing the bibliography.

MLA Directory of Periodicals
The *MLA Directory of Periodicals*, produced by the Modern Language Association (MLA), provides detailed information on thousands of journals and book series in the fields of literature, language, linguistics, film, rhetoric and composition, and folklore. Entries cover publication details, contact information, submission requirements and editorial policies, subscription terms, electronic availability and advertising, and useful statistics such as circulation, average number of articles submitted and published, time from submission to decision, and time from decision to publication. All periodicals and book series indexed in the MLA International Bibliography are listed in the directory.

GreenFILE
GreenFILE offers well-researched information covering all aspects of human impact to the environment. Its collection of scholarly, government and general-interest titles includes content on global warming, green building, pollution, sustainable agriculture, renewable energy, recycling, and more. The database provides indexing and abstracts for more than 384,000 records, as well as Open Access full text for more than 4,700 records.

Teacher Reference Center
Teacher Reference Center provides indexing and abstracts for 280 of the most popular teacher and administrator journals and magazines to assist professional educators.

Library, Information Science & Technology Abstracts
Library, Information Science & Technology Abstracts (LISTA) indexes more than 560 core journals, nearly 50 priority journals, and nearly 125 selective journals; plus books, research reports and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more. Coverage in the database extends back as far as the mid-1960s.

eBook Collection (EBSCOhost)

Academic Search Premier
This multi-disciplinary database provides full text for more than 4,600 journals, including full text for nearly 3,900 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles.

Readers' Guide Retrospective: 1890-1982 (H.W. Wilson)
Readers' Guide Retrospective™: 1890-1982 provides indexing of over three million articles from more than 550 leading magazines, including full coverage of the original print volumes of *Readers' Guide to Periodical Literature™*. This important resource offers a wide range of researchers' access to information about history, culture and seminal developments across nearly a century.

eBook Academic Collection (EBSCOhost)
This growing subscription package contains a large selection of multidisciplinary eBook titles representing a broad range of academic subject matter, and is a strong complement for any

academic collection. The breadth of information available through this package ensures that users will have access to information relevant to their research needs.

Consumer Health Complete - EBSCOhost
Consumer Health Complete is a comprehensive resource for consumer-oriented health content. It is designed to support patients' information needs and foster an overall understanding of health-related topics. *Consumer Health Complete* provides content covering all areas of health and wellness from mainstream medicine to the many perspectives of complementary, holistic and integrated medicine. In addition, *Consumer Health Complete* includes the *Clinical Reference System* and the *Lexi-PAL Drug Guide*, which provides access to up-to-date, concise and clinically relevant drug monographs. The database is updated on a weekly basis.

CINAHL Complete
CINAHL®Complete is the world's most comprehensive source of full-text for nursing & allied health journals, providing full text for more than 1,300 journals indexed in *CINAHL*. This authoritative file contains full text for many of the most used journals in the *CINAHL* index, with no embargo. *CINAHL®Complete* is the definitive research tool for all areas of nursing & allied health literature.

MEDLINE
MEDLINE provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. Created by the National Library of Medicine, *MEDLINE* uses MeSH (Medical Subject Headings) indexing with tree, tree hierarchy, subheadings and explosion capabilities to search citations from over 5,400 current biomedical journals.

Academic Search Elite
Academic institutions worldwide depend on this database as their core resource of scholarly information. *Academic Search Elite* contains full text for more than 2,100 journals, Nearly 150 journals have PDF images dating back to 1985.

Regional Business News
This database provides comprehensive full text coverage for regional business publications. *Regional Business News* incorporates coverage of more than 80 regional business publications covering all metropolitan and rural areas within the United States.

Business Source Elite
This business database provides full text for over 1,000 business publications. The rich collection of titles in *Business Source Elite* provides information dating back to 1985. More than 10,100 substantial company profiles from Datamonitor are also included. This database is updated on a daily basis via EBSCO*host.*

ERIC
ERIC, the Education Resource Information Center, provides access to education literature and research. The database provides access to information from journals included in the *Current Index of Journals in Education and Resources in Education Index*. Content includes journal articles, research reports, curriculum and teaching guides, conference papers, dissertations and theses, and books dating back to 1966.

Health Source - Consumer Edition
This database is the richest collection of consumer health information available to libraries worldwide, providing information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health. *Health Source: Consumer Edition* provides access to nearly 80 full text, consumer health magazines.

AHFS Consumer Medication Information
AHFS Consumer Medication Information is a trusted source and recognized standard for patient drug information, available in both English and Spanish. Published by the American Society of Health-System Pharmacists, AHFS includes more than a thousand drug information monographs written in lay language for consumers and has been a Top Ten Award Winner in the Department of Health and Human Services National Consumer Education Materials Contest. This content is updated monthly.

Health Source: Nursing/Academic Edition
This database provides nearly 550 scholarly full text journals focusing on many medical disciplines. *Health Source: Nursing/Academic Edition* also features the *AHFS Consumer Medication Information*, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names.

TOPIC search contains full text for over 150,961 articles from 475 diverse sources including international and regional newspapers, EBSCO's unparalleled collection of periodicals, biographies, public opinion polls, book reviews, pamphlets, and government information.

Legal Collection
This database contains full text for more than 250 of the world's most respected, scholarly law journals. *Legal Collection* is an authoritative source for information on current issues, studies, thoughts and trends of the legal world.

MAS Ultra - School Edition
Designed specifically for high school libraries, this database contains full text for nearly 500 popular, high school magazines. *MAS Ultra – School Edition* also provides more than 360 full text reference books, 85,670 biographies, over 107,000 primary source documents, and an Image Collection of over 510,000 photos, maps & flags, color PDFs and expanded full text backfiles (back to 1975) for key magazines.

MasterFILE Premier
Designed specifically for public libraries, this multidisciplinary database provides full text for nearly 1,700 periodicals with full-text information dating as far back as 1975. Covering virtually every subject area of general interest, *MasterFILE Premier* also contains full text for nearly 500 reference books and over 164,400 primary source documents, as well as an Image Collection of over 592,000 photos, maps & flags. This database is updated daily via EBSCO*host*.

Funk & Wagnalls New World Encyclopedia
This database provides over 25,000 encyclopedic entries covering a variety of subject areas.

Middle Search Plus
Middle Search Plus provides full text for more than 140 popular, middle school magazines. All full text articles included in the database are assigned a reading level indicator (Lexiles). Full text is also available for thousands of biographies and historical essays. *Middle Search Plus* also contains 84,774 biographies, 105,786 primary source documents, and a School Image Collection of photos, maps and flags

Newspaper Source
Newspaper Source provides cover-to-cover full text for more than 40 (U.S.) & international newspapers. The database also contains selective full text for 389 regional (U.S.) newspapers. In addition, full text television & radio news transcripts are also provided.

Primary Search
Primary Search provides full text for more than 70 popular, magazines for elementary school research. All full text articles included in the database are assigned a reading level indicator (Lexiles), and full text information dates as far back as 1990.

Professional Development Collection
Designed for professional educators, this database provides a highly specialized collection of nearly 520 high quality education journals, including more than 350 peer-reviewed titles. This database also contains more than 200 educational reports. *Professional Development Collection* is the most comprehensive collection of full text education journals in the world.

Vocational and Career Collection
Vocational & Career Collection is designed for vocational and technical libraries servicing high schools, community colleges, trade institutions and the general public. This collection provides full text coverage for nearly 340 trade and industry-related periodicals.

<u>Opposing Viewpoints in Context</u>
Opposing Viewpoints in Context is an engaging online experience for those seeking contextual information and opinions on hundreds of today's hottest social issues. Drawing on the acclaimed Greenhaven Press series, the solution features continuously updated viewpoints, topic overviews, full-text magazines, academic journals, news articles, primary source documents, statistics, images, videos, audio files and links to vetted websites organized into a user-friendly portal experience.

<u>Literature Criticism Online</u>
Gale™ takes literature, history and culture to the next level with the largest, most extensive compilation of literary commentary available: *Literature Criticism Online*. Imagine centuries of analysis - the scholarly and popular commentary from broadsheets, pamphlets, encyclopedias, books and periodicals - delivered in an easy-to-use 24/7 online format that matches the exact look and feel of the print originals. The net result is tens of thousands of hard-to-find essays at your fingertips. It's all designed to raise the level of research while providing the around-the-clock remote access that today's research demands.

4. **Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).**

No other instructional resource materials are required other than an instructor.

Staff – Four part-time faculty teach the college courses; two full time faculty, and three adjunct or part-time faculty teach in the Secondary Area Technical Center

Academic Support – comprehensive support is available for the students enrolled in the Criminal Justice program

- Equipment – no equipment is needed to operate this program.

- Office Furniture – no specific resources are required.

- Space Renovation – no special resources are needed.

There is ample classroom space for the Criminal Justice program on all three campuses. On the Stuttgart campus, the CJI classes are in a dedicated classroom on the main campus. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus currently houses the CJI program in the Technical and Industrial Building. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations and have computer and CVD accessibility.

A student enrolled in the CJI program has all the resources available which any PCCUA student needs for success (testing, placement, advising, special needs services, student activities, and more). PCCUA keeps the student service and support of each campus fully maintained. The overall direction of student services is under the supervision of the Vice Chancellor for Student Services and Registrar. All College initiatives engage faculty and staff in that college work. Almost all the initiatives enhance student support or instruction. Registration, testing, placement, financial aid, work-study, advising, disabilities services, Student Support Services (SSS), and tutoring are part of Student Services. The Catalog is the framework for all academic and support information for students and the CJI Program of Study, course descriptions, and Guided Pathway are listed in the PCCUA Catalog. The Student Handbook is very important to students for support and assistance with information about navigating college life. The Student Handbook is given to each student at the mandatory orientation for all new and returning students. A list of services is provided in the Student Handbook.

Testing and Placement -ACCUPLACER testing is free and available for students and potential students. PCCUA assigns every student an advisor and once ACCUPLACER Test results are available, which is immediately after testing, that student is sent to meet with an advisor.

Advising-Each campus has one full-time advisor and some faculty advisors (early childhood, nursing, business). Advisors assist students with selecting majors, career exploration, schedule

building and a variety of other support activities. An Individual Career Plan (ICP) helps students identify a career pathway. This ICP is an academic map which allows advisors to help students identify and select a major facilitating a more direct pathway to completing a certificate or degree.

Financial Aid- Full-time employees are dedicated to student financial aid. Students seeking financial aid and other kinds of scholarships are assisted with preparing the application, the FAFSA, and given information and guidance about the process of receiving aid.

Admissions and Registration - Students may register for classes on any campus. When pre-registration begins for the fall and spring or anytime during the summer.

Student Support Services (SSS) -SSS serves low-income, first-generation college students, and individuals with disabilities evidencing academic need. It is designed to increase retention, graduation, and transfer rates of eligible students. Services include instruction in study skills, tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy.

Students with Disabilities - Students can make an appointment to meet with a Disability Coordinator on the home campus as early as possible during a particular semester, preferably before a semester begins. A Disability Coordinator is located on each campus and these individuals also serve as advisors. Students may obtain an Application for Disability Services Form from the coordinator or online at www.pccua.edu/studentswithdisabilities

Tutoring -Tutoring is available to students on each campus and that service can be accessed by contacting the Learning Center Coordinator. The College encourages the faculty to provide tutoring because it is difficult to find tutors in certain disciplines (science and math). It is also difficult to train and retain tutors.

Bookstore -The BBA Solutions Bookstore is located on each campus and can provide not only textbooks but also has classroom supplies, college apparel and gift items. Bookstore hours are posted on each campus. Book buy back dates are during the week of finals in December and May and after the last week of Summer II.

Complaints - PCCUA students are always encouraged to seek informal resolution to issues or problems. However, information and assistance for filing a formal resolution is provided. The Vice Chancellor for Student Services and Registrar will travel from one campus to another to address formal complaints. College policy is to address all complaints informally at the lowest level, if possible.

Career Pathways - The Arkansas Career Pathways (ICP) initiative is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas's low–income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. One CP specialist is located on each campus.

Student Success (financial and career coaching) PCCUA uses Student. Success coaches to provide career and financial coaching strategies. All coaches are trained and present the same curricular activities as the other two campuses. Student Success courses are tied to enrollment in Basic Writing II and Composition I. This allows the College to reach almost all students with Student Success support.

Student Support Labs – All campuses have a multi-purpose learning center for students to use. Students can receive tutoring. It is also used testing and review. Many students go there to study or work on assignments. College faculty and staff can volunteer to work with students in this lab.

Academic Appeal – all students have full access to the academic appeal process information and forms. This process begins with the student's instructor. The Faculty Senate Academic Standards Committee hears appeals and is composed of faculty from all three campus

5. Provide a list of program equipment purchases for the past three years.

The Criminal Justice Program has not purchased equipment. However; academic support for technology and materials and supplies included the following:

The Stuttgart and DeWitt campuses suffered from inadequate internet connections. The instructors use the internet to communicate with students and to make and correct assignments, and various other communication functions. In the late Spring of 2019, the College was able to collaborate with AREON to offer higher quality internet connections in Arkansas County. This has greatly enhanced the delivery of all student instruction and the access by students of any on-line communication and work assignments.

Supplies such as paper.

V.   INSTRUCTION VIA DISTANCE TECHNOLOGY

This section should be completed if at least 50% of any program/major course is delivered electronically. NOT APPLICABLE

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees. NA
2. Summarize the policies and procedures to keep the technology infrastructure current. NA
3. Summarize the procedures that assure the security of personal information. N/A

4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:
   - Advising
   - Course registration
   - Financial aid
   - Course withdrawal
   - E-mail account
   - Access to library resources
   - Help Desk
5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities. Covid made dramatic changes in contact with all student in courses because we were forced to teach remotely.
6. Describe the orientation for students enrolled in distance technology courses/programs.
7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

VI.   MAJORS/DECLARED STUDENTS

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

Tables 8A-G: Graduates/Majors Declared
MAJORS DECLARED/COST PER COURSE

Term	CJI 103	CJI 113	CJI 123	CJI 143	CJI 163	CJI 213	CJI 243	CJI 233	CJI 263	CJI 273
2021F	49	-	23	-	12	-	11	-	10	4
2022S	2	-	11	81	-	12	-	1	-	3
2022S1	-	-	-	-	-	-	-	1	-	-
2022F	38	7	13	31	-	-	1	-	-	3
2023S	38	-	1	45	-	-	1	9	7	3
2023F	35	-	22	30	17	-	22	1	17	-

The classes are offered every four terms. The courses serve local law enforcement officials. Most law enforcement officer receive experiential credit for CJI 113. If a student needs a course within the CJI course rotation, PCCUA offers it as an independent study.

2. Describe strategies to recruit, retain, and graduate students.

Recruitment of Students at PCCUA involves a diversified strategy to enroll new students. The recruitment team, led by the Director of Enrollment Management, focuses recruitment efforts on public and private schools in Arkansas and Mississippi. The Phillips County public high schools are: Helena-West Helena School District, Marvell-Elaine School District, Lee High School, and the Barton School District. The private Arkansas high schools are: Marvell Academy, Lee Academy (Marianna, Arkansas), and Desoto School. The Arkansas County schools are Stuttgart School District and DeWitt School District. In addition,

recruitment is pursued in Clarendon School District, Dumas School District, England Schools, Hazen Schools, Carlisle Schools, and private school Evangelical Methodist School. In addition, the team recruits from the Knowledge Is Power Program School (KIPP) located in Helena, Arkansas. In Mississippi, the recruitment team recruits students from Clarksdale Public Schools and Clarksdale's private school, also named Lee Academy. Retention and success of students is a priority at PCCUA.

One of the College's retention and success activity is the faculty initiated Early Alert System. The Early Alert System is an effort to contact and provide support to students who are in danger of failing because on nonattendance or a lack of preparation. With the Early Alert System, faculty members alert the student's advisors detailing the problem(s). The student success coordinator and/or the advisors contact the student and try to input some intervention strategies. When possible, intervention is done within the first few weeks of classes increasing the possibility of the successfully completion of the term.

The Secondary Area Technical Center students are actively recruited for the AAS in Criminal Justice. This is a definite advantage for these students because they can enter the PCCUA CJI program with 3-9 credits depending on what courses that have taken.

Some potential students are requited from individuals actively engaged in criminal justice work. In these cases, those applicants can request Prior Learning Assessment to gain credit hours for work completed. It is not unusual for a law enforcement officer to enter the program with 6-9 credit hours based on the PLA. The PLA form used by the college is specific. (See Appendix F: Prior Learning Assessment for Criminal Justice).

Academic Advising- Every Criminal Justice student is assigned an advisor who is familiar with the program. CJI advisor are knowledgeable about this program and advise students regarding program requirements, degree requirements, and college services.

Advisor Early Alert- faculty sends referrals to Advisors to resolve problems or issues with class attendance, tutoring, advising, or other needs.
Student email address- each student is provided a college email address to improve communication between the student and instructors as well as the college staff.

Student support services- this program motivates and supports students in their academics through advising, financial aid counseling, and advocacy.

Student orientation- a college wide orientation is required for new and returning students each fall semester to provide them with skills and resources to improve student success.

Faculty office hours- faculty utilize this time to meet with students one on one.

3. **Provide the number of program graduates over the past three years.**

   Table 9: Current Law Enforcement CP Graduates

Certificate	2023	2022	2021	2020	2019	Total	Avg.
CP	14	15	8	21	20	78	15.6
AAS	4	4	3	3	5	19	3.8

VII.   PROGRAM ASSESSMENT

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

The Criminal Justice Program at PCCUA is designed to prepare student to enter a wide range of enforcement and justice occupations. Graduates need to possess numerous skills to perform many tasks related to these enforcement and justice jobs in various career areas. Instruction produces career prepared students who can demonstrate the following behaviors:

- Personal awareness
- Trace the history and development of criminal justice and delivery in the United States
- Demonstrate criminal justice competency requirements
- Demonstrate knowledge of the social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness through the general education core curriculum.
- Identify and exhibit problem-solving skills that will correspond to criminal justice study.
- Prepare for transfer to a four-year college or university to receive a baccalaureate degree in Criminal Justice after completing a two-year degree.
- Demonstrate an understanding of policing and enforcement in the criminal justice occupations.
- Apply knowledge of criminal justice through real life scenarios.
- Demonstrate written competency of criminal justice concepts and theories.
- Observe and analyze ethical and professional obligations of the criminal justice agent in varied criminal justice roles.
- Demonstrate an understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).
- Identify and apply practices appropriate to the criminal justice type of investigation.

Although the course student learning outcomes and course examination procedures vary from instructor to instructor, all students have a third week assessment to demonstrate knowledge of the course discipline. These are most often a test, paper, demonstration or similar major assessment which reflects comprehension of the subject. The third week assessment is important to identify if a student is having difficulty with course material. If a student is having difficulty, that student is assigned a tutor or provided with another form of academic assistance. A variety of indicators will be used in the courses including quizzes, papers, assignments, tests, mid-term exams, and final exams. The grading scale will be set by the instructor. Generally, it is 90-100

for an "A", 80-89 for a "B", 70-79 for a "C", and 60-69 or sometimes 65-69 for a "D". Anything lower than the "D" numerical score is an "F".

Local law enforcement agencies have embraced our Criminal Justice degree with a liberal arts foundation drawing from multiple disciplines and with objectives including the PCCUA core competencies: Social and civic responsibility, Technology utilization, Analytical and critical thinking, Communication, and Cultural awareness. The College refers to these as STACC competencies. Ideally, our graduates possess skills in these core indicators. By addressing these indicators in the curriculum, the College ensures graduates possess effective communication and awareness skills and an understanding and sensitivity to the social diversity of our communities. All agencies indicated that they would like to recruit graduates with good written and verbal skills, and strong intrapersonal and interpersonal skills essential to work placement.

Specific learning outcomes assessed include the following:
- Oral, written, and computer occupational skills **for** all courses
- Safety, security, and emergency procedures in the workplace
- Legal and ethical responsibilities in criminal justice occupations
- Theories and Treatments of Social Problems, BH 123
- Practical Application of Theory through Working in a CJI Setting

Methods of assessment include tests, papers, discussion, participation, field observations, professional assessment of goal completion, student evaluation, and workplace satisfaction inventory. The PCCUA CJI Program has Advisory Committees in Phillips and Arkansas Counties which meet annually. The committee is comprised of the Vice Chancellor for Instructor, the Arts and Sciences Department Chairs, current and past student and CJI community representatives. The meetings consist of focused discussion of best practices, recommendations and suggestions for the program's success.

Assessment of Student Learning: Criminal Justice

GOAL 1: Students earning an Associate of Applied Science or Technical Certificate degree will be prepared for entry-level positions in their chosen field.

MEASURE: 85% of the students will achieve an average score of 70 on the Internship Field Experience, the Student Learning Plan, and the program simulation projects.
MEASURE: 85% of the employers return the Employer Satisfaction Survey will express satisfaction with CJI graduates. See Table 10A: Goal 1: Assessment Outcomes.

Table 10A: Goal I Assessment Outcomes

2023 S	2023 F
Internship Success Rates	
95%	100%
Employer Satisfaction	
85%	100%

GOAL 2: Students earning an Associate of Applied Science or Technical Certificate seeking employment in their chosen field will be employed within 6 months of graduation. See Table 10B: Goal 2 Assessment Outcomes.

Table 10B: Goal 2 Assessment Outcomes

2023 S	2023 F
Employed Within 6 Months of Graduation	
100%	100%

GOAL 3 : Students earning an Associate of Applied Science or Technical Certificate who return the graduate survey within 6 months of graduation will express overall satisfaction with the program. Seal Table 10C: Goal 3 Assessment Outcomes.

Table 10C: Goal 3 Assessment Outcomes

2023 S	2023 F
Program Satisfaction	
N/A	100%

GOAL 4: Students earning an Associate of Applied Science or Technical Certificate will demonstrate proficiency in college core competencies. See Table 10D: Goal 4 Assessment Outcomes.

Table 10D: Goal 4 Assessment Outcomes

Responses to Graduate Survey 2018-2023
Percent indicating, they made some or substantial progress toward the specific goals. Yellow highlights indicate a change in the outcome from year to year.

Statement	2018 (142)	2019 (127)	2020**	2021 (102)	2022 (112)	2023 (107)
Quality of instruction is good or excellent	99	98		93.5	96.5	97.2
Satisfied with program of study	95	97		94	96.25	97.19
Acquire career training	94	98		92.75	90.9	94.39
Improve leadership skills	97	98		91	90	94.39
*More skilled in meeting and relating to others	95	98		93	93.8	95.33
*Acquire skills in technology	95	97		94	93.7	92.52
*Develop oral and written communication skills	97	97		95	95	94.39
*Learn to think critically	97	97		96	96.75	94.39
*Acquire knowledge and appreciation of	93	85		90	92.75	86.92

art, music, history, and literature						
*Understand science and scientific reasoning	94	93		92	91.25	85.98
Improve self confidence	97	96		95	94	95.33
*Recognize and respond to diversity of people and cultures	94	97		96	94.5	94.39
Acquire skills and knowledge related to daily life	94	97		96	95.25	94.4
Understand the constitution, government, and political processes	89	86		88.75	89.5	87.85
*Understand appreciate the importance of community involvement	95	95		93.5	92.5	93.45
*Acquire math skills related to my area of study	93	95		93.75	91.25	92.53
*Learn to solve problems	97	96		95.75	95.5	93.45

*Measure Core Competency

**NOTE: Covid – Virtual Graduation

2. Describe program/major exit or capstone requirements.

The CJI 273, Internship is designed to provide an application of criminal justice practices in the workforce setting. The internship experience provides an opportunity for students to apply classroom knowledge with on-the-job training. All interns are under the direct supervision of an instructor. Students have 15 direct contact hours with the instructor and completes 90 contact hours in the field.

3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

Faculty are evaluated in 3 ways: 1) Student evaluation of instruction, 2) portfolio evaluation by two faculty, 3) dean evaluation of portfolio. Once the evaluation is completed the dean reviews the outcome with the faculty member. Instructional delivery and instructional design are the core components of the PCCUA Faculty Performance Review. Instructional delivery assessment is measured by student evaluation of the faculty. Each faculty member selects two classes with a minimum enrollment of 20 (if possible) for evaluation at the beginning of each semester. Students enrolled in the two classes are one source of the faculty member's evaluation. Instructional design assessment is measured based on peer and division dean perceptions of faculty performance. The portfolio is used to display primary artifacts which document work which include syllabi, student learning objectives, demonstrations of instruction and assessment. College service, community service, and professional development activities are also a focus of this portion of the review. One peer reviewer, division dean or chair (depending on the division) and a faculty member who is assigned by the Faculty Association are selected to review the portfolio (3 reviewers). Criteria used for the review include grades, reports, student documentation, and other evidence. In addition, classroom management resources are used to evaluate course management. Faculty who dispute assessment outcomes provided by any or all of the reviewers may appeal the outcome of the evaluation. The process allows the Faculty

Evaluation Appeal Committee to hear appeals and makes recommendations about appeal outcomes to the Vice Chancellor for Instruction. The final decision about whether to accept or reject the appeal rests with the Vice Chancellor for Instruction.

4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

PCCUA has an agreement with the University of Arkansas at Fort Smith for students desiring to transfer to a four-year program. The UAFS program is an on-line program and consistently receives high rankings among national CJI university programs. Other colleges to which many of our students transfer include the University of Arkansas at Little Rock, Delta State University, and the University of Central Arkansas.

5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

PCCUA has some student transferring to a four-year college; however, the program is too new to determine who and how many might enter graduate programs. We do intend to track that suing a graduate survey form.

Some students may desire to transfer to a college or university. Both the University of Arkansas at Fort Smith and the University of Arkansas' e-Versity offer the opportunity for PCCUA graduates in criminal justice to complete an on-line baccalaureate degree.

6. Provide aggregate results of student/alumni/employer satisfaction surveys.

PCCUA has graduate surveys and we do provide employee satisfaction surveys from internship site agents. The next program plan is to implement surveys for those placed in jobs. The Advisory Committee has been discussing how frequently this should be done. There is a difference of opinion about this. Some believe it should be administered six months after placement and others think it should be administered one year after placement. We only have recent graduates so this will be implemented in the near future.

7. Describe how the program is aligned with the current job market needs of the state or local communities.

The Criminal Justice program is a paraprofessional program, and often graduates do not earn high wages. In addition, the capstone practicum experience required for the AAS places the student in a good positon to be hired because of the skills learned in the workplace setting. Graduates are more likely to advance to a leadership position with an AAS. Note the difference in median annual wages between the AAS and TC positions in Chart 3: Entry Level, Median and Experienced Annual Wages.

Chart 3: Entry Level, Median and Experienced Annual Wage

Occupation	Entry level Wage	Median Wage	Experienced Wage
All Protective Services	$9.55	$14.64	$17.67
Police & Sheriffs	$13.28	$19.02	$21.89
Police Dispatchers	$10.77	$14.26	$16.00
Correctional Off/Jailers	$13.09	$16.40	$18.06
Animal Control	$10.62	$14.00	$15.69
Security Guards	$10.05	$14.10	$16.13
Bailiffs	$12.49	$16.44	$18.41

8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

The program is new but at this time PCCUA has 100% job placement.

Table 11: CJI Job Placement

Degree or Certificate	2023	2022	2021	2020	2019
CP LAW ENFORCEMENT	14	15	8	21	20
AAS LAW ENFORCEMENT	4	4	3	3	5

For undergraduate career and technical education programs only, provide the following:
- **Names and location of companies hiring program graduates.**

Majority of the students graduating transfer to other Criminal Justice programs at four-year colleges. Graduates have transferred to the following colleges as CJI majors: UAPB, UALR, UAFS, UCA.

Two are working in criminal justice occupations at the following places:

Phillips County Police Department
98 E Plaza St
West Helena, AR 7239

Arkansas County Prosecuting Attorney's Office
305 S College St
Stuttgart, AR 72160

- **Average hourly rate for program graduates.**
  The average wage is slightly higher than minimum wage $15.00 per hour.

- **Names of companies requiring the certificate/degree for initial or continued employment.**

A majority of the students in the program have transferred to four-year programs and not directly into employment. Both students entering the workforce provided evidence of their PCCUA educational background. See Place of Employment listed above.

VIII. PROGRAM EFFECTIVENESS (strengths, opportunities)

The Criminal Justice program has benefitted from qualitative information gathered from numerous sources: the faculty and staff anecdotal information, student surveys, input from the community (CJ Advisory Council), and data outcomes inform decisions.

Through the self-study process, the Criminal Justice Program Review Team was able to identify program strengths and weaknesses. These weaknesses were used as a benchmark for improvements.

In order to gain a better sense of the student perspective of the program and help determine program strengths and weaknesses, a CJ Survey was administered to students at PCCUA. This qualitative information gathered from Phillips and Arkansas County students was helpful in gaining a greater awareness of program strengths and areas which may need change. These outcomes are very important and useful in informing decision making about the program. Survey summaries and a consolidated summary are provided for review. **(See Appendix I: Criminal Justice Student Survey Responses, Pp. 109-117).**

Summary of the CJ Survey Responses from the Helena Students
Most students are satisfied and two-thirds of the students are very satisfied with the program. Two areas identified as being just satisfactory include the day class schedule and the other is the practicum schedule. One-third of the students are Career Pathways students, all of the students surveyed are receiving financial aid, one-third of the students surveyed have part time jobs. All students surveyed indicated that they will continue to take classes at PCCUA and would recommend the program to a friend.

Most of the students had very little to say about offering more CJ classes or about the scheduling. Most students identified the program as being very good and they enjoyed the faculty, 78% indicated that they were extremely satisfied with the quality of instruction. In addition, only 44% of the students gave examples of things that they would change if they could and the other 56% said they would change nothing. One student did not like staying late and commented on the extra activities. It was difficult to determine by the response if the student liked these or disliked these extra activities.

The responses were informative and after reviewing the mostly positive comments, the

Department Chair has decided to discuss extra-curricular activities and examine the practicum experience to determine if areas of this part of the learning experience needs adjustment or modifications.

Summary of the CJ Survey Responses from the Arkansas County Students
Most students are satisfied and half of the students are very satisfied with the program. Two areas identified as being just satisfactory include the day class schedule and the other is the practicum schedule. About 83% of the students are Career Pathways students, 83% of the students surveyed are receiving financial aid, one-third of the students surveyed have part time jobs. All students surveyed indicated that they will continue to take classes at PCCUA and would recommend the program to a friend.

Most of the students had very little to say about offering more CJ classes or about the scheduling and only one student was dissatisfied with only two courses per week. Most students identified the program as being very good and they enjoyed the faculty. All student were satisfied with the

program and two-thirds indicated that they were extremely satisfied with the quality of instruction. Most of the students gave good examples of things that they would change if they could such as, having more hands-on experiences, and offering the classes in one place. All student made comments about what they liked best about the program and the instructors are obviously the strength of this program. Students also commented on the curriculum and continuity within the program.

The responses were helpful in determining if there need to be some changes in Arkansas County. The Department Chair will investigate the concerns related to support students need related to financial aid and the business office. The problem with extended day and night classes is that it is difficult to provide comprehensive services to that student group because most offices are closed by 4:30. The Department Chair has decided to discuss the possibility of adding some different courses related to forensics or determine if more forensic information can be integrated into the curriculum of specific courses. Additionally, there may be a need for students to visit the other campuses for some special kind of hand-on experience. It might be useful to bring students from all campuses together at least once a semester.

Conclusions Related to Collective Outcomes from All CJ Student Surveys
Collectively, it appears there is student interest in having more forensic science in the program, and more hands-on experiences. Although only one student mentioned an interest for summer courses, the College may want to explore this as an option to offer more CJ courses. Only one student mentioned book concerns but there were comments in the forced choice section which addressed the business office and financial aid assistance concerns. It would be helpful to determine how these part-time, evening students can be better served with support from these offices. The CJ program has strong, experienced instructors who know their subject area and students respond well to them. Most student enjoy the subject content. The consolidated outcomes confirms that most student are satisfied with the program. However, it is clear that students would like more hand-one experiences. This needs to be a priority with the instruction and it may mean developing out of class opportunities.

1. **List the strengths of the program.**

Strengths:

      a. <u>Small classes</u>: The CJI program offers small class sizes that allow for more intense/deeper engagement between faculty and students as well as increased engagement with each other. The cooperative interaction between students, whether they are texting each other about assignments or helping each other with transportation, allows for more connection to their peers (similar to a cohort). These stronger connections also allow for deeper classroom discussions. As an instructor it helps to tailor some of the material to the class's interests and strengths.

      b. <u>Internship:</u> Internships are an important part of the CJI program. This capstone not only allows students the opportunity to gain "real world" work experience, but often places the student in a good position to be hired by the internship site. One of the advisory council members noted that she was able to get to know the student's work ethic and would be more likely to hire a successful internship student if there was an

open position. Supervisors have commented that the internship was beneficial for them and saw it as receiving an "unpaid" staff person.

    c. The professional experience of faculty is exceptional. All have extensive criminal justice experience.

2. List the areas of the program most in need of improvement.

Improvements

    a. Course development: The team believes it may be beneficial to examine the possibility of offering more 2+2 programs that feed into the CJI programs.

    b. Field trips: In order to provide more experiences to explore a variety of jobs in the field, the instructors incorporate several field trips to agencies or programs at CJI agencies. However, it has been difficult to do visit four-year campuses because we have an evening and night program and many of the students and all adjunct faculty work.

    c. Program Facilitator/coordinator: A program coordinator or lead instructor would improve the program because this person could recruit more effectively, plan activities, and ensure that the cohort has a sense of "espirit de corps" creating a cohesive bond. The CJ Advisory Council recommended hiring an activities coordinator for the program. Although the program was initially designed for a full-time instructor, the use of multiple adjunct with varied criminal justice experiences has proven to be valuable from the students' perspective. However, students did mention the need for more hands-on experiences. A program coordinator could set-up demonstrations, speakers, and field trips. This person could also supervise the internships and keep contact with the agencies where students doing internships are placed.

    d. Recruitment: Recruiting CJI students from the Secondary Area Technical Center has been difficult. The Committee would like to determine a more effective method to recruit students from this population.

    e. Online Options: One suggestion made by the CJ Advisory Council was to take advantage of the growing number of students taking online courses and offer one or two online classes per semester. The program advisors thought this was a good idea and believe the online option would allow the College to schedule more online classes per semester and move students through the criminal justice program at a faster pace.

    f. Background Check and Mandated Reporting: The CJ Advisory Council discussed the Arkansas Mandated Reporter Training requirement and all faculty and students do participate in this training. The College is in the process of implementing a background check process for students to have before being placed in an internship. This would also be used when hiring faculty.

g. Forensics: The students indicated a desire for more forensics classes. Most of the four-year program leaders prefer that these courses be offered at the junior and senior level. However, this conversation led to a discussion among the Council members about the need for forensic technology. It was determined that this was something the program leaders would explore and all Council members believed that the use of technology in forensics had grown and it would be necessary to ensure PCCUA graduates possessed some of the technology skills needed in the forensics area.

h. High School to College: The CJ Program needs to build stronger ties with the high school program. The Secondary Area Technical Program has students who earn a Certificate of Proficiency in Law Enforcement. These students need to be recruited for the CJ program.

3. List program improvements accomplished over the past two years.

Improvements over Last Two Years

Incorporating Blackboard Learning in the past two years has enhanced the learning opportunities, especially for those CJI students working full time. The formation of the Advisory Council has helped the program with community relations and suggestions.

Members of the CJ Advisory Council believe that the College needs to examine possibilities for the CJ program which may come with the opening of the new Phillips County Jail. In addition to the jail, there will be a Justice Complex which will house multiple agencies related to parole, probation, state police, city police, and other justice workers. Once this complex opens, there will be numerous opportunities to recruit students, provide training, and use the agencies in the facility for internship sites. The Council also believes that having many different groups represent a wide range of criminal justice areas enables the College to restructure its internship schedule to include working in several different areas of corrections. The group suggested dividing the 120-hour internship into three 40-hour internship sections. The program advisory thinks this is a very good idea and would allow students to directly experience different roles in the justice spectrum. Existing law enforcement officers can get Prior Learning Assessment for their work experience. The program could recruit people working in the justice programs and award PLA for the knowledge they already possess. See **Appendix J: Prior Learning Assessment, Pp. 118-23)**.

CJ students surveyed and the CJ Advisory Team commented that there were not opportunities for evening students to take care of business in college offices such as financial aid, registrar, and business office. One Advisory Council member suggested keeping the offices open one evening a week or month just so students could take care of their college business. This recommendation is important and will be shared with administrators.

4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

The Advisory Council has been extraordinarily helpful in allowing instructors and administrators the opportunity to gain useful feedback. Many of the comments from this group have pointed the team in the direction of possible improvements.

YEAR 1: Instructors will conduct a curriculum review and make necessary changes. For example, in the most recent advisory council meeting, it was suggested that students gain more instruction on work readiness skills and professionalism. The instructors noted this type of instruction could be incorporated in the seminar through use of the CCRC credentialing currently available on campus. Additionally, students could work with the Career Closet to obtain appropriate professional clothing if needed**.** There should be no costs associated.

Hire Part-time facilitators on each campus to organize field trips, speakers, and organize and monitor the internships. This facilitator may be a CJ instructor but that is not a requirement. The cost for this will be $4,000 ($1,000 per facilitator on each campus).

Establish a specific recruitment plan for the high school certificate completers. This should be done as soon as possible. There should be very few costs associated with this.

YEAR 2: The team will explore opportunities to develop 2+2 programs with area 4-year institutions in order to strengthen the pathways from a CP to AAS to transferring for a bachelor's degree. Additionally, the team will explore opportunities to strengthen the school to work efforts for those students who do not want to move beyond an AAS. Timeline: This should be completed by July 1, 2024. Cost: Travel to site visit area 4-year programs, $200.

Institutional Review Team
Robin Bryant, Chair of Arts and Sciences in Phillips County
Kim Kirby, Chair of Arts and sciences in Arkansas County; VC for Stuttgart Campus
Dr. Deborah King, VC for Instruction

APPENDIX A: MISSION, VISION AND VALUE

APPENDIX A: MISSION, VISION AND VALUES

MISSION (October 2022-Finalized October 2023 and Confirmed April 23, 2024 by the BOV

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

CORE VALUESs (October 2022-reconfirmed by the BOV April 23, 2024)

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth

and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe

those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty

and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

PCCUA VISION Draft-still work to be completed-February 2024 finalized by the BOV April 23, 2024)

Imagine a college where…
- Students begin planning a career or academic experience early in life.

- High school students see it as a first choice for education and training.

- Student admissions, registration, and enrollment is easy.

- High quality teaching and learning experiences allow all students to succeed.

- Exceptional programs and services meet the needs of the students, community, and region.

- Barriers and obstacles which many students face are removed.

- Exceptional state of the arts technology and distance learning infrastructure is provided.

- The college is responsive to the needs of the community, even in times of crisis.

- Economic development and industry training preparing students for the workforce is a priority.

- Engaging in the lives of its students, employees, and community is a priority.

- The community views it as a partner, resource, and change agent.

- Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.

Imagine a college all people want to attend and a college where everyone wants to work and that is the college we want to be.

The Mission, Vision, Values statements are published in the College Catalog, on the Web, and posted in many classrooms. The new statements will be in the 2024-25 College Catalog.

Previous Mission, Vision, and Values Published in the Catalog.

College Mission

PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities.

Core Values

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

PCCUA Vision

Imagine a college...

- at which every student is intentionally connected to an individual person who feels responsible for that student's success.

- at which every student is clear about the College's high expectations for performance—and every student has high aspirations for his or her success.

- at which every student defines his or her educational goals and develops a plan for attaining them. Imagine further that these plans are updated regularly, with guidance, as students progress.

- at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.

- at which engaged learning is intentional, inescapable, and the norm for all students.

- at which every student is met with a personalized network of financial, academic, and social support.

- at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.

- fully engaged in the communities it serves, listening to their voices, responding to their needs.

You have imagined the college we seek to be.

Adapted from Center for Community College Student Engagement. (2008). Imagine Success: Engaging Entering Students (2008 SENSE Field Test Findings). Austin, Texas: The University of Texas at Austin, Community College Leadership Program.

Role and Scope Statement

The College implements its mission, vision, and values through a clearly defined set of programs and services that include:

College-level Credit Programs

The College offers credit courses leading to associate degrees, diplomas, and certificates in technical, occupational fields and designed-to-transfer majors.

Continuing Education Programs

The College provides professional and occupational development for individuals, businesses, industries, and governmental and health agencies. A variety of self-supporting non-credit activities for personal enhancement are also available.

Student Development Programs and Services

The College offers developmental programs and services to enrolled and prospective students to increase their chances for success and enhance their potential for personal, educational, and professional growth.

Economic Development Programs

The College promotes the economic development of the region by providing work force training for new and expanding businesses and industries. The College also supports economic development agencies by assisting in the recruitment of businesses and industry to the area.

Access Programs and Services

The College provides special recruitment, counseling and evaluation services that increase access for students not traditionally served by higher education.

"PCCUA is proud to have been designated an Achieving the Dream Leader College—a recognition of accomplishment in the national effort to improve student success."

PCCUA Web site: https://www.pccua.edu/about/mission-statement/

APPENDIX B: STACC BEHAVIORS
PCCUA CORE COMPETENCIES

STACC COMPETENCIES

Social and Civic Responsibility-behavior that demonstrates adherence to legal/ethical standards established by society.

An individual engaged in social and civic responsibility demonstrate

Degree graduates will demonstrate the ability to

1.1 develop and/or refine social interaction skills

1.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

1.3 develop knowledge and skills to act responsibly and engage in civic and community life.

Technology Utilization-use of tools of the trade to achieve a specific outcome.

A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Degree graduates will demonstrate the ability to

2.1 determine the nature and extent of the information needed;

2.2 access needed information effectively and efficiently;

2.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;

2.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and

2.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

2.6 use field specific technology (graphing, calculators, thermometers, plotters, etc.)

Analytical and Critical Thinking- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Degree graduates will demonstrate the ability to

3.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;

3.2 recognize parallels, assumptions, or presuppositions in any given source of information;

3.3 evaluate the strengths and relevance of arguments on a particular question or issue;

3.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;

3.5 determine whether certain conclusions or consequences are supported by the information provided; and

3.6 use problem solving skills.

Communication-the interactive process through which there is an exchange of verbal and/or nonverbal information.

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.
Degree graduates will demonstrate the ability to

> **4.1** understand and interpret complex materials;
> **4.2** assimilate, organize, develop, and present an idea formally and informally;
> **4.3** use Standard English in speaking and writing;
> **4.4** use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
> **4.5** use listening skills; and
> **4.6** recognize the role of culture in communication.

Cultural Competency-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.
Degree graduates will demonstrate the ability to

> **5.1** assess the impact that social institutions have on individuals and culture—past, present, and future;
> **5.2** describe their own as well as others' personal ethical systems and values within social institutions; and
> **5.3** recognize the impact that arts and humanities have upon individuals and cultures.
> **5.4** recognize the role of language in social and cultural contexts.
> **5.5** recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural system.

Measurement for Acquisition of STACC Skills

STACC General Education Skills	Specific Assessment	Institutional Course Requirement	Program or Division Requirement	Graduation Survey Item #
Social and Civic Responsibility		Student Success I & II	X	#s 3, 15, 16
Technology Utilization	Program Specific	CT 114	X	#s 3, 6
Analytical and Critical Thinking	STEM Core	MS123 & MS143 EH 113 & EH 123	X	#s 8, 10, 11, 17, 18
Communication	Cross Graded Writing Products	Speech 243 EH 113 & EH 123	X	#s 4, 5, 6, 7, 12, 14
Cultural Competency		SP 243 PSY 213, SY 213	X	#s 5, 9, 13, 14

APPENDIX C: COURSE SYLLABI

Course Name: Law Enforcement	**INSTRUCTOR INFORMATION:**
Course Number: CJI 103	**Instructor:**
Credit Hours: 3 hours, institutional credit	**Office Location:** _____
Academic Year	**Office Phone:** _____
Meeting Time & Place:	**Email Address:** _____
Tuesday 6:30 p.m., T&I 129	
	Office Hours: By Appointment_____

COURSE DESCRIPTION
The focus of this course will be on society and the criminal justice system. This instructional program prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, and public relations. There is an emphasis on understanding society and the importance of community relations.

EXPECTED LEARNING OUTCOMES
Students will have an accurate understanding of the history of law enforcement. Students will be able to apply the Fourth, Fifth and Sixth Amendments to the Constitution to modern-day policing. Students will demonstrate an understanding of the connection between the courts, policing and corrections. Students will use critical thinking skills to identify issues and problems in policing.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
The student will:

1. Become familiar with the American criminal justice systems with special emphasis on law enforcement, the courts, and corrections and the primary purpose of each element.
2. Develop an understanding of the basic terminology, laws, and principals regarding policing.
3. Become familiar with the origins and development of law enforcement.
4. Become familiar with law enforcement and the law.
5. Be able to identify police functions.
6. Become familiar with police discretion and behavior, patrol and traffic.
7. Be able to demonstrate the proper procedure for searches and seizure, arrest and interrogation.
8. Be able to identify the methods of investigation and evidence collection.
9. Become aware of the bases for policing the police.
10. Be able to outline the roles of community policing and new technologies for crime analysis.

11. Demonstrate an understanding of the standards for police recruitment.
12. Be able to identify methods of community policing and problem solving.
13. Become familiar with the relationship between causes of crime and strategy for prevention.
14. Be able to identify the methods of investigation and evidence collection.
15. Become aware of the bases for policing the police.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

     1)   **Social and Civic Responsibility**
     2)   **Technology Utilization**
     3)   **Analytical and Critical Thinking**
     4)   **Communication**
     5)   **Cultural Competency**

TEXT AND READING MATERIALS:
Policing Third Edition *(John L. Worrall, Frank Schmalleger)*
Publisher: Pearson
978-0-134-44192-4

This course will also cover the Fourth, Fifth and Sixth Amendments to the U.S. Constitution. Students will also use newspaper and internet articles as references for modern policing issues.

GRADING POLICY
Grade will consist of a combination of tests, papers, written assignments, attendance, and class participation. Grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

ATTENDANCE POLICY
Students are expected to attend class and be on time for class.   Class attendance will account for 10% of each student's grade.

PARTICIPATION
Students are expected to participate in class discussions when called upon and to complete all assignments when due.   Participation in class will constitute a portion of each student's grade.
MISSED OR LATE ASSIGNMENTS AND EXAMS
Missed or late assignments or exams will be made up at a specified time near the end of the semester. It is the student's responsibility to obtain missed assignments from the instructor and to make arrangements to have assignments made up.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a law enforcement topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: If early assessment outcomes indicate the need for intervention, the Instructor will of one-on-one assistance with the student and a referral for tutoring. Additional interventions will be offered as needed on a case-by-case basis.

STUDENT RESPONSIBILITIES
Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, being alert and ready to learn.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying of another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with a discipline referral. A second instance of academic dishonesty may result in a failing grade for the course and may also result in disciplinary sanctions.

LABORATORY PROCEDURES: This class does not require a lab.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the   transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

Course Name: Introduction to Criminal Justice
Course Number: CJI 113
ACTS Name: Introduction to Criminal Justice ACTS Course Number: CRJU 1023
Credit Hours: 3 hours, institutional credit
Academic Year:
Meeting Time & Place:
T&I 129

INSTRUCTOR INFORMATION:

Instructor:

Office Location: _____

Office Phone: _____

Email Address: _____ ̲

Office Hours: By Appointment_____

COURSE DESCRIPTION

This course introduces students to an analysis and evaluation of contemporary correctional systems and discussion of recent research concerning the correctional institution and the various field services. All aspects of corrections including its history, prisons in the present, correctional ideologies, sentencing and legal issues, alternatives to imprisonment, institutional corrections, and correctional clients. This new edition includes expanded coverage of contemporary issues, including juvenile facilities, state and federal prisons, and security threats and gangs.

EXPECTED LEARNING OUTCOMES

Students will have an accurate understanding of Corrections in America from the history of the prison systems, sentencing, custody functions and parole/reentry. Students will have an overall understanding of the separate systems: State, Local and Federal. Students will gain knowledge in the California Realignment effort which will have major impacts on the field in the years to come.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

The student will:
1. Become familiar with the history of the prison systems from 2000 B.C to Present
2. Gain understanding of the correctional ideologies.
3. Become familiar with the sentencing, appeals process and probation process.
4. Be able to identify alternative to incarcerations: diversions & intermediate sanctions
5. Be able to identify the different custody functions.
6. Become familiar with security threat groups and prison gangs.
7. Become familiar with the differences between State, Federal and private sector prison systems.

8.   Become familiar with inmate and ex-offender rights.

9.   Be able to discuss the differences between male and female offenders.

10.   Be able to discuss the categories of juvenile offenders and how to reduce recidivism with juvenile offenders.

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

     1)   **Social and Civic Responsibility**
     2)   **Technology Utilization**
     3)   **Analytical and Critical Thinking**
     4)   **Communication**
     5)   **Cultural Competency**

TEXT AND READING MATERIALS:

Criminal Justice in America, 9th Edition (George F. Cole and Christopher E. Smith)
ISBN 978-1-305-96606-2

GRADING POLICY

Grade will consist of a combination of tests, papers, written assignments, attendance, and class participation. Grading scale is as follows:

90-100   A
80-89   B
70-79   C
60-69   D
Below 60   F

ATTENDANCE POLICY

Students are expected to attend class and be on time for class. Students may have no more than two absences per semester.

PARTICIPATION

Students are expected to participate in class discussions when called upon and to complete all assignments when due. Participation in class will constitute a portion of each student's grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Missed or late assignments or exams will be made up at a specified time near the end of the semester. It is the student's responsibility to obtain missed assignments from the instructor and to make arrangements to have assignments made up.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a law enforcement topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: If early assessment outcomes indicate the need for intervention, the Instructor will of one-on-one assistance with the student and a referral for tutoring. Additional interventions will be offered as needed on a case-by-case basis.

STUDENT RESPONSIBILITIES
Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, being alert and ready to learn.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying of another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with a discipline referral. A second instance of academic dishonesty may result in a failing grade for the course and may also result in disciplinary sanctions.

LABORATORY PROCEDURES: This class does not require a lab.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY: Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the   transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

PHILLIPS COMMUNITY COLLEGE

U of A

DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Advanced Law Enforcement	**INSTRUCTOR INFORMATION:**
Course Number: CJI 123	**Instructor:**
Credit Hours: 3 hours, institutional credit	**Office Location:** _____
Academic Year: Spring 2020	**Office Phone:** _____
Meeting Time & Place*: Tuesdays 6:30; T&I 129	**Email Address:** _____ _
Revision Date: 12/16/2019	**Office Hours:** <u>By Appointment_____</u>

COURSE DESCRIPTION

This course introduces students to an analysis and evaluation of contemporary correctional systems and discussion of recent research concerning the correctional institution and the various field services. All aspects of corrections including its history, prisons in the present, correctional ideologies, sentencing and legal issues, alternatives to imprisonment, institutional corrections, and correctional clients. This new edition includes expanded coverage of contemporary issues, including juvenile facilities, state and federal prisons, and security threats and gangs.

EXPECTED LEARNING OUTCOMES

Students will have an accurate understanding of Corrections in America from the history of the prison systems, sentencing, custody functions and parole/reentry. Students will have an overall understanding of the separate systems: State, Local and Federal. Students will gain knowledge in the California Realignment effort which will have major impacts on the field in the years to come.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

The student will:
11.   Become familiar with the history of the prison systems from 2000 B.C to Present
12.   Gain understanding of the correctional ideologies.
13.   Become familiar with the sentencing, appeals process and probation process.
14.   Be able to identify alternative to incarcerations: diversions & intermediate sanctions
15.   Be able to identify the different custody functions.
16.   Become familiar with security threat groups and prison gangs.
17.   Become familiar with the differences between State, Federal and private sector prison systems.
18.   Become familiar with inmate and ex-offender rights.
19.   Be able to discuss the differences between male and female offenders.
20.   Be able to discuss the categories of juvenile offenders and how to reduce recidivism with juvenile offenders.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

> *1.*Social and Civic Responsibility
> 2.Technology Utilization
> 3.Analytical and Critical Thinking
> 4.Communication
> 5.Cultural Competency

TEXT AND READING MATERIALS:
Text: Police Operations- Theory and Practice 6th Edition **(**Karen Hess, Christine Orthmann, Henry Cho)
ISBN: 978-1-305-57738-1

GRADING POLICY
Grade will consist of a combination of tests, papers, written assignments, attendance, and class participation. Grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

ATTENDANCE POLICY
Students are expected to attend class and be on time for class.   Students may have no more than two absences per semester.

PARTICIPATION
Students are expected to participate in class discussions when called upon and to complete all assignments when due.   Participation in class will constitute a portion of each student's grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS
 Missed or late assignments or exams will be made up at a specified time near the end of the semester. It is the student's responsibility to obtain missed assignments from the instructor and to make arrangements to have assignments made up.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a law enforcement topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: If early assessment outcomes indicate the need for intervention, the Instructor will of one-on-one assistance with the student and a referral for tutoring. Additional interventions will be offered as needed on a case-by-case basis.

STUDENT RESPONSIBILITIES
Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, being alert and ready to learn.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying of another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with a discipline referral. A second instance of academic dishonesty may result in a failing grade for the course and may also result in disciplinary sanctions.

LABORATORY PROCEDURES: This class does not require a lab.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY: Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the   transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

PHILLIPS COMMUNITY COLLEGE
U of A
DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Juvenile Justice
Course Number: CJI 143
Credit Hours: 3 hours, institutional credit
Academic Year: SPRING 2019
Meeting Time & Place:
Tuesday 6:30 p.m., T&I 129
Revision Date: 12/16/2019

INSTRUCTOR INFORMATION:

Instructor:

Office Location: _____

Office Phone: _____

Email Address: _____

Office Hours: _____

COURSE DESCRIPTION

This course introduces students to issues and trends of juvenile delinquency and provides a background of the social problems which perpetuate delinquency. A detailed study of theories related to the macro and micro perspectives of crime among delinquents will be examined including the biological, psychological, and social roots of delinquency. In addition, students will learn the history and evolution of the juvenile justice system.

EXPECTED LEARNING OUTCOMES

Institutional Student Learning Outcomes

Students completing the Criminal Justice Program will exhibit the following behaviors:

1) Demonstrate criminal justice competency requirements
2) Demonstrate knowledge of the social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness through the general education core curriculum.
3) Identify and exhibit problem-solving skills that will correspond to criminal justice study.
4) Prepare for transfer to a four-year college or university to receive a baccalaureate degree in Criminal Justice after completing a two-year degree.

Program Student Learning Outcomes

Students in the Criminal Justice Program will exhibit the following behaviors:

1) Demonstrate an understanding of policing and enforcement in the criminal justice occupations.

2) Apply knowledge of criminal justice through real life scenarios.

3) Demonstrate written competency of criminal justice concepts and theories.

4) Observe and analyze ethical and professional obligations of the criminal justice agent in varied criminal justice roles.

5) Demonstrate an understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).

6) Identify and apply practices appropriate to the criminal justice type of investigation.

COURSE STUDENT LEARNING OUTCOMES
Students will demonstrate knowledge and application of key aspects of the juvenile justice system.
1. Learn the history and philosophy of Juvenile Justice System in the United States and the societal reforms on the system.
2. Explore the theoretical positions related to social structure theories, social process theories, social reaction theories, etc.
3. Understand the influence of the family, media, peers, socioeconomic status, drugs, gang affiliation, and schools will be covered in detail.
4. Examine the legal framework highlighting differences in adult and juvenile law.
5. Study the landmark juvenile court cases and trends in juvenile court, including the role of the police, the juvenile court, and juvenile institutions.
6. Examine child abuse and neglect, status offenders, and the needs of youth offenders.
7. Investigate the juvenile system and an understanding of occupations tied to the juvenile justice system.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

1. Summarize the history and philosophy of juvenile justice in the United States and the societal reforms on the system.
2. Argue theoretical positions related to social structure theories, social process theories, social reaction theories, etc.
3. Articulate in writing the influence of the family, media, peers, socioeconomic status, drugs, gang affiliation, and schools will be covered in detail.
4. Describe an overview of the legal framework highlighting differences in adult and juvenile law.
5. Identify key the landmark juvenile court cases and trends in juvenile court. Include The role of the police, the juvenile court, and juvenile institutions.
6. Discuss child abuse and neglect, status offenders, and the needs of youth offenders.
7. Demonstrate an understanding and knowledge of the juvenile system and an understanding of occupations tied to the juvenile justice system.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

      1.   **Social and Civic Responsibility**

2. **Technology Utilization**
3. **Analytical and Critical Thinking**
4. **Communication**
5. **Cultural Competency**

TEXT AND READING MATERIALS:
Siegel, L.J., & Welsh, B.J. (2014). Juvenile Delinquency: Theory, practice
& Law, Twelfth Edition
ISBN-13: 978-1285458403
ISBN-10: 1285458400
Publisher: 2015,2012 Wadsworth, Cengage Learning

GRADING POLICY

Quizzes
Papers,
Assignments
Tests
Mid Term Exam
Final Exam

Grading Scale:
90-100   A
80-89   B
70-79   C
60-69   D
59 and below   F

ATTENDANCE POLICY
Students are expected to attend class and be on time. The maximum times a student may miss a class is two times. Each class meeting represents three hours of course work and one evening course session equates to a week of day class meetings.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Students are expected to attend classes, take all exams, and submit all assignments on time. If there is an emergency which results in an absence, please notify the instructor before class so arrangements can be made to accommodate the student to allow for an alternate date of submission of an assignment or taking an exam. A grade of "Incomplete" ("I grade") may be requested if extraordinary circumstances merit such a status. This must be requested verbally and in writing. Be sure to complete the Incomplete Grade" which must submitted to the instructor prior to the final exam. No exceptions are made to this policy.

PARTICIPATION Students are expected to participate in classroom discussion and activities and complete all assignments when due.

COURSE EVALUATION & ASSESSMENT: Course evaluation and assessment will be a combined outcome of class participation, exams, and writing assignments.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a juvenile justice topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME : If early assessment outcomes indicate the need for intervention, the instructor will offer one-on-one assistance with the student and referral for tutoring. Additional interventions may be offered on an as needed basis.

STUDENT RESPONSIBILITIES: Students are expected to be on time for class and prepared to receive instruction. This includes but is not limited to arriving to class with pen/pencil, paper, and being alert and ready to learn.

SUPPORT FOR LEARNING

Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to : copying of another individuals work and taking credit for it: paraphrasing information from a source without proper documentation; mixing one's own words with those of another without attribution; buying or downloading a paper from the internet.

LABORATORY PROCEDURES: This class does not require a lab

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus. *(Insert the name and contact information for the Disabilities Coordinator for the student's campus.)*

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the   transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

COURSE OUTLINE

Course overview & objectives
Chap.1 Childhood and Delinquency
Chap. 2 Nature/Extent of Delinquency
Chap. 3 Individual Views on Delinquency
Chap. 4 Structure, Process, Culture and Delinquency
Chap. 5 Social Process Theories of Delinquency
Chap. 6 Developmental Theories of Delinquency: Life Course, Propensity, and Trajectory
Chap. 7 Gender and Delinquency
Chap. 8 Family and Delinquency (Suicide/Abuse)/Midterm Review
Midterm Exam Grades Due March 16
Chap. 9 Peers and Delinquency: Juvenile Gangs and Groups
Chap.10 Schools and Delinquency
Chap. 11 Drug Use and Delinquency
Chap 12 Delinquency Prevention: Social and Developmental Perspectives

Chap. 13 Juvenile Justice Then and Now
 Chap.14 Police Work with Juveniles
Chap. 15 Juvenile Court Process: Pretrial, Trial, and Sentencing
Chap. 16 Juvenile Corrections: Probation & Community Treatment, and Institutionalization
Chap. 17 Delinquency and Juvenile Justice Abroad

FINAL EXAM REVIEW

PHILLIPS COMMUNITY COLLEGE

DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Correction System & Practices **Course Number:** CJI 163 **Credit Hours:** 3 hours, institutional credit **Academic Year:** Fall 20 **Meeting Time & Place***:* 6:30 p.m., T&I 129 **Revision Date:** 12/16/2019	**INSTRUCTOR INFORMATION:** **Instructor:** **Office Location: _____** **Office Phone: _____** **Email Address:** **Office Hours: _____**

This course introduces students to an analysis and evaluation of contemporary correctional systems and discussion of recent research concerning the correctional institution and the various field services. All aspects of corrections including its history, prisons in the present, correctional ideologies, sentencing and legal issues, alternatives to imprisonment, institutional corrections, and correctional clients. This new edition includes expanded coverage of contemporary issues, including juvenile facilities, state and federal prisons, and security threats and gangs.

EXPECTED LEARNING OUTCOMES
Students will have an accurate understanding of Corrections in America from the history of the prison systems, sentencing, custody functions and parole/reentry. Students will have an overall understanding of the separate systems: State, Local and Federal. Students will gain knowledge in the California Realignment effort which will have major impacts on the field in the years to come.

TEXT AND READING MATERIALS: Publisher (2019) Pearson Title: Corrections in America: An Introduction [RENTAL EDITION], 15th Edition Author: Allen, Latessa & Ponder ISBN 9780134762586

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

The student will:
21.   Become familiar with the history of the prison systems from 2000 B.C to Present
22.   Gain understanding of the correctional ideologies.
23.   Become familiar with the sentencing, appeals process and probation process.
24.   Be able to identify alternative to incarcerations: diversions & intermediate sanctions
25.   Be able to identify the different custody functions.
26.   Become familiar with security threat groups and prison gangs.
27.   Become familiar with the differences between State, Federal and private sector prison systems.
28.   Become familiar with inmate and ex-offender rights.
29.   Be able to discuss the differences between male and female offenders.
30.   Be able to discuss the categories of juvenile offenders and how to reduce recidivism with juvenile offenders.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

6. **Social and Civic Responsibility**
7. **Technology Utilization**
8. **Analytical and Critical Thinking**
9. **Communication**
10. **Cultural Competency**

GRADING POLICY
Grade will consist of a combination of tests, papers, written assignments, attendance, and class participation. Grading scale is as follows:

90-100   A
80-89   B
70-79   C
60-69   D
Below 60 F

ATTENDANCE POLICY
Students are expected to attend class and be on time for class. Students may have no more than two absences per semester.

PARTICIPATION
Students are expected to participate in class discussions when called upon and to complete all assignments when due. Participation in class will constitute a portion of each student's grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Missed or late assignments or exams will be made up at a specified time near the end of the semester. It is the student's responsibility to obtain missed assignments from the instructor and to make arrangements to have assignments made up.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a law enforcement topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: If early assessment outcomes indicate the need for intervention, the instructor will of one-on-one assistance with the student and a referral for tutoring. Additional interventions will be offered as needed on a case-by-case basis.

STUDENT RESPONSIBILITIES

Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, being alert and ready to learn.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying of another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with a discipline referral. A second instance of academic dishonesty may result in a failing grade for the course and may also result in disciplinary sanctions.

LABORATORY PROCEDURES: This class does not require a lab.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.
ADA POLICY: Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

Course Name: Legal Aspects of Law Enforcement	**INSTRUCTOR INFORMATION:**
Course Number: CJI 213	**Instructor:**
Credit Hours: 3 hours, institutional credit	**Office Location:** _____
Academic Year: Spring 2020	**Office Phone:** _____
Meeting Time & Place: TH 6:30 T&I 129	**Email Address:**
Revision Date: 12/16/2019	**Office Hours:** <u>By Appointment</u>

COURSE DESCRIPTION

This course covers the general part of criminal law: the sources and purposes of criminal law and criminal punishment; the constitutional limits on the criminal law; the general principles of criminal liability; the defenses of justification and excuse; parties to crime; and incomplete crimes. It will also cover crimes against persons, homes and property; public order and morals; and crimes against the state.

EXPECTED LEARNING OUTCOMES

Students will learn the three (3) step analysis of criminal liability (conduct, justification, and excuse). Students will become familiar with the concept of elements of a crime. Student will recognize the difference between felonies and misdemeanors. Student will learn how to differentiate between criminal and civil legal wrongs. Students will understand case law in addition to statutes.

1. The student will:
2.   Become familiar crime and punishment in America.
3.   Be able to read and explain a criminal case.
4.   Be able to read and explain a statue.
5.   Know how to decipher he elements of a crime.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

1. The student will:
2.   Become familiar with the history of the prison systems from 2000 B.C to Present
3.   Gain understanding of the correctional ideologies.
4.   Become familiar with the sentencing, appeals process and probation process.
5.   Be able to identify alternative to incarcerations: diversions & intermediate sanctions
6.   Be able to identify the different custody functions.
7.   Become familiar with security threat groups and prison gangs.
8.   Become familiar with the differences between State, Federal and private sector

prison systems.
9. Become familiar with inmate and ex-offender rights.
10. Be able to discuss the differences between male and female offenders.
11. Be able to discuss the categories of juvenile offenders and how to reduce recidivism with juvenile offenders.

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. **Social and Civic Responsibility**
2. **Technology Utilization**
3. **Analytical and Critical Thinking**
4. **Communication**
5. **Cultural Awareness**

TEXT AND READING MATERIALS:

Text: Criminal Law 12th Edition (Samaha)
ISBN**:** 978-1-305-64012-2

GRADING POLICY

Grade will consist of a combination of tests, papers, written assignments, attendance, and class participation. Grading scale is as follows:

90-100   A
80-89   B
70-79   C
60-69   D
Below 60   F

ATTENDANCE POLICY

Students are expected to attend class and be on time for class. Students may have no more than two absences per semester.

PARTICIPATION

Students are expected to participate in class discussions when called upon and to complete all assignments when due. Participation in class will constitute a portion of each student's grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Missed or late assignments or exams will be made up at a specified time near the end of the semester. It is the student's responsibility to obtain missed assignments from the instructor and to make arrangements to have assignments made up.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a law enforcement topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: If early assessment outcomes indicate the need for intervention, the instructor will of one-on-one assistance with the student and a referral for tutoring. Additional interventions will be offered as needed on a case-by-case basis.

STUDENT RESPONSIBILITIES
Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, being alert and ready to learn.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying of another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with a discipline referral. A second instance of academic dishonesty may result in a failing grade for the course and may also result in disciplinary sanctions.

LABORATORY PROCEDURES: This class does not require a lab.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.
ADA POLICY: Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor's discretion.

PHILLIPS COMMUNITY COLLEGE

DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Criminal Procedures and Evidence	**INSTRUCTOR INFORMATION:**
	Instructor:
Course Number: CJI 233	**Office Location:** _____
Credit Hours: 3 hrs. lec., 3 credits	**Office Phone:** _____
Academic Year: SPRING 2020	**Email Address:**
Prerequisites: None	**Office Hours:** By appointment.
Meeting Time & Place: Independent Study **Revision Date:** 12/16/2019	

COURSE DESCRIPTION

This course introduces students to the theories and practices of crime scene processing and investigating which include a thorough understanding of the written reports and other media required to document crime scenes, maintaining the chain of custody of evidence, and adhering to courtroom admissibility requirements. Students will have exposure to the use of still photography, videography, and emerging technologies used to document crime scenes. An important aspect of the course is to introduce students to the impact of constitutional democracy and its values related to balancing the values of the community and an individual's autonomy in relation to public safety. Students will examine the Constitution and its impact on search and seizure, stop and frisk, arrest, searches, self-incrimination, remedies for Constitutional violations, and more.

EXPECTED LEARNING OUTCOMES

Institutional Student Learning Outcomes

Students completing the Criminal Justice Program will exhibit the following behaviors:

1) Demonstrate criminal justice competency requirements
2) Demonstrate knowledge of the social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness through the general education core curriculum.
3) Identify and exhibit problem-solving skills that will correspond to criminal justice study.
4) Prepare for transfer to a four-year college or university to receive a baccalaureate degree in Criminal Justice after completing a two-year degree.

Program Student Learning Outcomes

Students in the Criminal Justice Program will exhibit the following behaviors:

1) Demonstrate an understanding of policing and enforcement in the criminal justice occupations.

2) Apply knowledge of criminal justice through real life scenarios.

3) Demonstrate written competency of criminal justice concepts and theories.

4) Observe and analyze ethical and professional obligations of the criminal justice agent in varied criminal justice roles.

5) Demonstrate an understanding of policing and enforcement among the criminal justice units within the system (courts, police, corrections, investigators, and the community).

6) Identify and apply practices appropriate to the criminal justice type of investigation.

COURSE STUDENT LEARNING OUTCOMES
Students will demonstrate knowledge and application of key aspects of the criminal procedures and evidence in the criminal justice system.
1. Appreciate the complexities of the criminal justice system roles in crime procedure (judges, police, suspects, etc.) Know the roles of the various individuals in specific settings in the criminal justice system.
2. Understand constitutional democracy and its values related to balancing the values of the community and individual autonomy. Understand that there is no black and white fixed point related to what is right and wrong but rather a range which is flexible enough to meet the outcome for many individual situations.
3. Understand the importance of the balance between public safety and individual autonomy. Understand that this outcome never satisfies everyone.
4. Examine the commitment to equity in US society reflects a commitment to equal justice for all in both criminal procedure, law and practice.
5. Examine the role of discretionary decision making in balancing community safety and individual liberty, privacy, and dignity.
6. Study the importance, prevalence, and shortcomings of empirical and social scientific research regarding how often the system accurately convicts criminals and frees those who are innocent.
7. Understand the two components of case facts: governmental acts which the defendant claims violated the Constitution; the objective basis or facts and circumstances that back up the official acts.
8. Examine landmark cases and know the importance of prior decisions or precedents and the obligation to follow prior decisions (stare decisis) in judicial reasoning and decision making.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES
1) Summarize the history of crime scene investigation and the complexities of the criminal justice system roles in crime procedure (judges, police, suspects, etc.)Know the roles of the various individuals in specific settings in the criminal justice system.
2) Demonstrate in writing an understand constitutional democracy and its values related to balancing the values of the community and individual autonomy
3) Articulate in writing the importance of the balance between public safety and individual autonomy. Understand that this outcome never satisfies everyone.
4) Argue the commitment to equity in US society reflects a commitment to equal justice for all in both criminal procedure, law and practice.
5) Discuss verbally and in writing the importance role of discretionary decision making in balancing community safety and individual liberty, privacy, and dignity.

6) Discuss verbally and in writing importance, prevalence, and shortcomings of empirical and social scientific research regarding how often the system accurately convicts criminals and frees those who are innocent.
7) Demonstrate an understanding and knowledge the two components of case facts: governmental acts which the defendant claims violated the Constitution; the objective basis or facts and circumstances that back up the official acts.
8) Identify landmark cases and discuss the importance of prior decisions or precedents and the obligation to follow prior decisions (stare decisis) in judicial reasoning and decision making.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. **Social and Civic Responsibility**
2. **Technology Utilization**
3. **Analytical and Critical Thinking**
4. **Communication**
5. **Cultural Competency**

TEXT AND READING MATERIALS:

Criminal Procedure by Rolando V. del Carmen, Craig Hemmons, 10th Edition
ISBN-13: 978-1-305-57736-7
Publisher: Cengage Learning

GRADING POLICY

Grades will consist of a combination of tests, papers, written assignments, attendance and class participation. There will be a Mid-Term and Final Exam.

Grading Scale

90-100 A   80-89- B   70-79 C   60-69 D   Below 60 F

ATTENDANCE POLICY
The maximum times a student may miss a class is one time. Each class meeting represent three hours of course work and one evening course session equates to a week of day class meetings.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Students are expected to attend classes, take all exams, and submit all assignments on time. If there is an emergency which results in an absence, please notify the instructor before class so arrangements can be made to accommodate the student to allow for an alternate date of submission of an assignment or taking an exam. A grade of "Incomplete" ("I grade") may be requested if

extraordinary circumstances merit such a status. This must be requested verbally and in writing. Be sure to complete the Incomplete Grade" which must submitted to the instructor prior to the final exam. No exceptions are made to this policy.

PARTICIPATION

Students are expected to participate in class discussions when called upon; and, to complete all assignments when due. Participation will comprise a portion of each student's final grade.

COURSE EVALUATION & ASSESSMENT

Students final class grade will be based upon the cumulative of the following. Class attendance will account for 10%, class participation, presentations and papers will account for 25%, the Mid-Term Exam will account for 25%; and, the Final Exam will count for 40%.

EARLY ASSESSMENT OF LEARNING MEASURE

Within the first two weeks of class, each student will be required to offer an oral and written autobiography in order to determine their comprehension, learning and communication skills.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME

For any student who appears to have retention or learning difficulties, I will be prepared to offer extra materials, one on one instruction; and/or, other resources that may be available through PCCUA.

STUDENT RESPONSIBILITIES
Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, remaining alert, and ready to learn.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. (Explain how this will be accomplished.)

ACADEMIC HONESTY POLICY
(Include a statement about plagiarism and the consequences)

LABORATORY PROCEDURES: (if applicable)

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed

disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus. *(Insert the name and contact information for the Disabilities Coordinator for the student's campus.)*

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the   transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

COURSE OUTLINE

Course overview & objectives:

Course Outline
Chap. 1 US Criminal Procedures: a Road Map and Travel Guide

FINAL EXAM REVIEW

Course Name: Investigation and Courtroom Procedure	**INSTRUCTOR INFORMATION:**
Course Number: CJI 243	**Instructor:** **Office Location:** _____
Credit Hours: 3 hours, institutional credit	**Office Phone:** _____
Academic Year: Fall 2019	**Email Address:** _
Meeting Time & Place: TH 6:30 p.m., T&I 129 **Revision Date:** 12/16/2019	**Office Hours:** <u>By Appointment</u>_____

COURSE DESCRIPTION

This course is about criminal procedure and the rule of law. It will cover the Court System, from local district and municipal courts through the Supreme Court of the United States. Criminal procedure will be addressed using statutes and court cases. Prosecutorial conduct and the rights of the accused will be covered along with arrest, pre-trial, trial and post-trial procedure.

EXPECTED LEARNING OUTCOMES

Students will have an accurate understanding of the American criminal justice system from investigation and arrest to the criminal trial process. Students will have an overall understanding of the court system, policing, corrections, and beyond. Students will demonstrate an understanding of the connection between the courts, policing and corrections. Students will use critical thinking skills to identify issues and problems in the American criminal justice system.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

The student will:
1. Become familiar with the American criminal justice systems with special emphasis on law enforcement, the courts.
2. Develop an understanding of the basic terminology, laws, and principals regarding search and seizure.
3. Be able to identify reasonable suspicion and probable cause to arrest.
4. Become familiar with the conditions under which searches and seizures may be conducted.
5. Become familiar with constitutional rights of a person placed under arrest.
6. Be able to identify the organizational structure and responsibilities of federal, state, and local courts.
7. Become aware of purposes of bail, arraignment, preliminary hearing, indictment, and trial in a criminal case.
8. Be able to identify the factors that influence the sentencing of convicted criminal defendants.

9.   Become familiar with the appeals process.
10.   Become familiar with briefing a court case.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

> *1.*Social and Civic Responsibility
> 2.Technology Utilization
> 3.Analytical and Critical Thinking
> 4.Communication
> 5.Cultural Competency

TEXT AND READING MATERIALS:
Text: Introduction to American Government
Author: Charles C. Turner
ISBN: 9781517807931
Students are expected to read the chapter assignments and be prepared for class discussions.

GRADING POLICY
Grade will consist of a combination of tests, papers, written assignments, attendance, and class participation. Grading scale is as follows:

90-100   A
80-89   B
70-79   C
60-69   D
Below 60 F

ATTENDANCE POLICY
Students are expected to attend class and be on time for class.   Students may have no more than two absences per semester.

PARTICIPATION
 Students are expected to participate in class discussions when called upon and to complete all assignments when due.   Participation in class will constitute a portion of each student's grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS
 Missed or late assignments or exams will be made up at a specified time near the end of the semester. It is the student's responsibility to obtain missed assignments from the instructor and to make arrangements to have assignments made up.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a law enforcement topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: If early assessment outcomes indicate the need for intervention, the Instructor will of one-on-one assistance with the student and a referral for tutoring. Additional interventions will be offered as needed on a case-by-case basis.

STUDENT RESPONSIBILITIES
Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, being alert and ready to learn.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying of another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with a discipline referral. A second instance of academic dishonesty may result in a failing grade for the course and may also result in disciplinary sanctions.

LABORATORY PROCEDURES: This class does not require a lab.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the   transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

This syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

PHILLIPS COMMUNITY COLLEGE

DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Criminology
Course Number: CJI 263
Credit Hours: 3 hours, institutional credit
Academic Year: Fall 2019
Meeting Time & Place*:*
Tuesday 6:30 p.m.**,** T&I 129
Revision Date: 12/16/2019

INSTRUCTOR INFORMATION:

Instructor:

Office Location: _____

Office Phone: _____

Email Address:

Office Hours: By Appointment

COURSE DESCRIPTION
This course is about the making and breaking of laws and society's reaction to the making and breaking laws. It will cover different types and crimes and leave the question "Is one type crime better than another" to the student to discern for him or herself. It will review the impact of crime on the victim and on different various components of society. The psychological, social, and behavioral aspects of criminology will be explored.

EXPECTED LEARNING OUTCOMES
Students will develop an understanding of the concept of criminology. The student will be able to explain social aspects of crime and criminal behavior. The student will be able to identify different types of crimes. The student will be able to demonstrate the relationship between crime and public policy.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

The student will:
31. Become familiar with the basic criminal behavior.
32. Develop an understanding of the basic terminology, laws, and principals regarding criminal acts.
33. Learn how to identify a criminal act.
34. Become familiar how crime and criminal behavior is measured.
35. Become familiar with the history of criminology.
36. Become familiar with biological, social and psychological perspectives.
37. Be able to identify the factors that influence the sentencing of convicted criminal defendants.
38. Become familiar with different types of crimes.
39. Become familiar with different types of law enforcement agencies.
40. Become familiar with the nature and functioning of Courts.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1.   **Social and Civic Responsibility**
2.   **Technology Utilization**
3.   **Analytical and Critical Thinking**
4.   **Communication**
5.   **Cultural Competency**

TEXT AND READING MATERIALS:
Text: Criminology 9th Edition
Authors: Freda Adler, Gerhard O.W. Mueller, William S. Laufer
ISBN: 978-1-259-84568-0
Students are expected to read the chapter assignments and be prepared for class discussions.

GRADING POLICY
Grade will consist of a combination of tests, papers, written assignments, attendance, and class participation. Grading scale is as follows:

90-100   A
80-89   B
70-79   C
60-69   D
Below 60   F

ATTENDANCE POLICY
Students are expected to attend class and be on time for class.   Students may have no more than two absences per semester.

PARTICIPATION
Students are expected to participate in class discussions when called upon and to complete all assignments when due.   Participation in class will constitute a portion of each student's grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Missed or late assignments or exams will be made up at a specified time near the end of the semester. It is the student's responsibility to obtain missed assignments from the Instructor and to make arrangements to have assignments made up.

EARLY ASSESSMENT OF LEARNING MEASURE: An early assessment of each student's learning measure will be completed within the first four weeks of class, and will consist of an essay writing assignment related to a law enforcement topic.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: If early assessment outcomes indicate the need for intervention, the instructor will of one-on-one assistance with the student and a referral for tutoring. Additional interventions will be offered as needed on a case-by-case basis.

STUDENT RESPONSIBILITIES

Students are expected to be on time for class and prepared to receive instruction. This includes, but is not limited to, arriving to class with pen/pencil, paper, being alert and ready to learn.

SUPPORT FOR LEARNING

Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying of another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

The penalty for academic dishonesty in this course is a "0" for the assignment with a discipline referral. A second instance of academic dishonesty may result in a failing grade for the course and may also result in disciplinary sanctions.

LABORATORY PROCEDURES: This class does not require a lab.

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus:

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628

Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at http://www.pccua.edu/students/student-assistance/students-with-disabilities/

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the   transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.   http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

This syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

D. CURRICULUM CHANGE FORM

RECOMMENDED CURRICULUM CHANGE

FROM: _____ **DATE:** _____

DEPARTMENT: _____

SUBJECT: _____ **ADD** _____ **DELETE** _____ **MODIFY** _____

Course	**Title of**	**Credit**	**Weekly Schedule**
Number	Course	Hours	Lecture_____Lab_____

Course Description (A)

Modify Course Description to Read (B)

When a description is to be modified, please type the existing description in (A), and the new description in (B)

Approved: _____
                        Curriculum Committee Chair

ACTION OF CURRICULUM COMMITTEE:

Approved: _____
                        VC,   Dean, Chair, Director
Date: _____
Sign before sending to the Curriculum Committee

Date: _____ Approved _____ Not Approved

Comments:
Chairman, Curriculum Committee (Prepare three (3)copies for the Committee
    (1) Vice President
    (2) Secretary, Curriculum Committee
    (3) Chairman, Curriculum Committee

APPENDIX E: ADMINISTRATIVE PROCEDURE FOR ADDING AND DELETING COURSES

APPENDIX E: ADMINISTRATIVE PROCEDURE FOR ADDING AND DELETING COURSES

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE
Administrative Procedure: 420.02
Subject: Procedures for Adding and Deleting Courses
Applicable Board Policy: 420
Date Adopted: 6/86 Revised: 7/89, 6/04, 10/05   Reviewed: 5/13; 6/19

A course is an organized, composite unit of instruction, which constitutes a part of a program or curriculum. The concept or origination of a new or revised course may occur from a variety of sources; faculty, administration, professional groups, four-year institutions, or others. Courses may originate and be instituted at any time as long as appropriate review and implementation procedures are followed. These procedures are outlined below for credit courses.

1. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Faculty Senate for recommendation (approval or disapproval). The form includes:

    a. Documentation of need for the course.

    b. The level of the course, (i.e., developmental, introductory, college level, etc.) and its applicability to degree or certificate programs.

    c. The transferability of the course to four-year institutions.

    d. The availability of resources (i.e., qualified instructor(s), equipment, special space requirements, etc.).

    e. The syllabus for the course.

    f. Scheduling and frequency.

2. Recommendations made by the Curriculum Committee will be documented on the Curriculum Change form and forwarded to the Instruction and Curriculum Team for discussion and recommendations made considering the resource implications, possible duplications, college-wide or divisional applications, instructor qualifications, etc.

3. The dean or department chair or the originator will answer questions related to information provided on the Curriculum Change form or other issues related to the addition, modification, or deletion of a course.

NOTE--The Curriculum Change form must be submitted to the Vice Chancellor for Instruction prior to the scheduled meeting date.

4. The Instruction and Curriculum Team submits its recommendations and comments to the Vice Chancellor for Instruction.

5. The Vice Chancellor for Instruction takes appropriate action.

6. The following procedures will be followed in considering courses for deletion:

 a. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Curriculum Committee of the Faculty Senate concerning the planned deletion. Recommendations will be submitted to the Instruction and Curriculum Team. The Office of Assessment will refer courses which have not been taught for three years to the Vice Chancellor for Instruction before recommending deletion.

 b. After Instruction and Curriculum Team deliberation and recommendation, the Vice Chancellor for Instruction will decide whether to proceed with the recommendation for deletion. The Vice Chancellor for Instruction will confer with the Chancellor and take action as necessary based on the Chancellor's decision.

APPENDIX F: NEW FACULTY ORIENTATION CHECKLIST
AND
NEW EMPLOYEE OREINTATION

APPENDIX F: NEW FACULTY ORIENTATION CHECKLIST

NEW EMPLOYEE ORIENTATION
SUPERVISOR CHECKLIST

SUPERVISOR: _____ NEW EMPLOYEE: _____

DATE ISSUED: _____ Office # _____ Phone ext. _____

To be completed by immediate Supervisor (within first week of hire)

The following is a checklist of information necessary to orient your new employee. Please check off each point you discussed with the employee and *return to the Human Resources office*.

	√	NOTES
Review Job Description		
Review Employee Evaluation process		
Discuss the department's function at the college, and the importance of customer service		
Introduce EE to co-workers & their work responsibilities		
Tour the department and campus. Include bathrooms, break rooms and parking areas		
Ensure that the new employee's working area, equipment, tools and supplies are available		
Explain levels of supervision within the department		
Provide new EE with necessary or required training		
Explain use of telephone (personal/college calls), copy machine, copy, mail, & purchasing procedures.		Demonstration
Request access to necessary accounts		Submit requests Demonstrate process
Explain procedures for time off –sick & vacation leave		Demonstrate intranet use.
Explain dress codes to include uniforms if applicable and "casual days"		College logo apparel is available. Contact R. St. Columbia
Ensure employee receives keys to office, building, etc.		Submit on-campus request to maintenance
Discuss work hours, lunch and break times		
Discuss overtime pay (see College policy 330/330.01)		If applicable
Obtain emergency contact phone numbers		
Discuss safety and security/emergency conditions and response such as: fire, bomb threat procedures, accident injury procedures, inclement weather policy		Emergency procedures are available on each campus
Follow up on: Email account, Telephone Access/codes Intranet Access, Web Advisor Access		Requests are made initially by The Human Resources department.
Smoking Policies		Buildings and grounds are smoke-free
Paycheck distribution (15th & end of each month)		Direct deposit or mail option
Request name badge, business cards, name plate, etc.		Submit on-campus request to St. Columbia
Photo ID and Parking Decal		Schedule visit w/ Registrar's Office
Assign Mentor (indicate name)		

_____   _____ _____

Employee Signature   *Date*   *Supervisor Signature*   *Date*

_Return to Human Resources Office______

HUMAN RESOURCES OFFICE USE ONLY   *Place in personnel file*

Date received: _____   by: _____

APPENDIX G: FACULTY INSTRUCTION

G1: Faculty Work Schedule

G2 Faculty Teaching Load

G3: Summer Term Course Load Determination

APPENDIX G1: BP: 364: FACULTY WORK SCHEDULE
PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 364

Subject: Faculty Work Schedule

Date Adopted: 6/68   Revised: 8/88, 9/06, 9/10, 4/18   Reviewed: 6/19

Instructors teach specific courses at a time designated by the dean/chair. Instructors will take turns within their department in teaching evening classes or other kinds of off-schedule classes needed for student access.

In addition to their teaching duties, instructors keep scheduled office hours in order to be available to students. The faculty schedule is thirty (30) hours per week for full-time faculty. However, faculty are required to be available and participate in departments, division, and institutional meetings and activities which exceed thirty hours. Faculty are expected to keep office hours to ensure student contact. However, faculty teaching clinical labs and labs may not need as many office hours as other faculty. Deans, department chairs, and instructors will work together to determine office hours, and each semester's office hours will be posted on the office door.

Faculty working a nontraditional schedule must have approval for their schedule by the dean/chair and Vice Chancellor for Instruction. The time taken for a meal break should be approved by the dean/chair, campus vice chancellor, and the Vice Chancellor for Instruction, and posted on the faculty Work Schedule which is filed in the Office of the Vice Chancellor for Instruction.

The College Chancellor is authorized to establish specific procedures related to work schedules and compensation for faculty and professional staff. The UA Board of Trustees establishes compensation levels.

APPENDIX G2: AP 364.01: FACULTY TEACHING LOAD

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: <u>11/88</u>   Revised: <u>1/92, 12/93, 8/99, 11/02, 7/06, 12/06, 3/18</u> Reviewed: <u>6/19</u>

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary.

A point system is utilized to determine the point at which teaching loads have been met and overload compensation begins. A full instructional load for all faculty is 30 points per regular semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

    a.   One point for each contact hour in the classroom (non-lab courses)
    b.   One point for each credit hour taught
    c.   Six points per semester for student advising
    D.   two-thirds point for each laboratory hour
    e.   Eight points per semester for each Secondary Center or high school credit class taught five days
            a week (credit points do not affect the points awarded for instructing high school classes)

Overload compensation is $275 per point above 30 points in a regular semester. No overloads will be awarded in a given discipline until all faculty within that discipline have a full teaching load. The same class taught both during the day and evening will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week (see policy on Faculty Work Schedule).

Criteria for assigning overloads are as follows:

a.Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach overload classes will first be extended to full-time instructors based on seniority in teaching within that specific

Discipline. In the event of two equally qualified instructors with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.

b.An instructor is not required to accept an overload; consequently, the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed.

c.Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time instructors.

d.Double overloads will be assigned only in unavoidable situations.

e.An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the college Chancellor may authorize overload pay to an instructor with less than an average of 45 student contact hours per class.

f.Faculty teaching via synchronous interactive video will receive one point for each remote site and one point ($250) for the first ten students enrolled at each remote site. In addition, they will receive $25 per student above the first ten students (25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to instructors who teach courses designed for high school students meeting five days a week if those instructors are receiving compensation of eight points for the high school Secondary Center course(s).

APPENDIX G3: AP 364.02: SUMMER TERM COURSE LOAD DETERMINATIONS
PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.02

Subject: Summer Term Course Load Determination

Applicable Board Policy: 364

Date Adopted: 6/96   Revised: 8/99, Reviewed 3/2019

Employment during the summer term is neither required nor guaranteed; it is dependent upon enrollment and the number of qualified instructors wishing to teach during the term. No instructor will be required to teach during the summer term. Faculty wishing to teach during the summer term should submit a letter of intent to their dean by November 1.

The same point system used to calculate overloads during the fall and spring semesters will be used to calculate work load during the summer term. Summer term salary for instructors who were full-time employees during the previous academic year will be 1.25 percent of the previous year's nine-month salary per point. Part-time instructors will be paid $250 per course point.

Deans, with input from full-time faculty, recommend what courses should be offered and who the instructor should be, using the following criteria:
a.   Summer term courses for full-time instructors (defined for this policy only as those having 18 or more points) will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time instructors are not available.
b.   Instructors will be assigned more than two courses during the summer term only in unavoidable situations.
c.   Summer classes will be offered first to qualified full-time instructors based upon years of experience at PCCUA. Should two equally qualified instructors with the same years of experience at PCCUA wish to teach and sufficient courses are unavailable to allow both to do so during the same summer term, courses will be assigned on a rotating basis.
d.   No faculty member will be assigned a second class during the summer term until each qualified full-time instructor is assigned one class. The second class will be assigned to the primary instructor (the one who taught the course most often during the previous three years, including summer terms).
e.   Grant regulations may supersede this policy.

APPENDIX H: BP 367: PROFESSIONAL GROWTH OF FACULTY MEMBERS

H1: BP 367: PROFESSIONAL GROWTH OF FACULTY MEMBERS

H2: AP 367.01: PROFESSIONAL GROWTH OF FACULTY MEMBERS

APPENDIX H1: BP 367: PROFESSIONAL GROWTH OF FACULTY MEMBERS

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 367

Subject: Professional Growth of Faculty Members

Date Adopted: 6/76   Revised 8/84, 8/88   Reviewed: 6/19

The academic excellence of a college is largely dependent upon the level of excellence of the faculty. The maintenance of high standards for employment at Phillips Community College in a faculty appointment is essential. Equally important is professional growth of the faculty member after employment.

In order to maintain the highest standards of instructional excellence, the Board expects all faculty members at Phillips Community College to continue their professional growth.

The Chancellor shall establish processes and procedures to promote professional growth of faculty members.

H2: AP 367.01: PROFESSIONAL GROWTH OF FACULTY MEMBERS

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 367.01

Subject: Professional Growth of Faculty Members

Applicable Board Policy: 367

Date Adopted: 8/88   Reviewed: 6/19

Faculty members are expected to continue their professional growth. This growth may be accomplished in various ways, including the following.

7. Taking additional graduate courses.

8. Working in a professional organization.

9.Participating in the in-service training programs.

10.Applicable, discipline-specific work experience.

11.Additional research and study.

12.Community service activities.

The identification and implementation of innovative approaches to faculty and staff development will maintain a high priority at Phillips Community College. Standing and ad hoc faculty/staff committees will address this important topic.

APPENDIX I CRIMINAL JUSTICE

STUDENT SURVEY RESPONSES

PCCUA STUDENT SATISFACTION SURVEY OUTCOMES
HELENA-WEST HELENA CAMPUS

Please identify how you feel about the following PCCUA services. **1=very dissatisfied**
2=dissatisfied
3=satisfied
4= very satisfied

Questions	1	2	3	4
1. Are you satisfied with the PCCUA class schedule? (generally)			**3**	**6**
2. Are you satisfied with the PCCUA CJI day class schedule (4:00 PM) for primary classes.			1	5
3. Are you satisfied with the PCCUA days classes are scheduled?			4	5
4. Are you satisfied with the PCCUA schedule with one class per evening?			2	5
5. Are you satisfied with the PCCUA schedule with two Criminal Justice classes per week?				9
6. Have you been satisfied with the quality of instruction at PCCUA? (generally)			2	7
7. Are you satisfied with the services provided? (generally)			1	8
8. Are you satisfied with the services provided in the financial aid office?			2	7
9. Are you satisfied with the services provided in the business office (paying your fees and picking up Pell checks)?			3	6
10. Are you satisfied with the advising provided identifying the courses you need to take?			1	8
11. Are you satisfied with the services provided in the Registrar's office (office where you enroll for classes)?			2	7
12. Are you satisfied with how the practicums are conducted?			4	5
13. Are you satisfied with the services and advising provided through the College as a whole?			2	7

Are you a Career Pathways Student?   YES___3__ NO__6_____
Are you employed full time?   YES___1__ NO__8___
Are you employed part-time?   YES___3__ NO__5__
Do you receive financial aid?   YES___9__ NO__0__
Do you plan to continue taking course at PCCUA? YES___8__NO__0__
Would you recommend the classes to a friend? YES___9__ NO__0__

Check the classes which have been most helpful to you.
___4__English
___7__Math
___9__Criminal Justice
___1__Technology

What other CJ classes would you like to see offered (please list)?
1. As many as I can
2. No answer
3. No Answer
4. No answer
5. No answer
6. Whatever they can offer
7. Hands on classes, get a feel for how it will be
8. Forensics

Is there an alternative to scheduling which you think might be acceptable? Example: Summer Schedule with practicums and some instruction in the fall and spring.
1. More summer classes
2. No answer
3. No
4. No answer
5. No
6. The scheduling is good

Describe any special problems you have had at PCCUA or suggestions you would like to make which would improve the program.
1. My Math Lab
2. No answer
3. None
4. No answer
5. Extra help for students who struggle in math
6. The program is good
7. Watch more videos
8. Cafeteria open until the last class of the day ends

What do you like best about the Criminal Justice Program?
1. I learned much more than I learned before
2. That it is the best program at PCC. You have the best teachers and they take time to explain the subject and show examples.
3. Meeting only two times a week
4. I like the videos that we watch and how we relate them to real life situations
5. I like how we dig deeper in learning about how the laws work
6. Being able to learn different things about CJ
7. Watching videos and seeing how they work in the field
8. Instructor's very knowledgeable, great choices
9. All the new information I am learning

If you could change one thing about the program, what would it be?
1. Nothing
2. Nothing, it is actually great.
3. Nothing, I like it
4. Nothing
5. Staying in class so late and the extra activities
6. Nothing, it has provided everything

7. The time of the class
8. Some kind of hands on-experience
9. Nothing

PCCUA STUDENT SATISFACTION SURVEY OUTCOMES
ARKANSAS COUTY CAMPUSES

Please identify how you feel about the following PCCUA services. **1=very dissatisfied**
2=dissatisfied
3=satisfied
4= very satisfied

QUESTIONS	1	2	3	4
1 Are you satisfied with the PCCUA class schedule? (generally)			**3**	**3**
2. Are you satisfied with the PCCUA CJI day class schedule (4:00 PM) for primary classes.			2	4
3. Are you satisfied with the PCCUA days classes are scheduled?			3	3
4. Are you satisfied with the PCCUA schedule with one class per evening?			3	3
5. Are you satisfied with the PCCUA schedule with two Criminal Justice classes per week?		1	2	3
6.Have you been satisfied with the quality of instruction at PCCUA? (generally)			2	4
7.Are you satisfied with the services provided? (generally)			2	4
8.Are you satisfied with the services provided in the financial aid office?	1	1		4
9.Are you satisfied with the services provided in the business office (paying your fees and picking up Pell checks)?	2			4
10.Are you satisfied with the advising provided identifying the courses you need to take?		1	1	4
11.Are you satisfied with the services provided in the Registrar's office (office where you enroll for classes)?		1	1	4
12.Are you satisfied with how the practicums are conducted?			2	4
13.Are you satisfied with the services and advising provided through the College as a whole?			2	4

Are you a Career Pathways Student?   YES_____   NO__6___
Are you employed full time ?   YES___2__   NO__4__
Are you employed part-time?   YES___2__   NO__3____
Do you receive financial aid?   YES___5__   NO__1___
Do you plan to continue taking course at PCCUA?   YES___6__   NO_____
Would you recommend the classes to a friend?   YES___6___NO_____

Check the classes which have been most helpful to you.
          __2_ English
          __2_Math
          _6_Criminal Justice
          _____Technology

114

What other CJ classes would you like to see offered (please list)?
1.Forensic Science
2. Crime Scene Investigation
3. Forensics
4. All possible.
5. All classes at one school
6. Crime scene investigation and forensics
7. All possible

Is there an alternative to scheduling which you think might be acceptable? Example: Summer Schedule with practicums and some instruction in the fall and spring.
1. No
2. Do not understand
3. No

Describe any special problems you have had at PCCUA or suggestions you would like to make which would improve the program.
1. Have classes available at DeWitt like in Stuttgart (face-to-face)
2. Paying tuition
3. None
4. I think what we have is nice
5. Maybe getting books before class starts

What do you like best about the Criminal Justice Program?
1. The understanding of law process.
2. It is very educational and is just what I am interested in.
3. Learning the law.
4. The instructors
5. Great teachers
6. How the information is the same in each class and it seems like it continues throughout

If you could change one thing about the program, what would it be?
1. To have a more hands-on environment
2. All classes at one place
3. Nothing
4. Nothing, maybe more classes offered in a semester.

PHILLIPS COMMUNITY COLLEGE

DeWITT | HELENA-WEST HELENA | STUTTGART

PCCUA STUDENT SATISFACTION SURVEY CONSOLIDATED OUTCOMES

Please identify how you feel about the following PCCUA services. **1=very dissatisfied**
2=dissatisfied
3=satisfied
4= very satisfied

	1	2	3	4
1. Are you satisfied with the PCCUA class schedule? (generally)				
2. Are you satisfied with the PCCUA CJI day class schedule (4:00 PM) for primary classes.			6	10
3. Are you satisfied with the PCCUA days classes are scheduled?			3	9
4. Are you satisfied with the PCCUA schedule with one class per evening?			5	8
5. Are you satisfied with the PCCUA schedule with two Criminal Justice classes per week?		1	2	12
6.Have you been satisfied with the quality of instruction at PCCUA? (generally)			4	11
7.Are you satisfied with the services provided? (generally)			3	11
8.Are you satisfied with the services provided in the financial aid office?	1	1	2	11
9.Are you satisfied with the services provided in the business office (paying your fees and picking up Pell checks)?	2		3	10
10.Are you satisfied with the advising provided identifying the courses you need to take?		1	2	12
11.Are you satisfied with the services provided in the Registrar's office (office where you enroll for classes)?		1	6	11
12.Are you satisfied with how the practicums are conducted?			6	9
13.Are you satisfied with the services and advising provided through the College as a whole?			4	11

Are you a Career Pathways Student?   YES___3___   NO__11_
Are you employed full time ?   YES___3___   NO__12_
Are you employed part-time?   YES___5___   NO___8_
Do you receive financial aid?   YES__14___   NO___2_
Do you plan to continue taking course at PCCUA?   YES__14___   NO_____
Would you recommend the classes to a friend?   YES___15__   NO_____

Check the classes which have been most helpful to you.
____10__English
_____9__Math
___15__Criminal Justice
_____Technology

What other CJ classes would you like to see offered (please list)?

1. As many as I can
2. No answer
3. No Answer
4. No answer
5. No answer
6. Whatever they can offer
7. Hands on classes, get a feel for how it will be
8. Forensics
9. Forensic Science
10. Crime Scene Investigation
11. Forensics
12. All possible.
13. All classes at one school
14. Crime scene investigation and forensics
15. All possible

Is there an alternative to scheduling which you think might be acceptable? Example: Summer Schedule with practicums and some instruction in the fall and spring.

1. More summer classes
2. No answer
3. No
4. No answer
5. No
6. The scheduling is good
7. No
8. Do not understand
9. No

Describe any special problems you have had at PCCUA or suggestions you would like to make which would improve the program.

1. My Math Lab
2. No answer
3. None
4. No answer
5. Extra help for students who struggle in math
6. The program is good
7. Watch more videos
8. Cafeteria open until the last class of the day ends
9. Have classes available at DeWitt like in Stuttgart (face-to-face)
10. Paying tuition
11. None
12. I think what we have is nice
13. Maybe getting books before class starts

What do you like best about the Criminal Justice Program?

1. I learned much more than I learned before
2. That it is the best program at PCC. You have the best teachers and they take time to explain the subject and show examples.
3. Meeting only two times a week
4. I like the videos that we watch and how we relate them to real life situations
5. I like how we dig deeper in learning about how the laws work
6. Being able to learn different things about CJ
7. Watching videos and seeing how they work in the field
8. Instructor's very knowledgeable, great choices
9. All the new information I am learning
10. The understanding of law process.
11. It is very educational and is just what I am interested in.
12. Learning the law.
13. The instructors
14. Great teachers
15. How the information is the same in each class and it seems like it continues throughout.

If you could change one thing about the program, what would it be?

1. Nothing
2. Nothing, it is actually great.
3. Nothing, I like it
4. Nothing
5. Staying in class so late and the extra activities
6. Nothing, it has provided everything
7. The time of the class
8. Some kind of hands on-experience
9. Nothing
10. To have a more hands-on environment
11. All classes at one place
12. Nothing
13. Nothing, maybe more classes offered in a semester.

APPENDIX J

PRIOR LEARNING ASSESSMENT

Prior Learning Credit and Work Experience
Submit this form to the VC for Student Services

_____   _____   _____   _____
Last Name   First Name   Middle Name   Student ID

_____   _____   _____   ____ Landline ___Cell
Program of Study   Catalog Year   Phone Number

____ I request credit equivalency for training and certifications (portfolio)
____ I request credit equivalency for work experience (portfolio)
____ I request credit based on challenge test or CLEP Exam

The process for this includes the following steps:
Step 1: This form and all documentation will be submitted to the dean\department chair of a division (may be assisted by advisors) for evaluation.
Step 2: The dean\department chair will consult with the appropriate instructors to determine the courses for which the student may be awarded credit.
Step 3: The dean\department chair will set up a second interview (may be a phone interview, or distance) to evaluate competency of knowledge in the subject area where credit is awarded. In some cases, a second interview is not necessary (this can be a call back).
Step 4: The dean\department chair sets up the second meeting (if necessary).
Step 5: The dean or department chair advises the Vice Chancellor for Instruction of the evaluation outcome.
Step 6: The Vice Chancellor for Instruction notifies the student of the evaluation results. There is no fee for the certification evaluation for course equivalency, however, there is a fee if credits are awarded and transcripted.

Note: All documents related to the evaluation must be attached to this application. The attachments include ___ pages of documents.
I am requesting credit equivalency for the following course(s)._____
_____
_____

There is an evaluation fee of $35 which needs to be paid to the PCCUA Business Office. The course(s) equivalency will appear on my transcript. Note: ADN students do not pay the fee.

_____ _____ _____
       Print Name   Student Signature   Date

> PLA is documented through a portfolio, challenge test including CLEP, noncredit nationally recognized certifications.

A copy of this form and the program evaluation form will be placed in the student file

Name of Student: _____ **Date:** _____

Advisor: _____ **Dean/Chair :** _____

Final Approval by VC for Instruction: _____ **PLAC Approved:** _____

CRIMINAL JUSTICE PRIOR LEARNING ASSESSMENT WORKSHEET			
COURSE NUMBER & NAME	COURSE DESCRIPTION	EVIDENCE OF PRIOR LEARNING	STATUS OF PRIOR LEARNING CREDIT
CJI 103: Law Enforcement	The focus of this course will be on society and the criminal justice system. This instructional program prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, and public relations. There is an emphasis on understanding society and the importance of community relations	ALETA graduates are eligible to receive 3 credits for this course.	Possible Credits (3)
CJI 113: Introduction to Criminal Justice	ACTS Equivalent Course Number = CRJU 1023 This course is an introduction to the history, philosophy, evolution, and organization of law enforcement in a democratic society. There is an orientation to agencies involved in the administration of criminal justice. This course focuses on law enforcement, the court system, and the corrections system with an emphasis on examining American criminal justice as an interdisciplinary field of study which reflects the attitudes, values and beliefs of a democratic culture.		Possible Credits (3)

CJI 123: Advanced Law Enforcement	This course is an introduction to corrections, policing, security, and other enforcement. This instructional program prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, public relations, and witness interviewing.	ALETA graduates are eligible to receive 3 credits for this course.	Possible Credits (3)
CJI 143 Juvenile Justice	This course introduces students to issues and trends of juvenile delinquency and provides a background of the social problems which perpetuate delinquency. A detailed study of theories related to the macro and micro perspectives of crime among delinquents will be examined including the biological, psychological, and social roots of delinquency. In addition, students will learn the history and evolution of the juvenile justice system. Offered Spring 2017		Possible Credits (3)
CJI 1113: Foundations Criminal Justice	Foundations of Criminal Justice is a survey of the foundations of law enforcement in a democratic society. Orientation to all aspects of criminal justice, including history, philosophy and organization, are examined in the course. Law enforcement, the court system, the corrections system, and the American criminal justice system are foci of study. The course is designed to show the interdisciplinary aspects of law enforcement and how the attitudes, values and beliefs of democratic society are reflected within the institution of criminal justice.		Possible Credits (3)
CJI 1123: Special Topics in Advanced Law Enforcement	This course is a continuation of CJI 123. It introduces the student to special topics in corrections, policing, security, and other enforcement.		Possible Credits (3)

CJI 163: Corrections Systems and Practices	This course introduces students to an analysis and evaluation of contemporary correctional systems and discussion of recent research concerning the correctional institution and the various field services.		Possible Credits (3)
CJI 213: Legal Aspects of Law Enforcement	A study of investigation, arrest, search and seizure; and constitutional and statutory law and the decisions of the United States Supreme Court and the Arkansas Court of Criminal Appeals.		
CJI 233: Criminal Procedures and Evidence	This course introduces students to the theories and practices of crime scene processing and investigating. a thorough understanding of the written reports and other media required to document crime scenes, maintain the chain of custody of evidence, and adhere to courtroom admissibility requirements. Students will have exposure to the use of still photography, videography, emerging technologies and written used to document crime scenes.		Possible Credits (3)
CJI 243: Investigation and Courtroom Protocols	The focus of this course is to introduce students to the judicial system including processes and procedures from incident to disposition, the kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Students will learn about state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues.		Possible Credits (3)

CJI 273: Criminology	This course is a study of crime as a form of deviant behavior; nature and extent of crime; past and present theories; and evaluation of prevention, control, and treatment programs		Possible Credits (3)
CJI 283: CJI Internship	Departmental approval required. The internship is designed to provide application of criminal justice practices in the work force. Prior to starting the internship, the CJ department must approve the work and study in private or public CJ organizations. The internship experience provides an opportunity for student to apply classroom knowledge with on-the-job training. All interns are under the direct supervision of a CJ instructor. Students will have 15 direct contact hours with the instructor and complete 90 contact hours in the field).		Possible Credits (3)
Other			
TOTAL PRIOR LEARNING ASSESSMENT CREDITS			
Note: Applicants with law enforcement, corrections and military experience and training may be eligible for other PLAC hours			