

Program Review Template

How to Complete the Program Review Template

The department/program review template is divided into six sections:

1. Program Overview
2. Program Metrics
3. Student Success and Outcomes
4. Resource Use
5. Community Partnerships
6. Opportunity Analysis and Action Plan

The template provides a description of each section and a set of guiding questions and prompts to help the program consider important issues in development of their narrative. The intent of the guiding questions is to assist in thinking about common themes in each section. **Programs should make a good-faith effort to conduct a meaningful review, but are not expected to respond to each question or prompt; particularly if they are not applicable to the program. In those cases, you may indicate “N/A.”**

Programs which participate in comprehensive program accreditation reporting are exempt from completing college level program review reports, so long as they remain in good standing with their accreditor, complete reports on time, and file copies of said reports with the Office of the Deans of Instruction in accordance with their accreditation review cycle and any annual reporting requirements.

Additional information can be found in the **Program Review Guide**.

Section 1. Program Overview

Semester and Year of Review:

Spring 2023

Program Review Contributors/Authors:

Bert Ouderkirk

The purpose of this section is to describe the program(s) reviewed, its history, the alignment with college strategic priorities, and the viability of offerings. This is your chance to help others better understand your program mission, what the Program is responsible for, and any pertinent history or current context regarding the Program. This section provides a foundation that can be used for future review cycles.

- A. Program(s) reviewed.** At MCC, we review all of the certificates and degrees associated with our Programs by Name pages, plus any other active institutional awards that are active in the Center for Curriculum & Transfer Articulation (CCTA) database.

Applicable Programs by Name pages included in this review:

(Data Sheet Column B)

Law and Policy

Primary Prefix included in this review:

(Data Sheet Column F)

AJS

Certificates and/or degrees included in this review.

Sample table (Data Sheet Columns C-E)

Award type CCL, AAS, AA, AS, etc	Award title	Academic plan code
AA	Associate in Arts, Emphasis in Law and Policy (AA)	8141

- B. Program mission.** Describe the mission (purpose) of the Program as it relates to the certificates and/or degrees included in this review. *Program mission/purpose might make less sense for some of the guided pathways "emphasis in" degrees, as well as some small award programs. If this is the case, an "N/A" answer may be acceptable.*

The Administration of Justice Studies (AJS) Department at Mesa Community College provides education and training opportunities to the local and global population for the purposes of learning, job transfer, promotion, university transfer, and career readiness. We work with community partners to prepare our students to enter careers in the criminal justice system and related fields.

When was the last time the mission was reviewed by the Program Advisory Committee?
Not all programs will have advisory committees, so an "N/A" answer may be acceptable.

N/A

How do the Program offerings keep current to meet students/college/ district/community needs? *For example, many programs review the mission annually with the advisory committee to see if any revisions are needed.*

The AJS Department shares the vision of MCC and reviews its mission each year during the department's operational planning cycle.

C. Program history. Share any pertinent information about the Program's history or current contexts that are important to understanding this review.

- Continuation of Fall 2019 curriculum redesign (AJS classes, degrees and CCLs were streamlined, modified, and revamped to ensure consistency across the district; some CCLs/degrees deleted; other CCLs/degrees added).
- PLA partnership with Mesa Police Academy still in effect from Fall 2020.
- Continue to offer more ACE/HOOPs AJS sessions to support high school students earning college credits.
- Partnership with campus bookstore and various publishers to secure Inclusive Access (IA) for students, ensuring digital course availability on day 1 of class and reduced prices on required textbooks.
- Secured SB designation for AJS225 effective Spring 2022.
- Focus on scenario-based and applied learning (e.g. LaserShot)
- Faculty and staff establish professional relationships with students, with attention to timely responses, announcements, feedback, and grading
- Faculty and staff are engaged in various college recruiting and service opportunities including annual CTE Strong event, Battle of Badges, and counselor symposiums.

Section 2. Program Metrics

D. Program demand.

Internal demand for a certificate or degree is best expressed by student academic intent to enroll in courses associated with the Program. Data can be found on the [Declared Majors dashboard](#).

Sample table (Data Sheet Columns C-E, G)

Award type CCL, AAS, AA, AS, etc	Award title	Academic plan code	# Declared Majors
AA	Associate in Arts, Emphasis in Law and Policy (AA)	8141	73

For closed cohort programs (example Paramedic, Nursing, Dental Hygiene, Vet Tech, etc), share any additional applicant demand data for interest to enroll in cohorts.

N/A

External demand for a certificate or degree is best expressed by metrics related to the Classification of Instructional Program (CIP) code associated with each award. MCC uses the Gray Associates Program Evaluation System to gather external information related to CIP codes which organizes and ranks data categorizes using a Scorecard ranking system related to (1) student demand, (2) competitive intensity, (3) employment, and (4) degree fit.

Linked reports for the Grays Scorecard for each CIP code related to certificates and/or degrees included in this review based on Maricopa County market data and the appropriate rubric for CTE or transfer programs is included below. Additional reports are available by login to [Grays Program Evaluation System](#), using the MCC user name (gray\MCC) and password (M3saCCedu19!).

Sample table (Data Sheet Columns E, H-K)

Academ ic Plan Code	CIP Code	CIP Title	CIP percentile	Scorecard Report
8141	22.0000	Legal Studies	86	Link
				Linked
				Linked

Percentile 0+ 40+ 70+ 90+ 95+ 98+

Percentile rankings show the relative strength of offering a particular CIP code when compared to all of the other CIP code offerings in the same market. Grays uses a gradient color scale to visually show percentile rankings based on comparative data for all other CIP codes offered within a given market.

Describe viability of Program offerings based on internal (declared majors and/or applicant data) and external demand data.

Program and degree options are meeting the student demand and are preparing students for future career opportunities. This program falls in 86 percentile which shows stability of Legal Studies course offerings.

- E. Enrollment trends and scheduling metrics data.** The Scheduling Metrics report provides 5 year trend data for fall semester offerings (enrollment, sections offered, section size, enrollment capacity, and cancellation rate) for the primary course prefix(es) for each of the certificates and/or degrees included for which the faculty conducting the review are qualified to teach. Data can be found on the [Scheduling Metrics dashboard](#).

Sample table (Data Sheet Columns C-E, M-O)

Award type CCL, AAS, AA, AS, etc	Award title	Academic plan code	In-Prefix Required Courses (CCTA)	In-Prefix Restricted Elective Courses (CCTA)	Scheduling Metrics Report
AA	Associate in Arts, Emphasis in Law and Policy (AA)	8141	AJS101 AJS109 AJS201 AJS210 AJS212 AJS230 AJS260	AJS210 AJS101 AJS109 AJS201 AJS212 AJS260 AJS225 AJS230 AJS240 AJS258	Link
					Linked
					Linked

Course offerings, scheduling, modalities. Describe how the primary course prefix(es) for each of the certificates and/or degrees included in this program review are scheduled to provide access to students on a variety of days, times, and instructional modalities.

All courses are offered in a variety of instructional modalities including in person, online, and live online. Required classes are continuously offered every semester to ensure students are able to finish their degrees and certificates. Late start 8 week courses are also being offered to allow flexibility. Individual one on one instruction can also be accommodated if a student needs a class not offered during the semester.

Describe viability of Program offerings based on enrollment trends and scheduling metrics data.

The AJS program offers a variety of classes that are accommodating to the needs of students. There is a large demand for adding more online sections which is being addressed while still maintaining in person instruction to provide varied modalities.

- F. Student demographics.** The Student Demographic Comparison report provides 5 year trend data for fall semester offerings (race/ethnicity, gender, and age groups) for the primary course prefix(es) for each of the certificates and/or degrees included for which the faculty conducting the review are qualified to teach. Data can be found on the [Student Demographic Comparison dashboard](#).

Sample table (Data Sheet Columns C-E, M-N, P)

Award type CCL, AAS, AA, AS, etc	Award title	Academic plan code	In-Prefix Required Courses (CCTA)	In-Prefix Restricted Elective Courses (CCTA)	Student Demographic Comparison Report
AA	Associate in Arts, Emphasis in Law and Policy (AA)	8141	AJS101 AJS109 AJS201 AJS210 AJS212 AJS230 AJS260	AJS210 AJS101 AJS109 AJS201 AJS212 AJS260 AJS225 AJS230 AJS240 AJS258	DOI Link
					Linked
					Linked

Briefly summarize which student groups show to be underrepresented in the Program based on the data provided when compared to the overall MCC student demographics.

Based on the data provided, AJS students are 44.5% Hispanic (up from 35.9% in Fall 2021), 5.2% Black, 3.4% American Indian, 2.0% Asian and 38.5% White. In comparison to MCC overall, our minority percentages for these categories are higher and our percentage of white are lower. 66.7% of our students are female (up from 65.1% in Fall 2021). The majority of our students are now in the 18-19 year old age group 33.6%.

Describe any efforts the Program has made since the last program review to recruit student populations which show to be underrepresented when compared to the overall MCC student demographics.

The AJS department has offered several ACE/Hoops classes to increase enrollment of the underrepresented student population. These classes allow high school students to take our AJS classes for credit. The opening of these sections to the general population has helped enrollment to those wanting to take a weekend course.

- G. Student support.** Describe how the Program provides or promotes student access to support services, including

Enrollment Services

The AJS department provides assistance to students if they are needing overrides or swapping of class sections. Our Administrative Specialist is able to assist and provide detailed information including a personal comment entry to the student's record in SIS so that Enrollment Services can see the history. Both student and instructor are notified by email and the student is given information regarding payment options for tuition. This allows for easier enrollment and the student is left with the satisfaction that they have the class they need.

[Advisement Advisement](#)

Students are given direct contact information for the Advisor that oversees our program and encouraged to make appointments to discuss course of study and degree completion.

Academic supports such as [Tutoring](#)

Resource information is always provided for students in their classes.

Student wellness supports such as [Counseling](#) and the [Care Team](#)

Resource information is available through the instructors and the AJS office.

[Career Services](#) to include internships, career exploration, and employer connections

Resource information is available through the instructors and the AJS office.

Section 3. Student Success and Outcomes

- H. Student achievement of learning outcomes for current certificates and/or degrees.**

At MCCC, the official program learning outcomes for all of the certificates and degrees are available in the [Center for Curriculum & Transfer Articulation \(CCTA\) database](#).

Faculty regularly assess how well students are achieving the learning they need for success in their Programs. Assessment helps faculty identify opportunities for changes in curriculum and/or instructional pedagogy to support ever-greater student success. The Faculty lead and oversee the assessment process, which should involve an assessment and reporting for all degree and certificate programs, general education areas, and specialized disciplines. During a five-year program review cycle, each of the certificate and/or degree learning outcomes should be assessed at least once, preferably two or more times.

Describe how the Faculty work collaboratively in assessment planning, implementation, the interpretation of outcomes data to draw upon multiple measures of student performance and determine a plan of action to improve student success in the program.

Class schedules are planned by incorporating required courses to meet degree and certificate completions. Various modalities are offered to ensure students' success. The department interprets Tableau data reviewing important metrics including number of students served, number of degrees/CCLs granted, percentages of withdrawals, and percentages of failures. Adjustments are made to course offerings to meet the needs of students.

- I. Completions/awards conferred.** Completion of a certificate and/or degree is a primary indicator of student success. The Awards by Title report provides up to 9 years of award completion data for certificates and/or degrees included in the program review. The table below also includes any potential graduates currently identified on the “Grad Farming” dashboard. Data can be found on the [Awards by Title dashboard](#) and on the [“Grad Farming” dashboard](#).

Sample table (Data Sheet Columns C-E, R-S)

Award type CCL, AAS, AA, AS, etc	Award title	Academic plan code	Award Trends Dashboard Report	# Students identified on “Grad Farming” Report
AA	Associate in Arts, Emphasis in Law and Policy (AA)	8141	Not Available	Not Available
			Linked	
			Linked	

- J. Credits attempted, credits completed, and GPA.** The average (1) # of credits attempted, (2) # of credits earned, and (3) GPA of students who have declared their major in certificates and/or degrees is an indicator of student success.

Sample table (Data Sheet Columns C-E, U-Y)

Disclaimer: Cumulative data includes all MCC credit hours; the cumulative data is not limited by academic plan.

Award type CCL, AAS, AA, AS, etc	Award title	Academic plan code	Avg Credits Attempted	Avg Credits Completed	Credits Attempted to Credits Completed Ratio	Avg GPA	Total Students
AA	Associate in Arts, Emphasis in Law and Policy (AA)	8141	27.232	13.427	49%	1.868	56

- K. Dual and/or concurrent enrollment.** Describe any efforts to support dual enrollment partnerships and/or concurrent enrollment in the Program.

Department currently working with Megan Garvey, faculty liaison for dual enrollment, to bring AJS dual enrollment classes back to MCC. AJS currently offers at least 1-2 ACE/HOOPs sections each semester

- L. Course retention, persistence, progression.** Describe how the Faculty work collaboratively to support course-level retention, student persistence to complete academic goals, and student progression to complete a term-by-term sequence of courses (if applicable). This may include Faculty efforts to use Dropout Detective and/or [submitting referrals to the Care Team](#) for academic or social wellness support.

The Administration of Justice Studies Department is using 4DX with the utilization of Dropout Detective. We are one team as a whole working with all of our students to ensure student success by providing MCC academic resources to them in our program. The department is sending out weekly reminders to the faculty to continuously check their Dropout Detective in Canvas and report their progress to the department chair every Friday.

- M. Articulation/transfer agreements.** List any articulation and/or transfer agreements which apply to certificates and/or degrees associated with this program review. These are written agreements recognizing credit equivalency for industry certifications, corporate training, or transferability with other post-secondary institutions or third-party agencies to allow for transfer of credit into or out of our Programs.

Agreement Name/Description	Type of agreement (PLA, 90/30, articulation, etc)
Mesa Police Department Academy PLA	PLA (40 AJS credits)

- N. Licensing and certification.** List any industry certifications and/or licenses which students may earn or be prepared for which are related to the certificates and/or degrees associated with this program review.

N/A

- O. Graduate follow-up and employment trends.** Describe how the Faculty work collaboratively with Career Services, the Program Advisory Committee, and provide direct outreach (post-graduation surveys and/or employment verification) to learn about career success and/or education advancement of graduates.

Students are informed of career opportunities through their instructors and classes. Faculty provide letters of recommendation per request.

Section 4. Resource Use

- P. Course fees.** List current course fees for the primary course prefix(es) for the certificates and/or degrees included for which the Faculty conducting the review are qualified to teach. *Insert rows as needed.*

Course #	Course title	Course fee amount	Description of use
Various	All except AJS 200, 255, 290BN, 282AA	Varies from \$35-65	Inclusive access course fee that covers the cost of course materials and supplies needed. Immediate access to the textbook required for all classes at a reduced rate. Forensic supplies are included in these course fees for those specific classes.

- Q. Equipment.** List major equipment replacement costs for the Program. *Insert rows as needed.*

Item description	Tag #	Estimated cost	Estimated year to be replaced
8 Forensic Microscopes (2001)	Unavail able	\$9600	As soon as possible
1 Lasershot (2017)	Unavail able	\$17,000	As soon as possible
Olympus Microscope	Unavail able	\$3000	

- R. Maintenance.** List recurring maintenance costs for the Program that are not included in course fees. These may include accreditation fees, program-specific software licensing, regular equipment servicing, etc. *Insert rows as needed.*

Description	Estimated cost	Frequency
Lasershot Shoot/Don't Shoot Simulator- necessary maintenance and software upgrades	\$1000 every	updates every other

	other year	year; maintenan ce as needed

- S. Facilities.** Discuss the physical location of instructional areas typically used by the Program. List the campus(es), buildings, and rooms associated with courses taught in this Program.

The AJS Department is located in Building SC14 on the Southern/Dobson campus, room SCO3W. This area consists of a small secretarial/administrative space, 4 offices (3 residential faculty, 1 for adjunct), and a storage/media room that lies between two adjoining classrooms, SC23W (28 students) and SC28W (36 students). The media room houses mailboxes, printers, and storage cabinets for various instructional equipment. Course instruction takes place in previously mentioned classrooms with few exceptions. SC23W also has an adjacent lab attached to store all the forensic supplies and equipment including our Lasershot simulator.

Describe any special or mandated requirements concerning space, student-to-equipment ratios, student-to-instructor ratios, or IT needs which may create limits on course capacities. This is an opportunity to provide rationale for any courses which may appear to have low course capacity.

Space is the only dictator of classroom capacity. Computer, computer station, drop down screen, and audio/video capabilities needed for both classrooms.

- T. Personnel.** Discuss staffing/personnel trends and needs to support the program. Consider the number of residential/OYO/OSO/adjunct faculty, ratio of residential/adjunct load hours, staffing requests submitted, staffing levels related to student enrollment trends, etc.

The AJS department consists of four Residential Faculty, 22 Adjunct Faculty, and one Administrative Assistant. Currently one of our residential is serving as department chair, one is on military leave, another is an OYO (covering for the one on military leave), and the last residential was newly hired in Fall 2022. We are still down one residential faculty position as we have not had a replacement for a retired faculty in the last 3 years. According to Tableau data below, the academic year 2022-23 load ratio was 62% adjunct and 38% residential for AJS. Hiring one more residential faculty would bring recommended residential-adjunct levels closer to targeted ratios.

- U. Donations and grants.** Describe any significant donations or grants that the Program received since the last program review (previous 5 years).

None

Section 5. Community Partnerships

V. Partnerships. List key partnerships which provide support for the Program and/or its students.

The AJS department has key partnerships with Mesa PD with our PLA agreement. We also partner with the Arizona Law Enforcement Outreach and Support (AZLEOS) for our Battle of the Badges charity event and the Arizona Black Law Enforcement Employees (ABLE) for high school community events.

W. Advisory board. Describe the membership, frequency of meetings, and any recent challenges or opportunities identified for the Program by the advisory board which are pending action or resolution.

Due to pandemic, the Advisory Board has been unable to meet on a consistent basis. We are working with members to plan meetings in the near future.

Section 6. Opportunity Analysis and Action Plan

Strengths/Successes. Discuss and list high-level strengths and successes of the Program. This should not include a detailed analysis of outcomes measures, as that is captured above. This section is a great place to list qualitative accomplishments that might not appear in the data trends above (e.g. staff receiving national recognition, program receiving awards, students receiving scholarships/awards, etc).

- All faculty and staff are professionals, providing a "real world" perspective career choices in terms of qualifications and the nature/culture of the job.
- Students successfully transition from fully online during the pandemic to back in the classroom for face to face instruction.
- Continuing to offer live online and late start 8 week courses.
- AJS had continue to partnered with AZLEOS to support the Hope Charity Flag Football Battle of the Badges
- New online course templates are readily being used to maintain consistency of AJS online classes while still allowing academic freedom for instructors.
- AJS Adjunct instructors are working professionals in the AJS field including two being selected as the Adjunct Faculty of the Year in 2021 and 2023.
- Continued participation in CTE Strong event partnering with Maricopa County Sheriff's Office and Mesa PD Forensic technicians.

Weaknesses/Threats/Risks. What weaknesses and threats (internal and external) exist related to this Program, and what risks might these weaknesses pose to the Program, department, college or district? Refer to MCCCCD Maricopa Integrated Risk Assessment (MIRA) for policy related information.

- Difficult to maintain day in person classes due to shortage of Residential Faculty.
- Lack of receiving Residential faculty positions to backfill retired faculty will result in less sections being offered and current faculty being forced to teach overloads to maintain classes.

Opportunities/Aspirations. What opportunities can be created by leveraging the Program strengths and/or addressing program weaknesses as discussed above? What aspirations does the Program have for the next 3-5 years?

- Publicize our no-cost prior learning AJS credits for Mesa Police Academy graduates to encourage continuing education.
- Develop and offer more 8-week course options to enable greater student focus and course completion.
- Continue Inclusive Access for student course materials to ensure lowest price and immediate digital access.
- Offer Dual Enrollment classes to promote interest into the High Schools and increase enrollment numbers.
- Expand OER classes to provide greater access to affordable higher education.
- Expand ACE and HOL classes to provide opportunities for American Indian and other at-risk high school students to earn college credits and prepare for future higher education success.
- Work with the Academic Advisement team to ensure information given is accurate to allow students to complete degrees on track.
- Opportunities to lead the community in addressing and resolving the controversies in our justice system recently brought to light. AJS promotes justice and has the chance to develop student participation and problem-solving efforts by focusing on factual data.

Wildly Important Goal and Action Plan. The goal and action plan listed here will inform annual department planning as the Program works to implement strategies and actions aimed at achieving its goal. Developing a **Wildly Important Goal (WIG)** that aligns with both the college's strategic plan and the Program's future success. Alignment with college goals is vital. In order for the college to reach its goals, all Programs must work together towards the same shared goals. Remember that goals should be SMART: Specific, measurable, actionable, relevant, and time-bound.

Wildly Important Goal #1. Based on the information above, enter your goal statement.

The Administration of Justice Studies Department goal is to increase student retention by using Dropout Detective.

Alignment. Discuss how the Program WIG supports the college mission, vision, and values and/or strategic plan.

This WIG supports the college mission, vision, and values by ensuring that all students are empowered and inspired in their educational journey and that they will be supported in a learning environment where they can achieve success.

Leading Measure(s). How will you know if the Program is on track to reach the goal? Think about measurements that the Program can assess more frequently, such as weekly or monthly. For example, if the goal is to improve student retention, a leading measure may be to frequently assess the number of “high risk” students in Dropout Detection. Enter leading measure(s) related to the WIG.

By using Dropout Detective, the AJS department can measure the percentage of students that are “high risk” and can therefore call a plan of action to help these students.

Top Strategies/Plan of Action: What specific strategies will the Program personnel use to reach this goal? For example, regular student outreach to “high risk” students to share available resources and encourage student use of Faculty office hours and/or tutoring may improve student retention. List the strategies and or plan of action the Program will use to support the WIG.

The AJS department is actively contacting students by email and phone who are falling into high risk zones of Dropout Detective. All faculty are required to inform the department chair weekly on the status in each class section. The department works with them to make sure they have the assistance needed to succeed at MCC. Instructor/student meetings as well as referring them to academic and wellness services based on the actual needs of the students. Our faculty and staff continuously check in with the students to make sure they stay on track.

Reviewer 1 (Department Chair)

Reviewer Name:

Bert Ouderkirk

Date Reviewed:

4/17/2023

Comments and Recommendations

Reviewer 2 (Dean of Instruction)

Michael Voss, Dean of Instruction



Date Reviewed:

4/24/2023

Comments and Recommendations

B. Program mission: The mission of the program should be reviewed annually with an opportunity for the advisory committee to suggest changes.

C. Program history: This history should be more contextual to the specific Associate in Arts, Emphasis in Law and Policy (AA) degree included in this program review. The copy and past from the AJS program review makes less sense here.

D. Program demand: Internal demand markers may not be sustainable (despite external demand markers in Grays being acceptable). Program faculty and staff should closely review if this program is needed. With only 73 declared majors for this two-year program, it is at risk of not being sustainable. As a Dean, I look for degrees to have 200+ declared majors as a sign of a healthy and performing program. Typically about one-third of our declared majors are actively enrolled and attending classes in any given semester, so we probably only have 25 students total actively enrolled in this program. The Dean would be happy to facilitate a work session on this topic specifically for faculty and staff so that they can have additional information to review program viability.

E. Enrollment trends and scheduling metrics data: There is a 4 year trend of declining enrollment. The rate of enrollment decline is not sustainable and is a risk to the program. This should be a high priority and a cause for regular faculty and staff discussion to develop an action plan to address the issue or discontinue this particular program of study.

F. Student demographics: (Same as AJS Program Review feedback) Wow! AJS currently enrolls a very diverse group of students and reflects the community we serve. It is particularly notable that AJS enrolls 45% Hispanic and 54% female which will help the workforce become a better reflection of the community it serves. Now the challenge for the program is to focus on serving the changing demographics of the student population to inform the pedagogical approaches, inclusiveness of classroom environment, etc. I would encourage the faculty and staff to consider hosting a book club to mirror the college professional development activities to truly become a Hispanic Serving Institute (HSI). I'm sure the CTL would be more than happy to suggest some titles and perhaps even help lead a discussion. As part of the SENDAS grant, several faculty and staff just completed our book club review of, *Transforming Hispanic-Serving Institutions for Equity and Justice*, by Gina Ann Garcia.

G. Student support: (Same as AJS Program Review feedback) Thank you for sharing all the ways AJS supports students. Good job! Consider reaching out to Amanda Copetillo in Career Services to discuss additional strategies to connect students with employment and employers with our talent pipeline.

H. Student achievement of learning outcomes for current certificates and/or degrees: (Same as AJS Program Review feedback) This prompt is more about the measurement of program learning outcomes (PLOs). At the program level for each award, we need a process to understand and improve upon student learning as it relates to each CCL, AAS, and AA degree. Please schedule some time with Kimberly Thompson, Director of Assessment, for the faculty and staff to learn more about the difference between assessing course level versus program level learning outcome.

I. Completions/awards conferred: The Associate in Arts, Emphasis in Law and Policy (AA) degree has zero awards conferred. As a comparison, the Associate in Arts, Emphasis in Criminal Justice (AA) had 7 awards conferred last year. Both programs went through program mapping at the same time, but student demand for the Law and Policy emphasis is MUCH lower. We should consider discontinuing this degree at MCC.

J. Credits attempted, credits completed, and GPA: The metrics are not performing well with only a 49% credits attempted to credits completed ratio and a 1.868 average GPA. This program is not serving students well and we should consider discontinuing this degree at MCC.

K. Dual and/or concurrent enrollment: (Same as AJS Program Review feedback) Good work!

L. Course retention, persistence, progression: (Same as AJS Program Review feedback) Way to be a leader with Dropout Detective! AJS sets the example for other programs to follow!!

M. Articulation/transfer agreements: (Same as AJS Program Review feedback) Good work with the Mesa PD PLA. Thanks for working with Char to move the process to a dynamic form which has created a more efficient student experience.

O. Graduate follow-up and employment trends: This program has no graduates and no impact on employment. We should consider discontinuing this degree at MCC.

P. Course fees: (Same as AJS Program Review feedback) In the future, please list out the course fees individually, particularly to show the specific variability.

Q. Equipment: (Same as AJS Program Review feedback) \$4,882.16 has been allocated in Perkins 2023-24 for microscopes. Funds will be available July 1, 2023. Please meet with CTS about the Lasershot technology and look into AR/VR options; if updated technology is needed, please submit it on next year's Perkins cycle (requests will be January 2024).

R. Maintenance: (Same as AJS Program Review feedback) Microscopes should also have a regular preventive maintenance cycle. Please connect with Michael Gaspar (Urban Horticulture), Kimberly Focht (Vet Tech), and the Life Sciences Dept (Liz Csikar) to identify best practices to maintain this equipment.

S. Facilities: (Same as AJS Program Review feedback) Also of note should be the chronic roof leakage. Has that been addressed or has it been resolved?

T. Personnel: (Same as AJS Program Review feedback) Support for additional full-time faculty will be limited until the enrollment trends stabilize and/or experience growth.

U. Donations and grants: (Same as AJS Program Review feedback) Please reach out to Christos Chronis in the Foundation office to learn more about ways the AJS department could engage in the development of philanthropic donations and grant development to provide additional student and program support.

V. Partnerships: (Same as AJS Program Review feedback) AJS has a good start on partnerships. As the department develops its approach for Advisory Committees (see below - W. Advisory board), new opportunities for partnerships will evolve.

W. Advisory board: (Same as AJS Program Review feedback) Please formulate a Program Advisory Committee and convene the group at least annually. The purpose of the advisory committee is to get "advice" to improve the program offerings, so it is essential to have robust representation from industry (those who hire or receive students as a result of transfer), current declared major students (preferably those who taken a good number of AJS courses), and recent graduates. The Deans office has access to the LightCast and CareerShift databases and we can run a query to suggest companies/organizations who hire our graduates, as well as provide a list of possible people with their contact info to invite. Here is a [link to several videos](#) with more information on advisory committee best practices.

Strengths/Successes

This history should be more contextual to the specific Associate in Arts, Emphasis in Law and

Policy (AA) degree included in this program review. The copy and past from the AJS program review makes less sense here. There are few (if any) strengths for this program.

Weaknesses/Threats/Risks

See additional comments above for:

Program Demand - insufficient declared majors to effectively student an AA degree program.

Enrollment trends and scheduling metrics data - declining enrollment trends need an action plan. Program may not be viable.

Completions/awards conferred - Zero awards conferred. Consider discontinuing the program.

Credits attempted, credits completed, and GPA - 49% credits attempted to credits completed ratio and a 1.868 average GPA. This program is not serving students well and we should consider discontinuing this degree at MCC.

Opportunities/Aspirations

See comments above for weaknesses/threats/risks; addressing those are the priority.

External Review

The AA with an Emphasis in Law and Policy is shared with CGCC, EMCC, GCC, PC, PVCC, RS, SCC, and SMCC. If student demand is insufficient at MCC, the degree is likely underperforming at other colleges as well. It might be worth engaging a larger discussion among sharing colleges to see if they are seeing similar outcomes.

External Review

Programs are encouraged to share their Program Review report with additional external reviewers (advisory committee members, program directors of similar programs and/or at sister colleges, etc) for additional feedback.