



## One Year Periodic Program Review Report

Academic Programs

*AA – Administration of Justice*

### Statement of Collaboration

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review. Statements included herein accurately reflect the conclusions and opinions of this group.

### Participants in the review:

**Department Faculty:** Stephanie L. Dieringer, PhD, JD Associate Dean LHC

**Non-discipline Faculty:**

**Associate Faculty:**

**Student/Alumni:**

**Academic Support Staff:**

### Date Submitted to the Dean of Instruction

### Authorization

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

**Signature of Dean** \_\_\_\_\_

## 1. Certificates and Degrees

AA – Administration of Justice

### Mission and Goals

The mission of the AJS program is to provide its students with opportunities for professional growth and preparation for continuing education and/or career promotions. Goals for AJS program students (and future graduates) are: to enjoy professional respect in a significant community service role; to work in a dynamic, ever-changing field of study; to work collaboratively with law enforcement, the courts, corrections, parole and probation and the communities they serve; and to help identify, design, implement and evaluate programs to prevent crime and reduce recidivism.

### Program Outcomes

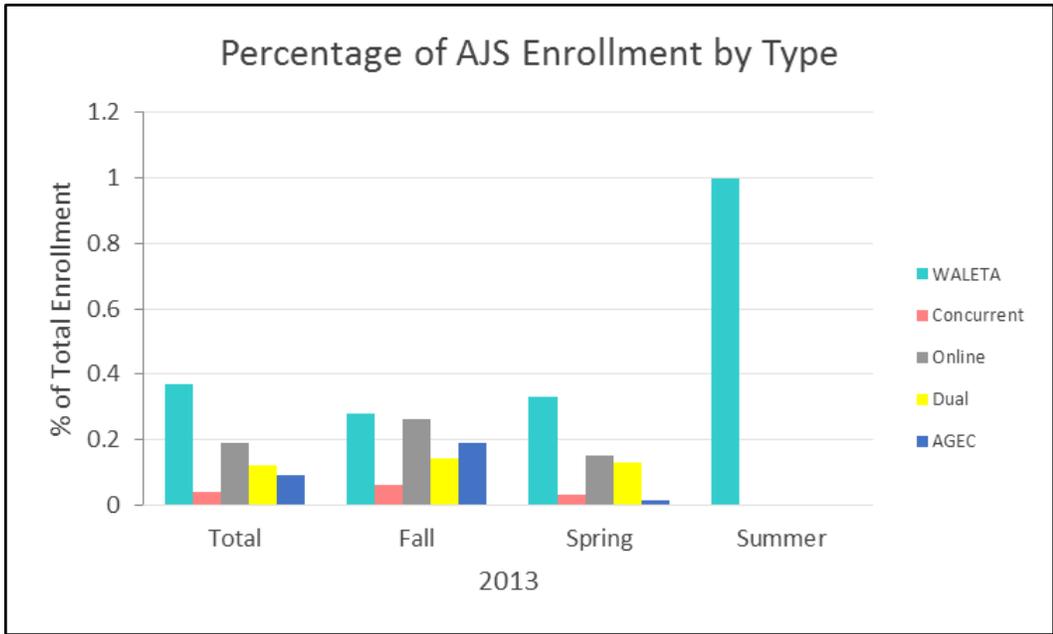
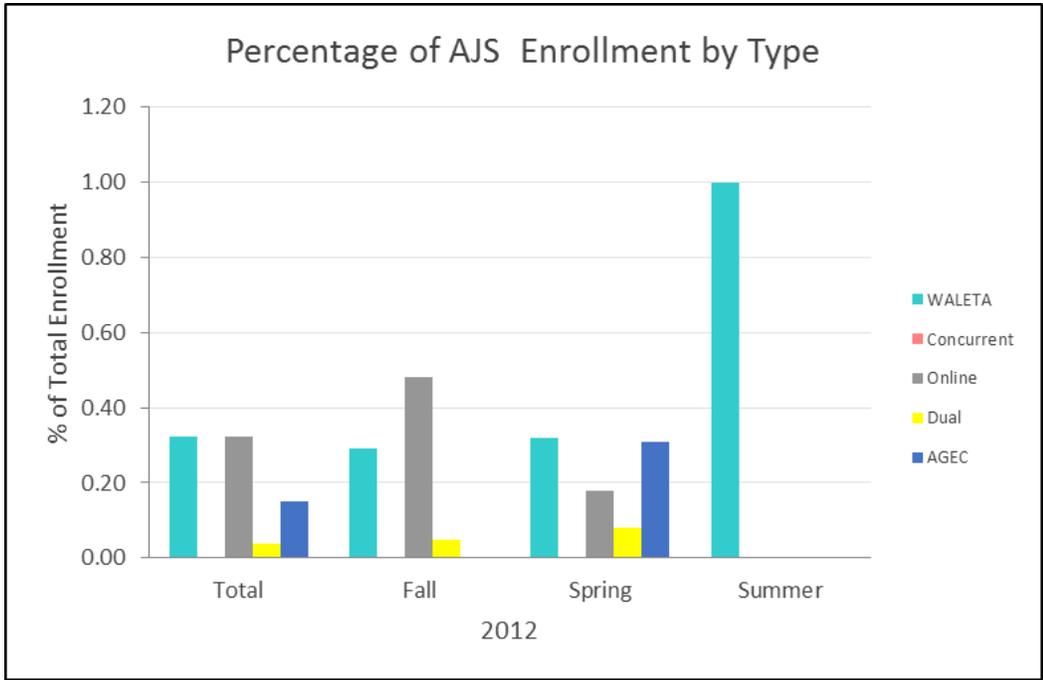
1. Graduates will continue their education transferring to a 4-year institution of higher education to complete a Bachelor's degree.
2. Graduates will have a foundational knowledge of the principles of law pertaining to the criminal justice system and criminal investigations.
3. Graduates will be able to effectively use critical thinking and interpersonal communication skills as required by criminal justice professionals.
4. Graduates will be prepared to work in a variety of careers in the criminal justice sector including public law enforcement agencies.

## 2. Program Data and Trend Analysis

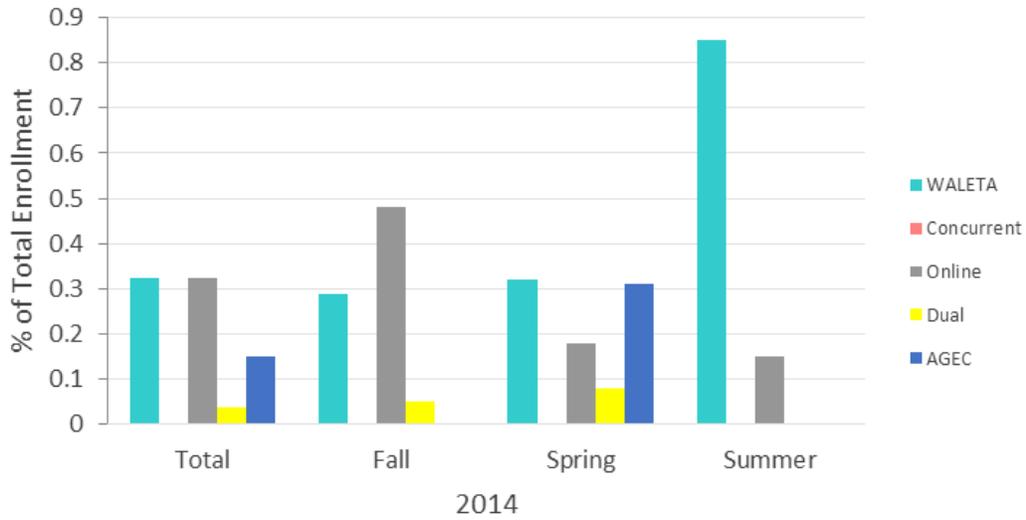
Provided program review data indicates that AJS program realized a profit in the 3 years this program review covers (2012-2014) (see Tables, pp. 8 & 9). As there were no resident faculty in the AJS program during this timeframe and thus, classes were exclusively taught by associate faculty, personnel expenditures were associate faculty wages. Similarly, as the majority of classes were online classes (see breakdown below) and as online courses do not require either classroom and/or office space, program expenditures were limited in both classroom and office space categories. Therefore, it is not surprising that the revenue/cost ratios were as favorable as the data indicated.

Although the data supplied for this program review focuses on the AA in Administration of Justice, because the AJS program services a variety of institutional programs and/or entities, in order to draw more detailed conclusions concerning revenue and costs for *all* AJS classes, as well as where the enrollment in *all* AJS classes was concentrated, data from Jenzabar on AJS class enrollments was collected for the same period and organized according to "type" e.g., Western Arizona Law Enforcement Training Academies (WALETA) cohorts, AJS classes that are (also) AGECE options, online AJS sections, and dual and concurrent sections.

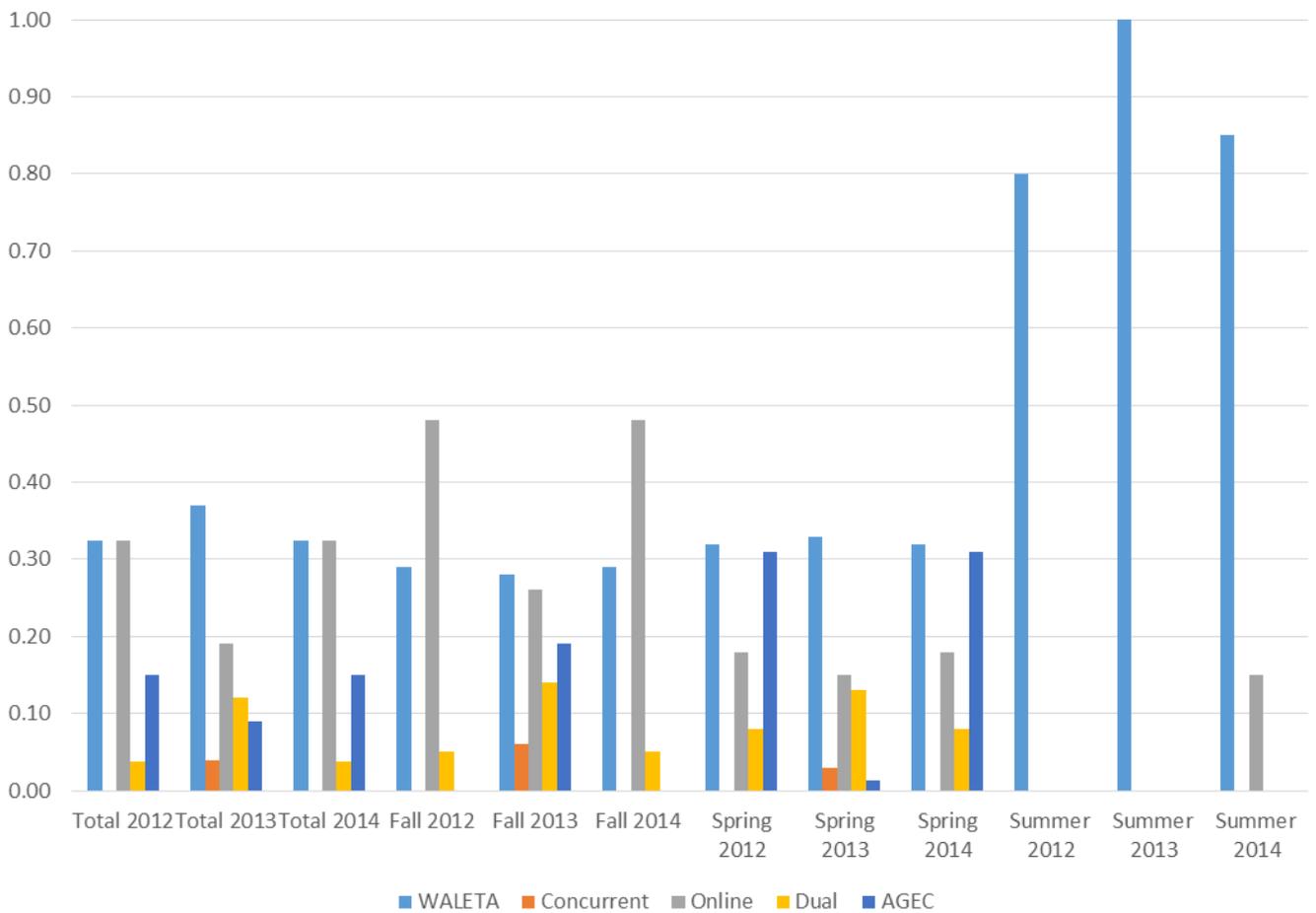
Analysis of this data reveals that the majority of AJS classes were either part of WALETA at LHC or online sections (see charts, "Percentage Enrollment in AJS Classes by Type", below). (From an economic perspective, it is important to note that in accordance with the WALETA IGA revenue (tuition for Academy credits) is equal to expenditures (instructors are WALETA personnel, qualified as MCC associate faculty.))



### Percentage of AJS Enrollment by Type



### Percentage Enrollment in AJS Classes by Type



For the period July 1, 2014 to June 30, 2015 there were 3 graduates of the AJS program (the 2013 Fall count of the major was 134 and fewer than half of these students continued to Fall 2014, see, Table p. 10). As explained above, WALETA students constitute a considerable portion of enrolled credits when viewed as a percentage of *all* AJS enrollment; however, MCC does not currently have a category to place these “graduates” as there is neither a degree nor a certificate awarded upon successful completion of either the 15 credits in the Law Enforcement Academy or the 8 credits in the Police Dispatch Academy. (See *Opportunities* below for a discussion of WALETA proposals.) In addition, as the above chart depicts enrollment in AJS classes includes dual enrollment classes as well enrollment in AJS classes that appear on the AGEC. It may very well be that AJS classes are functioning as AGEC electives and therefore, enrollment in such classes may not be attributable to students seeking an AA Administration of Justice degree.

## **2.1. Strengths, Weaknesses, Opportunities, Threats (SWOT)**

2.1.1. What are the strengths of your program as indicated in the above data?

Currently, the AJS program’s greatest strength would appear to be the versatility of its classes in freestanding WALETA cohorts and as AGEC options.

2.1.2. What are the weaknesses of your program as indicated in the above data?

The AJS program does not currently have a resident faculty. As such, there have been limited resources, if any, devoted to curriculum oversight, program recruitment and marketing. If, as discussed above, there are few students actually pursuing an AA in Administration of Justice a viable option could be to retire the AA and continue with alternative certificate programs (see discussion below).

2.1.3. What opportunities exist for your program based on the above data?

MCC is presently discussing with WALETA the possibility of adding an additional 3 credits - one additional AJS class- to the Law Enforcement Academy. Because the Academy is currently 15 credits WALETA students are not enrolled in a program and “graduates” neither complete nor earn a MCC certificate. If the Academy can be expanded to 18 credits then a certificate program can be designed and certificates awarded to those individuals who have completed the Academy. Though not discussed in this PPR (as no data was provided), there is also a Certificate in Administration of Justice - Corrections Officer that currently exists. Discussions with Eli Johnston, MCC Veterans Services Coordinator / School Certifying Official, have ensued to explore creating one certificate with 18 credits encompassing and serving both these areas of concentration - law enforcement and corrections. The opportunities provided with the creation of and completion of a certificate are aligned with the (overall) mission of the AJS program as well as programmatic goals.

In addition to the opportunity to recognize completion, with a certificate program WALETA students may be able to apply for federal financial aid and/or VA funding which might permit MCC to reestablish the WALETA Academy for military veterans, which was discontinued due to VA funding regulations.

Lastly, in discussions with WALETA personnel, they have expressed their intent to expand their academies in order to compete with the various law academies that currently exist in this part of Arizona. Providing WALETA with a competitive certificate brings with it the opportunity for greater enrollment in an MCC certificate as well as increased completion statistics. (As a sizeable number of academy students are sponsored by police departments, it may also result in considerable gainful employment.)

2.1.4. What threats exist for your program based on the above data?

At one point, WALETA considered turning to Rio Salado to deliver its Law Academy programming. While recent discussions have neutralized that threat, and WALETA understands a programmatic change to institute an 18-credit certificate could only happen for (as early as) Fall 2017, if MCC is unable to add a certificate WALETA may turn to another institution.

**3. Assessment of Student Learning**

Currently, although all AJS courses have competencies in course packages, because of personnel limitations many of these course packages are only now being revised to ensure clear student learning outcomes are identified. Assessment has also been limited as classes have only been recently been identified for MCC’s programmatic assessment of general education philosophies.

**Evaluation of Progress Toward Previous Goals**

There were no previous programmatic reviews.

**4. Program Goals and Plan**

The most viable option for the AJS program would be to transition the WALETA academies to a certificate. This option has been discussed with administration and WALETA personnel and a program modification could be submitted for the 2017 Catalog.

**5. Requests for Resources**

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel	N/A	N/A
Facilities	N/A	N/A
Equipment	N/A	N/A
Supplies	N/A	N/A
Computer Hardware	N/A	N/A
Computer Software	N/A	N/A
Training	N/A	N/A
Other	N/A	N/A
Total Requested Amount	N/A	N/A

5.1. Describe the resource request(s). N/A

5.2. What program outcome(s) does the resource request(s) address? N/A

5.3. What measurable outcome(s) will result from filling this resource request? N/A

## **6. Executive Summary**

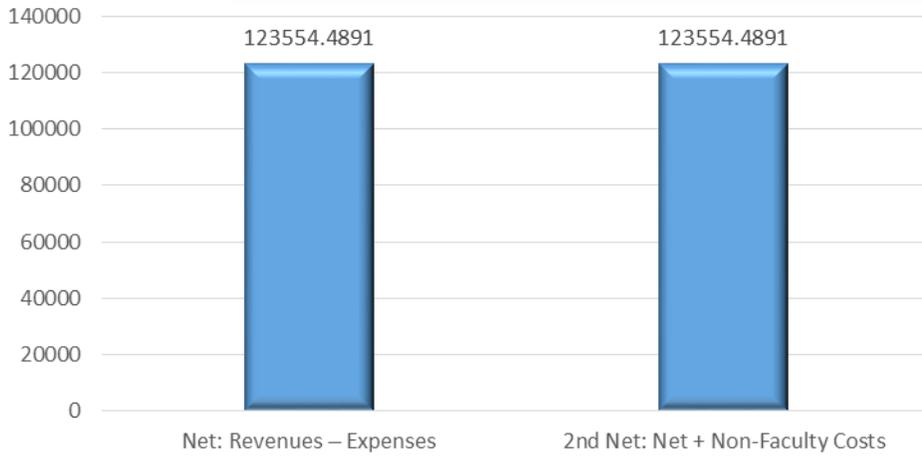
For the period under review, enrollment in AJS classes is largely Western Arizona Law Enforcement Academy (WALETA) cohorts, and AGECE options (a majority of which appear to be online classes). These appear to be its strengths. Enhancing the WALETA programming and extending the courses included in that area so as to design a certificate to cover both Law Enforcement and Corrections represents an opportunity for MCC to tap into viable enrollment pools in Mohave County. As discussions with both WALETA and MCC personnel suggests, instituting such a certificate may afford MCC the opportunity to increase completion rates as well as to serve Mohave County community police and corrections departments.

The question this review presents is whether the AA in Administrative Justice should continue as a program. Enrollment in AA classes has been relatively flat and the number of majors has decreased by half. As needed curricular revisions in the full gamut of classes will require personnel time and expenditures, it bears examining whether the AA is a justifiable stand-alone program.

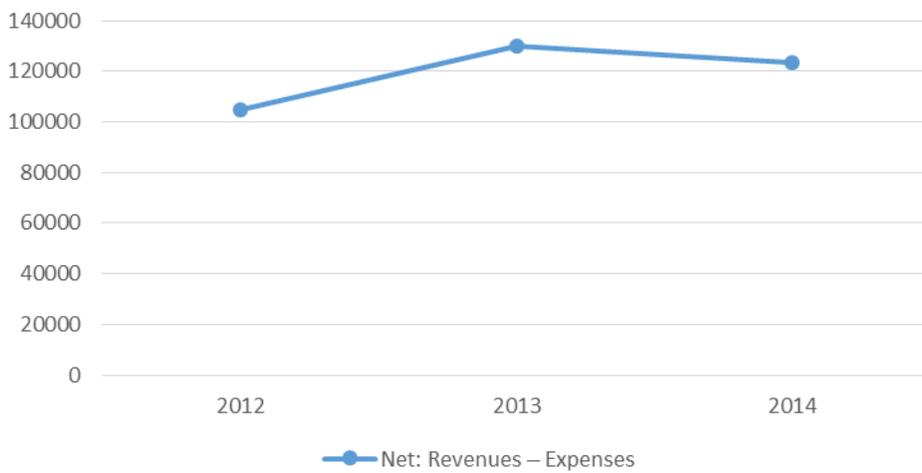
<b>Administration of Justice</b>			
	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Program (Prefix)</b>	<b>AJS</b>	<b>AJS</b>	<b>AJS</b>
<b>COUNTS</b>			
Number of Sections	35	40	26
Unduplicated Student Headcount	192	227	177
Duplicated Student Enrollment	443	551	432
Credit Hours	1,419	1,631	1,346
<b>REVENUE SOURCES</b>			
Tuition	\$ 120,498	\$ 146,016	\$129,360
2014 includes Program Fees where applicable)	\$ -	\$ -	\$0
Program Fees: 2012 and 2013 only	\$ -	\$ -	-
<b>Income: Tuition + Course Fees + Program Fees</b>	<b>\$120,498</b>	<b>\$146,016</b>	<b>\$129,360</b>
State Allocation based on hours	\$ 32,955	\$ 36,517	\$32,408
<b>Revenues: Instructional Income + State Allocation</b>	<b>\$153,453</b>	<b>\$182,533</b>	<b>\$161,768</b>
State Allocation as a % of Revenues	21%	20%	20%
<b>EXPENSES</b>			
Expenses	\$48,819	\$52,751	\$38,214
<b>Net: Revenues – Expenses</b>	<b>\$104,634</b>	<b>\$129,782</b>	<b>\$123,554</b>
Those not related to faculty wages or benefits			\$0
<b>2nd Net: Net + Non-Faculty Costs</b>			<b>\$123,554</b>
<b>RATIOS</b>			
Net per Student	\$544.97	\$572	\$698
Net per Hour	\$73.74	\$80	\$92
Net per Section	\$2,989.55	\$3,244.55	\$4,752
Expense to Income Ratio	0.32	0.29	0.24
Income to Expense Ratio	3.14	3.46	4.23
Profit Margin	<b>68.2%</b>	<b>71.1%</b>	<b>76.4%</b>
Cost per credit hour	\$34.40	\$32.34	\$28.39
Revenue per credit hour	\$108.14	\$111.91	\$120.18
Tuition only per credit hour	\$85	\$90	\$96
Instructional income per credit hour	\$ 85	\$ 90	\$ 96
Average Hours per student	7.4	7.2	7.6
Average Hours per course	40.5	40.8	51.8
Average Hours per section	3.2	3.0	3.1
<b>Breakeven Hours</b>	<b>451.4</b>	<b>471.4</b>	<b>318.0</b>
<b>Breakeven Headcount</b>	<b>61</b>	<b>66</b>	<b>42</b>
<b>Breakeven FTSE</b>	<b>15.0</b>	<b>15.7</b>	<b>10.6</b>

Net Income:

## Administration of Justice



## Net Income



<b>Administration of Justice</b>	
	<b>2014</b>
<b>Demographic</b>	<b>Count</b>
<b>Ethnicity</b>	
2 or more races	4
Asian	1
Black	1
Hispanic	50
Native American	7
Nonresident Alien	1
Pacific Islander/Hawaiian	0
Unknown	11
White	111
<b>Age Group</b>	
18-19	8
20-21	29
22-24	33
25-29	28
30-39	44
40-49	24
50-59	6
60-100	4
<b>Gender</b>	
Female	87
Male	90
Unreported	0
The following data is based on Major, not Prefix as above.	
<b>Administration of Justice</b>	
<b>Retention</b>	
2013FA to 2014FA Retention Rate	48%
<b>Graduation</b>	
July 1, 2014 to June 30, 2015 Graduates (Count)	3
2013FA continued to 2014FA	63
2013FA Count of this major	134
Retained Count	64
Note: <i>Retained Count</i> may not equal "continued" plus "graduates" because some students graduated and returned.	