2020 COMPREHENSIVE PROGRAM/UNIT REVIEW
AY 17-18, AY 18-19, AY 19-20

Administration of Justice
1. Program or Unit Description

Program Description:

According to the 2019-2020 college catalog, this program provides students with a solid background in the field of Administration of Justice by offering a variety of courses designed to prepare students for careers within the criminal justice system. The program combines the scientific study of law enforcement, the court system and corrections, along with a focus on the administration of these systems. An important component of the program is the study of the causes and effects of crime and the ways in which society responds to such behavior.

This program is designed to prepare students to obtain a two-year degree with the knowledge and skills needed to enter a career upon graduation. It also academically prepares students who wish to continue their degree at a four-year institution. A student who successfully completes 12 credits of AJ courses at Hawai‘i CC may receive up to six additional AJ credits for completing basic police recruit training as required by government law enforcement agencies.

An internship program is also available to students who wish to earn college credit by working in the AJ field. Students can earn up to six credits, which can be applied to the program. Students interested in the internship program should contact the AJ Coordinator.

What is the target student or service population?

The target student population is anyone who is interested in working within and around the justice system in law enforcement, the judiciary, corrections, government departments and non-profit and other service agencies.

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics from the previous three years or the full period covered in this Review if more than three years. Include a discussion of relevant historical-trend data on key measures (i.e., last three or more years).

Demand

The demand of the AJ program is healthy even though the number of AS-AJ majors decreased by 23 between the 2017-18 (77) and 2018-19 (54) academic years (AY), and it further decreased by an additional 7 between 2018-19 and 2019-20 AY resulting in 47 total AS-AJ majors currently enrolled. The primary reason for the decrease in majors is due to low enrollment. It is worthy to note that the senior AJ FTE faculty was on an extended health leave before retiring in December 2017 after a year’s long medical leave.
The FT and PT enrollment rates from Fall to Spring semesters stabilized over the past two AYs with a slight decrease in FT and a small uptick in PT enrollment in the 2019-20 AY perhaps as increasingly students that do not receive financial aid support have shared with me that their parents want them to get jobs while attending school. The average number of classes taught from 2017 – 2020 is 14.

**Efficiency**

The health of the AJ program’s efficiency is cautionary due to a decline in the average class size and number of majors per FTE faculty over the past three years. The fill rate decreased by 14.9% from 2017-18 to 2018-19. However, from 2018-19 to 2019-20 AYs, the fill rate remains at 49.5% and 49.2% respectively with a slight differential of .3%. In addition, the rate of majors per FTE faculty steadily decreased from 77:1 (2017-18), 54:1 (2018-19), and 47:1 (2019-20).

**Effectiveness**

The ARPD data indicates that the AJ program is unhealthy in its effectiveness due to declining successful completion, persistence rates, degrees/certificates awarded in combination with the increasing rates of withdrawals over the past three years. The successful completion rates from 2017-18 (79%) to 2018-19 (72%) decreased by 7%, but it appears to be holding steady at 72% from 2018-19 to 2019-29 AYs. At the same time, withdrawals increased by one to 13 since 2017. The largest decline was seen in persistence rates from Fall to Spring as it dropped by two percentage points from 2017-18 to 2018-19 with a more startling drop of 18 percentage points from 2018-19 AY to the 2019-20 AY. It is postulated that the Covid-19 pandemic had a meta-influencing effect in this drastic decrease as course modalities changed overnight to a distance learning format causing students to have to change their learning modality with little to no notice. This unforeseen and catastrophic situation may have caused students to fail or withdraw from classes or drop out. As a result, the degrees/certificates awarded fluctuated from 10 in 2017-18 to 18 in 2018-29 and 13 in 2019-20 AYs respectively. The increase from 2017-18 to 2018-19 is probably due to the hiring of the FTE faculty in August 2018 which brought badly needed stability to the program since the former FTE Coordinator/Instructor was on an extended health leave for the from 2016 – Fall 2017.

**Discuss significant program or unit actions and activities over the period of this Review. Include new certificate(s), stop outs, gain/loss of position(s), etc. Discuss the results of the prior Comprehensive Review’s action plan(s). Include external factors affecting the program or unit.**

During this review period, the AJ program’s leadership was in a transitional phase. The AJ program’s FTE senior faculty retired in December 2017 after an extensive health leave of absence. The last Comprehensive Program Review for the AJ program filed in 2017 was for the 2014–2017 period. In August 2018, a new FTE AJ Coordinator/Instructor was hired.
Despite the disruption caused by the changeover to a new Coordinator/Instructor, five of the six goals (5/6 = 83%) set in the 2017 CPR action plan were successfully achieved.

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Hire replacement FT coordinator/instructor.</th>
<th>FT coordinator/instructor hired August 2018.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2</td>
<td>Review and evaluate the effectiveness of the curriculum to serve students' needs in the AS degree, COs in Homeland Security and CJ Addictions Professional.</td>
<td>This goal will be included in the new action plan for the next year period.</td>
</tr>
<tr>
<td>Goal #3</td>
<td>Continue discussion and meeting with UH-Hilo to promote the LBRT AA-AJ pathway and create a more effective transfer transition to UHH AJ program.</td>
<td>Effective in Fall 2016, the LBRT (AA) with AJ concentration was implemented.</td>
</tr>
<tr>
<td>Goal #4</td>
<td>Continued sponsoring events like “Career Conversations,” which educate majors about real world opportunities and jobs that provide networking opportunities with professionals.</td>
<td>The AJ club and program sponsored “Career Conversations” (CC) in the 2017, 2018, 2019 Spring semesters. However, due to Covid-19, the CC event was cancelled in Spring 2020. There are plans to do a virtual CC event in Spring 2021.</td>
</tr>
<tr>
<td>Goal #5</td>
<td>Leadership development and high-profile real-world service opportunities like the Family Violence summit sponsored by the AJ club.</td>
<td>The AJ club in partnership with the Hawaii ASUH student government established the “It’s Our Kuleana” task force consisting of student and faculty volunteers to plan and sponsor the 4th Annual Domestic Violence Summit in Fall 2018. Nearly 150 UHH and Hawaii CC students attended the event. Another one is planned for Fall 2020.</td>
</tr>
<tr>
<td>Goal #6</td>
<td>Continue to offer summer enrichment programs with AJ content to middle school students on campus to increase program recruitment.</td>
<td>Summer enrichment classes on career exploration in the AJ field held for high school students in the 2017, 2018, and 2019. Summer 2020 enrichment class cancelled due to Covid-19 pandemic. There are plans to explore online options for Summer 2021.</td>
</tr>
</tbody>
</table>
The AJ club during this review period has evolved into a positive venue in which students develop leadership skills and form supportive peer relationships. Here are Google slide presentations that journalizes the AJ club activities by academic year:

- [2017-18 AJ Club](#)
- [2018-19 AJ Club](#)
- [2019-20 AJ Club](#)

The AJ program’s advisory council remains active and have met annually in the Spring during this review period:

- [2018 AJ Advisory Council Meeting Minutes](#)
- [2019 AJ Advisory Council Meeting Minutes](#)
- [2020 AJ Advisory Council Meeting Minutes](#)

Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program for the period of this Review; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the last year of this Review period.

The 2017-2020 period Overall Health Calls were Unhealthy (2017-18); Healthy (2018-19); and Cautionary (2019-20). It is hoped that in the next CPR review period, some stability will return to the Overall Health Calls, which fluctuated quite a bit during this review period. Some explanations for the Overall Health Call going from Unhealthy in the 2017-18 AY to Healthy in the 2018-19 was the hiring of the replacement Coordinator/Instruction in 2018, which added more oversight in academic advising, scheduling, hiring and oversight of lecturers, managing classroom instruction, and other program duties. In fact, more efficient scheduling and slimming down of lecturer costs resulted in the number of AJ class offerings in 2018-19 being reduced from 17 to 14 in 2019-20. This continued slimming down of course offerings to achieve better fill rates and cut lecturer costs has continued into the current 2020-21 AY and will further drop from 14 to 9 or 10 classes, with the teaching load being completely borne by the current Coordinator/Instruction. Whether these necessary cost cutting efforts brought about by the COVID-19 budget deficits results in better Health Calls for the program remains to be seen in the upcoming ARPDs and 2023, but it is projected that the three Health Calls will not be Unhealthy.

The AJ program did not meet Perkins indicators in two categories. In the completion category (2P1), the goal was 61 and only 50 completed, resulting in a shortfall of 11. The second category that was not met by the program was the student retention or transfer category. The goal was 86, and only 74 students retained or transferred resulting in a shortfall of 13 students. New action plan should address these Perkins deficits.

If applicable, provide attachment(s) or URLs for ARPD data tables from the previous three years or from the full period of this Review if more than three years;
3. Program Learning Outcomes or Unit/Service Outcomes

a) List of the Program Learning Outcomes or Unit/Service Outcomes

PLO1: Express a foundational understanding of the three components (law enforcement, courts, and corrections) of the Administration of Justice system and how they interrelate and affect individuals and society.

PLO2: Work independently and interdependently with diverse populations to produce personal, professional, and community outcomes.

PLO3: Use technology to access, synthesize, and communicate information effectively in written and oral reports.

PLO4: Develop and initiate career plans to obtain jobs or continue a degree in Administration of Justice or related fields.

b) List the Program Learning Outcomes or Unit/Service Outcomes that have been assessed in the period of this Comprehensive Review.

No assessments were done in this review period, but an extensive course review of most of the AJ courses (AJ 101, 130, 131, 150, 208, 210, 221, 234, and 280) was undertaken in Fall 2019 to review CLOs, objectives, and topics. This will allow the current AJ Coordinator/Instructor to proceed with the assessment of the courses in a more efficient and meaningful manner starting Fall 2020.

c) Discuss the assessment results from the period of this Comprehensive Review.

N/A

d) Discuss changes that have been made as a result of the assessment results.

Based on the 20% course review of nine AJ courses cited above, there are plans to remove PLO #3 (Use technology to access, synthesize, and communicate information effectively in written and oral reports).
4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, comparable unit-developed measures or program-developed metrics, assessments of student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next Comprehensive Program/Unit Review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

ACTION PLAN FOR 2020-23 CPR

Goal #1: Review and evaluate the core AJ courses in accordance with the existing 5-year assessment plan. (HG1 Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.)

Goal #2: Review and evaluate Pālamanui student needs and opportunities. (HGI Action Strategy 4: Solidify the foundations for Hawaii CC at Pālamanui, our newest campus, and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations served)

Goal #3: Increase virtual capacity of the AJ program and club to recruit majors and members respectively. (HG1 Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.)

Goal #4: Implement a virtual version of Career Conversations to promote career planning and professional networking opportunities. (HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.)

Goal #5: Create leadership development, academic skill building, and transfer opportunities for AJ students via the AJ club to address 2P1 and 3P1 unmet Perkins indicators. (HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.)

Goal #6: Continue to pursue developing an AJ pathway (2+2) partnership to other UH and non-UH 4-year institutions. (HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.)

Goal #7: Continue summer enrichment for high school teens to explore careers in the justice field. (HG1 Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.)

Goal #8: Remove PLO #3 (Use technology to access, synthesize, and communicate information effectively in written and oral reports) based on 20% course reviews of AJ 101, 130, 131, 150, 208, 210, 221, 234, and 280, and start a full cycle of assessment of courses
starting with AJ 101 and AJ/HSER/WS 256 in F2020. New schedule to be determined in consultation with DC and Assessment Coordinator.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level in the last year of this Review.

Specific 2015-2021 HGI Strategic Actions are noted for each goal set for the 2020-2023 comprehensive review action plan above that aligns with the College’s Mission and Strategic Plan:

HawCC Strategic Directions 2015-2021.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

The updated action plan will guide the administrative tasks and activities over the next few years. No budgetary resources will be required to achieve action plan goals.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

X I am NOT requesting additional resources for my program/unit.