HAWAI`I COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

ADMINISTRATION OF JUSTICE
ASSOCIATE OF SCIENCE DEGREE

December 3, 2009

Assessment Period: July 1, 2006 to June 30, 2009

Initiator: Mai Wong

Writer: Donnalyn Kalei, Assistant Professor
AJ Faculty and Program Coordinator

Program Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAII COMMUNITY COLLEGE
ADMINISTRATION OF JUSTICE
ASSOCIATE OF SCIENCE DEGREE PROGRAM

A.   **Program Effectiveness**

   1. **Write a brief narrative describing the program and how it supports the College's mission and imperatives.**

   The Administration of Justice (AJ) Program is 60-credit Associate of Science degree program situated in the General Education Division as one of four Public Services programs, along with Early Childhood Education, and Human Services and Substance Abuse Counseling. The AJ Program is designed to prepare individuals for careers within our criminal justice system; i.e., law enforcement, courts or corrections, private security and other human services and criminal justice agencies that service adult and adolescent offenders.

   AJ student majors are diverse in regards to their age, socioeconomic status and ethnicity. AJ student majors include students that have recently graduated from high school, non-traditional students, women, the unemployed, students with full time jobs seeking a change in career, and in-service criminal justice professionals. In addition, according to HawCC's registrar, more than half of AJ student majors are Native Hawaiian.

   The AJ program participates in the Cooperative Vocational Education (CVE) program which allows students to earn income and college credit while learning on the job. Another vocational training option for students is the AJ internship program. Students seeking to explore AJ career options and field experience may intern with professionals who work directly with the criminal justice system.

   Similarly, the AJ program provides an experiential learning environment through its Court Monitoring Program. Student volunteers are trained as court monitors to observe and collect data on DUI cases adjudicated in the Third Circuit District Courts in East and West Hawaii and participate in outreach activities that provide education on the dangerous of driving while intoxicated. Students participating in the Court Monitoring Program also receive a small stipend.

   In 2007, HawCC entered into a Memorandum of Agreement (MOA) with the Hawaii Police Department (HPD) for the Police Cadet Program (PCP). HawCC AJ majors who are part of HPD's PCP are reimbursed by HPD for tuition and books for all courses associated with fulfilling the AJ-AS Degree requirements.

   Last, the AJ program offers a 2 + 2 option in partnership with the University of Hawaii at Hilo's (UHH) Administration of Justice Bachelor of Arts Degree program. This option facilitates smooth transfer for HawCC AJ student majors seeking a Bachelor of Arts Degree in AJ at UHH.   Correspondingly, UHH students are able to take HawCC's AJ

courses, which articulate as lower-division electives for their BA Degree. All UH-Hilo AJ student majors are required to take AJ 101 from HawCC.

Accordingly, the AJ program responds to HawCC's Mission: **"*Hawai'i Community College promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community*"** by providing quality education, training and workforce development opportunities for its diverse student majors.

In addition, the AJ program responds to Hawaii Community College's Imperatives in the following ways:

 • **Community Development - The College will provide students with opportunities to serve their community.** AJ student majors are encouraged to participate in service learning activities via the Court Monitoring Program, AJ Student Club community service activities, including the annual Domestic Violence Family Peace March and Candle Light Vigil.

• **Workforce Development - The College will teach the skills needed to succeed in the workforce.** The AJ program curriculum provides theory with relevant experiential learning opportunities to build and enhance personal, interpersonal and workforce development skills. In-service criminal justice guest speakers, field trips to criminal justice agencies and videos that showcase current issues enhance the overall learning experience for AJ majors.

• **Cultural Competency - The College will respect and learn from all its students.** The AJ program faculty members are mindful in their approach to teaching and learning from their students. AJ program honors and encourages its students to share their relevant personal knowledge and experiences to enhance the overall classroom learning environment.

• **Environment - The College will build an awareness, appreciation, and sense of personal responsibility for the natural, social, and economic environments.** The AJ program promotes and encourages students to be cognizant of the natural, social and economic environments through its curriculum and co-curricular activities.

• **Hawaiian Culture and Values - The College will be the center for the study of Native Hawaiian cultural knowledge.** The AJ program encourages students to attend Hawaiian cultural events at the college and to consider taking Hawaiian Studies courses as an option to fulfill the Humanities requirement to enhance their overall learning experience at HawCC.

• **Healthy Communities - The College will work with students to build healthy communities.** The AJ program promotes healthy communities through its curriculum, Court Monitoring program and service learning activities.

• Technology - The College will provide access to current technology that supports student learning. All AJ student majors are required to use technology as a tool to enhance and build their skills in order to be successful in the workforce. AJ students are made aware of the technology available for their use, including the campus computer labs, online resources and MyUH.

See Appendix A, AJ program Map

2. **See Appendix B, Assessment Plan**

3. **As a result of a review of the program (e.g. courses, curricula, and assessment plan results, economic impacts, community needs etc.) (Attach Appendix C – Assessment Results Template) summarize what changes have been made and why.**

- Review of AJ Program Curriculum resulted in modification of existing AJ courses so they would articulate with UH-HCC and UH-MCC AJ programs; and introduction of new AJ courses to enhance the program curriculum and respond to the workforce needs of the community.

    o **Fall 2006 AJ Course Modifications:**
        - AJ 106 Criminal Investigations II modified to change course number, name and description to **"AJ 104 CSI: Violent Crime Forensics"** to reflect current AJ terminology for this study and to increase course enrollment.
        - **AJ 280 Current Issues** modified to change course description to satisfy the General Education Social Sciences requirement for the Liberal Arts Degree and to reflect the evolving study of the AJ system as it relates to society and the world and to increase and broaden the scope of social sciences courses;
        - AJ 290 B, C, and D Criminal Justice Internship modified to "**AJ 290 B Practicum I; AJ 290 C AJ Practicum II; and AJ 290 C AJ Practicum III"** Students who complete the prerequisite requirements are able to register for these courses without instructor approval.

    o **Fall 2006 New AJ Courses**
        - **AJ 180 Introduction to Homeland Security** responds to the current workforce development needs and enhances the overall AJ program curriculum;
        - **AJ 256 Domestic Violence and Child Abuse (cross-listed with Hser 256 and WS 256)** responds to the current workforce development needs and enhances the overall AJ program curriculum;

- **Revision of AJ Program Student Learning Outcomes:**
  With the advice of the AJ Advisory Council, the program student learning outcomes were revised in Fall 2008:

  1. Identify and analyze issues in Administration of Justice using written communication;

  2. Communicate with diverse populations in a culturally appropriate, ethical and professional manner using written and oral communication;

  3. Work independently and interdependently to accomplish shared professional and community outcomes;

  4. Use technology to access information and communicate effectively in a professional manner;

  5. Develop and initiate career plans to obtain jobs or continue degree in the Administration of Justice or related fields of study.

- **AJ Court Monitoring Program (Fall 2006 – Fall 2009)**
  The AJ program received 3 grants between 2006 and 2008 totaling $276,000 from the Hawaii State Department of Transportation to implement its Court Monitoring Program (CMP). The CMP provided an experiential learning environment for AJ student volunteers, who were trained to monitor and collect data from 2,060 DUI cases adjudicated in the Third Circuit District Courts in East and West Hawaii. Students also participated in College and community outreach activities that focused providing information on the dangers of driving while intoxicated. The goal was to decrease the number of alcohol and drug-related traffic crashes and fatalities in Hawaii County.

4. **Program Strengths and Weaknesses**
   Briefly describe the program's strengths and weaknesses to include:
   a) An analysis of data elements (see Table 5)--demand, efficiency, and effectiveness;
   b) Perceptions of the use of the program's assessment results of Program Learning Outcomes (PLO's)
   c) Other pertinent information.

- The overall Program Health is Cautionary.
  - **Demand is healthy**, as the number of majors (103) to new and replacement positions is 27 in the County and 470 in the State.

  - **Efficiency is Cautionary because the number of majors to FTE BOR Appointed Faculty was 79 – 1 (2006-07), 69 – 1 (2007-08), and 103 to 1 (2008-09).** Between the 2007-08 and 2008-09 Academic Years, the number of AJ students majors increased significantly by 49.3%, from 69 to 103,

making the AJ program the third largest academic program at Hawaii Community College. The AJ program is having difficulty responding to the increase of student majors in regards to providing academic advising as the program has only one full-time BOR faculty to 103 AJ student majors. Despite this the Fill Rate is 91%, and Cost per SSH is $170.52, making the program cost effective and efficient.

o **Effectiveness is Cautionary:** Persistence from Fall to Spring in 2006-07 was 53% and increased significantly to 83% in 2007-08, then decreased to 73% in 2008-09. The number of degrees awarded in 2006-07 was 10, increased to 15 in 2008-09; then decreased to 10 in 2008 -09. The 2008-09 number of degrees awarded (10) appears erroneous should be rechecked with HawCC's Registrar's Office. The program believes the number is above 15 for 2008-09.

o **Distance Education (Online Classes):** AJ online classes have been offered each Fall, Spring and Summer sessions since 2005, albeit the table shows only 2 AJ online classes for the 2008-09 AY. Nevertheless the data shows a Fill Rate of 83%, and Successful Completion of 74%.

o **Perkins IV Core Indicators:** The AJ program met 5 (1P1, 2P1, 3P1, 4P1, and 5P1) measures of the 6 core indicators. The program did not meet the goal of 25.00 for 5P2 measure (18.18).

Program Strengths (S1, etc.) and Weaknesses (W1, etc.)
Enumerate, do not rank, the top strengths and the worst weaknesses (3 each is recommended).
S1…Student learning of theoretical concepts are strengthened with experiential experiences via fieldtrips, interaction with criminal justice professional guest speakers, Court Monitoring program and practicum placements.

S2… Critical thinking is developed and fostered through written assignments, class discussions, capstone projects and interaction with criminal justice system professionals and agencies.

S3… AJ lecturers (criminal justice experts) supplement mainland textbooks with current information on the Hawaii criminal justice system so concepts and information are more meaningful for our students.

S4…AJ lecturers have office space to meet with students and prepare for classes.

S5…AJ Program courses are offered face-to-face, VidCon to West Hawaii campus and Online County and Statewide.

W1…Program has only 1 FTE BOR Appointed faculty to 103 student majors.

W2…Lacks APT Education Specialist to assist lone FTE BOR appointed AJ faculty and program coordinator with significant program growth of 103 AJ student majors.

W3…Program technology equipment needs to be updated.

W4… Incoming AJ students lack information to available campus and student resources such as computer technology labs, career guidance services and co-curricular activities.

W5… Satisfaction survey needed from AJ program graduates and employers.

5.   Discuss the progress the program has made in meeting the goals set in the last Comprehensive Program Review.

Goals Met:
o   Recruited new AJ advisory Council;
o   MOA with HPD Police Cadet Program;
o   Developed and modified curriculum;
o   Expanded distance education, via VidCon and Online instruction County and Statewide;
o   Program Student Learning Outcomes completed;
o   Assessment Plan completed;

Goals Not Met:
o   Did not hire new half-time AJ Faculty (Need FTE BOR Appointed Faculty)
o   Did not create AJ program Student Satisfaction Survey
o   Did not create Employer Satisfaction Survey

6. What are the program's goals/plans for the next Comprehensive Review period? What evidence supports these goals/plans?

o   Hire new FTE Education Specialist to assist lone FTE AJ BOR Appointed faculty with student advising and other AJ program operations and activities.
o   Review AJ Curriculum and initiate course modification and/or introduction of at least two new courses;
o   Create AJ program Graduate Satisfaction Survey;
o   Create AJ Employer Satisfaction Survey;
o   Offer additional AJ courses online to meet the needs of students.

B. Action Plan for Program Improvement
Complete Tables 1-4 to provide justification for program budget requests

Table 1—Top 6 Non-Cost Items

Task:	Academic yr.	Who is responsible	Justifications	
			Best Fits which ADP Goal*	Addresses which strength or weakness
1. Assessment of 2 AJ courses	Spring 2010	Program Coord.	A	W2, W5
2. Survey graduates	Spring 2011	Program Coord.	A, B, C	W2, W5
3.Use survey results to revise Program Learning Outcomes	Spring 2012	Program Coord.	A, B, C	W2, W5
4. Survey graduates	Spring 2012	Program Coord.	A, B, C	W2, W5

Key to abbreviations:
***ADP Goal s are: A, B, C, D, E**
Strengths/Weaknesses are numbered (S1, S2… W1, W2…--from A.4.)

Table 2 —Top 6 Cost Items

Task:	Academic Yr.	Who is responsible	$ amount & budget category Except R/M	Justifications	
				Best fits which ADPGoal*	Addresses which strength or weakness
1.hire 1 FTE-APT Ed. Specialist	2010-11	Program Coord.	$52K, P	D	W1, W2
2. purchase 1 desktop and 1 laptop computer and software	2009 - 10	Program Coord.	$5K, Eq	E	W3
3. purchase 1 color laser printer	2009 - 10	Program Coord.	$1K, Eq	E	W3

Key to abbreviations:
***ADP Goals are: A, B, C, D, E**
Budget Categories: P=Personnel;   S1x=Program Review Special Fund;
**   SE=Supplies Enhanced;   Eq=Equipment**
Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.4)

Table 3.--**Repair and Maintenance**

Nature of Problem	Describe Location: e.g. Building(s) & Room(s)
N/A	

Table 4—Equipment Depreciation, if applicable

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
(2004)Dell Desktop Computer	CP	2007	$1K
(2006) 2 Laptop Computers	CP	2009	$1.5K

Key to abbreviations:
   CP=Controlled Property w/item value $1K-$5K
    E=equipment w/item value >$5K;

**Annual Report of Program Data for Administration Justice
Hawaii Community College Program Major(s): AJ**

Overall Program Health				Cautionary
Demand Indicators		Academic Year		
		Fall 06	**Fall 07**	**08-09**	
1	New & Replacement Positions (State)	108	185	470	
2	New & Replacement Positions (County Prorated)	13	0	27	
3	Number of Majors	79	69	103	**Demand Health**
4	SSH Program Majors in Program Classes	204	249	747	Healthy
5	SSH Non-Majors in Program Classes	315	255	327	
6	SSH in All Program Classes	519	504	1,074	
7	FTE Enrollment in Program Classes	35	34	36	
8	Total Number of Classes Taught	9	8	15	

Efficiency Indicators		Academic Year			
		Fall 06	**Fall 07**	**08-09**	
9	Average Class Size	19.2	21.0	23.9	
10	Fill Rate	65%	86%	91%	
11	FTE BOR Appointed Faculty	1.0	1.0	1.0	
12	Majors to FTE BOR Appointed Faculty	79.0	69.0	103.0	**Efficiency Health**
13	Majors to Analytic FTE Faculty	47.3	46.9	64.7	Cautionary
13a	Analytic FTE Faculty	1.7	1.5	1.6	
14	Overall Program Budget Allocation	$80,454	$75,057	$183,133	
14a	General Funded Budget Allocation	n/a	n/a	$83,181	
14b	Special/Federal Budget Allocation	n/a	n/a	$99,953	
15	Cost per SSH	$169.73	$149.92	$170.52	
16	Number of Low-Enrolled (<10) Classes	1	1	1	

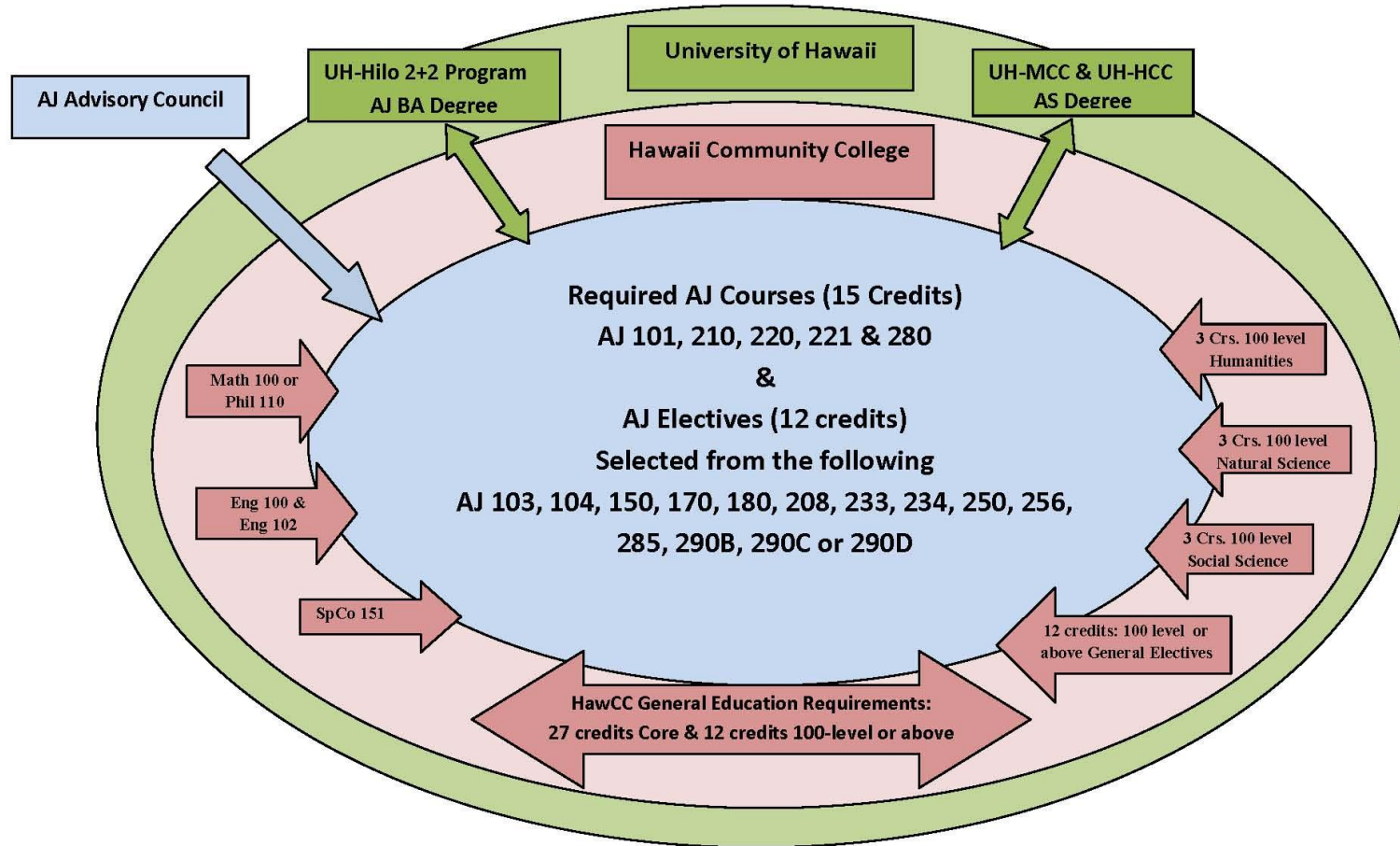| **Effectiveness Indicators**		Academic Year			
		2006	**2007**	**08-09**	
17	**Successful Completion (Equivalent C or Higher)**	n/a	n/a	91%	
18	**Withdrawals (Grade = W)**	n/a	n/a	8	
19	**Persistence (Fall to Spring)**	53%	83%	73%	
					Effectiveness Health
20	**Unduplicated Degrees/Certificates Awarded**	n/a	n/a	10	
20a	**Number of Degrees Awarded**	10	15	10	Cautionary
20b	**Certificates of Achievement Awarded**	0	0	0	
20c	**Academic Subject Certificates Awarded**	n/a	n/a	0	
20d	**Other Certificates Awarded**	n/a	n/a	0	
21	**Transfers to UH 4-yr**	8	6	4	
21a	**Transfers with degree from program**	n/a	n/a	2	
21b	**Transfers without degree from program**	n/a	n/a	2	

C/P denotes that the measure is provided by the college, if necessary.

Data current as of: 8/19/2009 - 3:30:PM

Distance EducationCompletely On-line Classes		Academic Year			
		Fall 06	**Fall 07**	**08-09**	
22	**Number of Distance Education Classes Taught**	n/a	n/a	2	
23	**Enrollment Distance Education Classes**	n/a	n/a	38	
24	**Fill Rate**	n/a	n/a	84%	
25	**Successful Completion (Equivalent C or Higher)**	n/a	n/a	74%	
26	**Withdrawals (Grade = W)**	n/a	n/a	3	
27	**Persistence (Fall to Spring Not Limited to Distance Education)**	n/a	n/a	43%	
Perkins IV Core Indicators					
Perkins IV Measures 2007-2008		**Goal**	**Actual**	**Met**	
28	**1P1 Technical Skills Attainment**	90.00	100.00	Met	
29	**2P1 Completion**	44.00	50.00	Met	
30	**3P1 Student Retention or Transfer**	55.00	88.89	Met	
31	**4P1 Student Placement**	50.00	55.56	Met	
32	**5P1 Nontraditional Participation**	25.00	58.67	Met	
33	**5P2 Nontraditional Completion**	25.00	18.18	Did Not	

HAWAII COMMUNITY COLLEGE

ADMINISTRATION OF JUSTICE (AJ) - PROGRAM MAP

ASSOCIATE OF SCIENCE DEGREE – 60 CREDITS

University of Hawaii

UH-Hilo 2+2 Program AJ BA Degree

AJ Advisory Council

UH-MCC & UH-HCC AS Degree

Hawaii Community College

Required AJ Courses (15 Credits)
AJ 101, 210, 220, 221 & 280
&
AJ Electives (12 credits)
Selected from the following
AJ 103, 104, 150, 170, 180, 208, 233, 234, 250, 256, 285, 290B, 290C or 290D

Math 100 or Phil 110

Eng 100 & Eng 102

SpCo 151

3 Crs. 100 level Humanities

3 Crs. 100 level Natural Science

3 Crs. 100 level Social Science

12 credits: 100 level or above General Electives

HawCC General Education Requirements:
27 credits Core & 12 credits 100-level or above

Career Pathways
- Police Officer   - State Sheriff   - Airport Security Officer (TSA)   - Youth & Adult Corrections Officers
-Police Dispatcher   - State Dept. of Land and Natural Resources Officer   -National Park Ranger
- Private Security Officer   -High School Security Officer   -Youth Counselor   -Substance Abuse Counselor

Administration of Justice - Associate of Science Degree
Assessment Plan

AJ Program Student Learning Outcomes:
1. Identify and analyze issues in Administration of Justice using written communication.
2. Communicate with diverse populations in a culturally appropriate, ethical and professional manner using written and oral communication.
3. Work independently and interdependently to accomplish shared professional and community outcomes
4. Use technology to access information and communicate effectively in a professional manner.
5. Develop and initiate career plans to obtain jobs or continue degree in the Administration of Justice or related fields of study.

Matrix of Student Learning Outcomes (program level) by Course

Course Alpha/#	Course Title	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
AJ 101	Intro to AJ	X	X		X	X
AJ 103	Criminal Investigations I	X		X	X	
AJ 104	CSI: Violent Crimes Forensics	X		X	X	
AJ 150	Correctional Process	X	X	X	X	X
AJ 170	Intro to Private Security	X	X	X	X	X
AJ 208 /Soc 208	Criminology	X	X	X	X	
AJ 210	Juvenile Justice	X	X	X	X	X
AJ 220	Constitutional Law	X		X	X	
AJ 221	Criminal Law	X		X	X	
AJ 233	Police Organization and Management	X		X	X	
AJ 234	Police and Community Relations	X	X	X	X	
AJ 250	Practice and Procedure in Corrections			X	X	
AJ 256/ Hser 256 /WS 256	Domestic Violence and Child Abuse	X	X	X	X	X
AJ 280	Current Issues in AJ	X	X	X	X	
AJ 285	Narcotics and Organized Crime	X		X	X	
AJ 290 B	AJ Practicum I		X	X	X	X
AJ 290 C	AJ Practicum II		X	X	X	X
AJ 290 D	AJ Practicum III		X	X		

Student Learning Outcomes to be assessed for each year of the program review cycle.

	Fall semester	Spring semester
Year 1 (2008/09)	1	4
Year 2 (2009/2010)	2	3
Year 3 (2010/2011)	5	1
Year 4 (2011/2012)	2	3

APPENDIX C

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ADMINISTRATION OF JUSTICE
ASSESSMENT RESULTS

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Evaluation Team Members:
1. Donnalyn Kalei, Assistant Professor, Administration of Justice
2. Donna Madrid, Adjunct Faculty, Administration of Justice and Political Science
3. Valerie Hafford, Adjunct Faculty, Human Services

Program Learning Outcomes to Be Assessed:
PLO # 1: Identify and analyze issues in Administration of Justice using written communication.

Artifact Sampling:
AJ 210 Juvenile Justice (Term Papers)
Adjunct faculty member William Kenoi submitted 17 student term paper artifacts from his AJ 210 Fall 2008 class. The evaluation team members randomly selected 29% (5 of 17) term papers to be evaluated. Copies of the five term papers were distributed to each team member, along with a copy of the Administration of Justice Term Paper Rubric, which was used as an assessment tool to evaluate the student term papers.

Evaluation Team Member's Results:
Of the 15 evaluations (3 evaluators per 5 samples), 12 were marked as either "Meeting (5) or Exceeding Expectations (7)." 3 were marked as "Does Not Meet Expectations." All 3 were marked for lack of central idea, vague thesis statement, paper structure and lack of references to support statements.

Notwithstanding, the 12 or 80% met or exceeded expectations, indicating that 80% of the students were proficient in identifying and analyzing issues using written communication in a term paper. All 3 evaluation team members agreed that SLO #1 is being covered in the term paper assignment and is a good assessment tool for the program.

Course of Action Using the Assessment Results:
The evaluation team agreed that the term paper assignment should be continued. However, the team recommended that students should submit a draft of their term papers to the instructor so that students having difficulty with writing could be identified early on and referred to a writing tutor for assistance.