

HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW (CPR)

Administration of Justice

3-Year Review Period:
July 1, 2014 to June 30, 2017
AY14-15, AY15-16 and AY16-17

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.

Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART I: PROGRAM DATA AND ACTIVITIES

Program Description

Provide the short program description as listed in the current 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.

Previous Comprehensive Review Information

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: <http://hawaii.hawaii.edu/files/program-unit-review/>

Year	2009
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2009_aj_comprehensive_instructional_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	<p>Evaluation and Recommendations:</p> <ol style="list-style-type: none"> 1. Very good to excellent narrative describing the program and how it supports the college's mission and imperatives; detailed analysis of Program Health data; 2. Significant program growth: 46% increase of program majors, from 69 to 103 students; three new courses added to meet workforce development needs; extended distance learning to UH campuses; external state and federal funding obtained to provide experiential learning and service learning for program majors. 3. Needs Assessment Plan that is more complete; 4. Needs additional faculty or education specialist to support lone FTE faculty. <p>Changes Made:</p> <ol style="list-style-type: none"> 1. In Fall 2010 a Temporary FTE Education Specialist was hired. 50% of her time is dedicated to supporting the AJ Program and 50% is used to support the Substance Abuse Counseling Program.

	2. Assessment plan revised and completed.
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ARPD Data: Analysis of Quantitative Indicators

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the program’s data tables for the three years under review and submit with this Comprehensive Program Review (CPR).

a) If you will be submitting this CPR in hard copy, print and staple a copy of the data tables for the three years under review to the report; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting this CPR in digital form (WORD or PDF), attach a PDF copy of the data tables for the three years under review along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

Analyze the program’s ARPD data for the 3-year review period.

Describe, discuss, and provide context for the program’s AY15 through AY17 data, including the program’s health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

DEMAND – CAUTIONARY

This writer disagrees with the "Unhealthy" call for Demand for two reasons:

1. The designation of CIP 43-0107 as an assessment tool for Demand is Obsolete, and
2. The data used to determine line # 1 “New and Replacement Positions (State), and line #2 “New and Replacement Positions (County Prorated)” is Incomplete.

1. CIP 43-0107 (Criminal Justice/Police Science) is an obsolete tool that is being used to assess the AJ program’s Health Demand because its focus is on Police Officer education and training programs. According to the National Center for Education Statistics (NCES), CIP 43-0107 is defined as:

A program that prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation

and maintenance, report preparation and other routine law enforcement responsibilities, <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88546> .

CIP 43-0107 would have been an appropriate tool to assess the AJ Program before 1987 when it was known as the “Police Science Program,” as its primary focus was placed solely on educating students interested in becoming police officers. However, in 1987 the “Police Science Program” was modified and changed to the Administration of Justice Program (AJ Program). This change was due to student education and work force development needs in areas other than policing but related to criminal justice system. From 1987 to the present, Hawaii Community College’s AJ program’s curriculum along AJ programs at UH Maui College and Honolulu Community College have diversified and broaden their focus to include courses on Corrections, Criminology, Homeland Security, Law (Courts) and Substance Abuse.

Students now have the opportunity to learn and explore careers in the three major components of the criminal justice system, namely Policing, Courts and Corrections. In fact only about 30% of program majors are seeking careers in law enforcement, and 70% are interested in careers that relate to the Courts or Correctional components, or peripheral agencies that service juvenile and adult offenders. As such, the AJ program graduates are able to obtain jobs as judiciary clerks, adult and juvenile probation aides, child welfare (CPS) aides or case managers and residential staff working in group homes or halfway houses that service court-ordered juvenile and adult offenders that have substance abuse issues. If program majors are seeking careers that require BA or higher degrees, the AJ Associate of Science degree has prepared them for transfer to 4-year universities.

Accordingly, CIP 43-0107 is not an appropriate tool to assess the AJ program. It does not reflect nor mirror the program’s curriculum or description as stated in the College’s catalog. Most importantly, CIP 43-0107 only addresses 30% of program majors that intend to enter law enforcement careers.

There is a solution, however. CIP 43-0104 Criminal Justice/Safety Studies is a perfect tool to assess this AJ Program and those at Maui College and Honolulu Community College. The National Center for Education Statistics defines CIP Code 43-0143 as

A program that focuses on the criminal justice system, its organizational components and processes, and its legal and public policy contexts. Includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.

<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=43.0104>.

CIP 43-0104 broader in context, and encompasses the study of the entire criminal justice system. Correspondingly, college's such as UH-Hilo, Chaminade University, and Hawaii Pacific University use CIP Code 43.0104 Criminal Justice/Safety Studies as a tool to assess their AS and BA degrees.

<https://www.hirenethawaii.com/vosnet/drills/program/eduprogrill.aspx?session=progdetail&geo=1501000000&zip=&radius=&geotype=&city=>

With that said, this writer recommends that the Dean of Public Services and the Vice Chancellor of Academic Affairs strongly advocate to the UH System that CIP Code 43-0107 Criminal Justice/Police Science be replaced with CIP Code 43.0104 Criminal Justice/Safety Studies.

1. The data reported for #1 "New and Replacement Positions (State) and for #2 "New and Replacement Positions (County) is Incomplete. The data collected was retrieved from police departments throughout the State and from Hawaii County Police Department, respectively, and did not include from other law enforcement agencies or correctional facilities statewide and in Hawaii County. Missing from the lines #1 and #2 is data from the Hawaii State Sheriff's Department.

The Sheriff's Department provides law enforcement for all State Courts, including the Circuit (6), District (8) and Family Courts (3) in Hawaii County, State Buildings and other areas that fall under State jurisdiction, including the airports. Sheriff deputies provide security for the Governor and visiting dignitaries, transport criminal offenders to neighbor island courts and correctional facilities, and assist the Hawaii State Department of Land and Natural Resources – Division of Conservation and Resource Enforcement,

<http://dps.hawaii.gov/about/divisions/law-enforcement-division/sheriff-division/>. The minimum education qualifications to apply for a sheriff position is a high school diploma, which is the same for police officers in Hawaii.

<https://www.lawenforcementedu.net/hawaii/hawaii-sheriff/>.

Another area missing from the data is public security officers, as specified in CIP 43-0107. Public security officers would include all persons who provide security services in the community, including Hawaii Community College, UH-Hilo, Hilo Medical Center, and numerous shopping centers throughout Hawaii County.

Accordingly, this writer cannot provide an analysis for data that is inaccurate and incomplete. I would recommend that the persons that are responsible for gathering data for the Demand section do a better job to make ensure that the data they collect is accurate and complete.

EFFICIENCY - CAUTIONARY

The average Fill Rate (#10) over the three Academic Years (AY), 2014 – 17, was 63%. It appears that the Fill Rate decreased by 7%, from 67.9% in the 2014-15 AY to 60.5% in 2015 – 16 AY; then rose slightly to 61.2% in AY 2016-17.

FTE BOR Appointed Faculty (#11) to Majors to Appointed FTE Faculty (#12) showed a continuous decline over the three AY years, with 1/97.5 in AY 2014 – 15, 1/86 in AY 2015 – 16, and 1/79.5 in AY 2016 – 17.

Together, the Fill Rate and Faculty to program Major shows declining trend and explains why the AJ program's Efficiency is Cautionary. In addition the decline in Efficiency may be attributed to the absence of the lone FTE faculty, who was on sick-leave much of the reporting period. In December 2017, the FTE faculty retired. The program will need to hire a new FTE faculty, who will nurture the program back to a Healthy status.

EFFECTIVENESS- CAUTIONARY

Persistence from the Fall to Spring (#19) indicated a declining trend in enrollment over the three-year reporting, with 72.7% in 2014 – 15 AY to 67.8% in 2015-16 AY to 65.3% in 2016-17, respectively.

Unduplicated Degrees/Certificates Awarded increased significantly, from 17 Degrees awarded in 2014-15 AY to 26 Degree awarded in 2015-2016. Thereafter, 23 Degrees were awarded in the 2016-17 AY, which showed a leveling over the three AY's.

On its own, the declining trend in Persistence may have been deemed Unhealthy call. However, combined with Unduplicated Degrees/Certificates the Cautionary call for Effectiveness is appropriate for the AJ program.

Describe, discuss, and provide context for the program's data in the Distance Education, Perkins Core Indicators, and Performance Measures Indicators categories, as applicable.

Distance Education:

Over the three AY’s eight AJ courses were offered online, with a cumulative enrollment of 153 students. Fill rate dropped significantly between the 2014-15 and 2015-16 AY’s, from 90% to 61%, respectively and leveling out at 59% in the 2016-17 AY. Successful completion with a “C” grade or above was approximately 71% cumulatively. There was a total of 14 withdrawals, and Persistence from Fall to Spring improved over the three AY’s with 64% in first year, 57% in the second year and 78% in the third year. Overall, Online classes were bordering on satisfactory, and improvement is needed to boost the AJ program’s Online course offerings. An ideal Fill Rate, and Successful Completion should be at least 80% and higher. The number of withdrawals was too high, at 9%, and efforts should be made to decrease this number to 5% or lower.

Perkins IV Core Indicators 2015 – 2016:

Despite the Cautionary Call for Demand, Efficiency and Effectiveness, the AJ program met 5 of the 6 Perkins IV Core Indicators. The AJ program did not meet 3P1 Student Retention or Transfer Core Indicator, falling 12% below its stated goal of 81% and actual performance at 69.23%. The improvement in the local economy resulting in a job growth in the community may have contributed to students choosing to work in lieu of returning to school or transferring to a 4-year university.

Performance Measures

Number of Degrees awarded to Native Hawaiians account for 50% or higher. Students receiving Pell grants accounted for a majority of students who graduated from the AJ program. The number of program majors transferring to 4-year universities decreased significantly with 13 in the 2014-15 AY, compared to 5 in the 2015-16, and 7 in the 2016 – 2017 AY.

What else is relevant to understanding the program’s data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program’s data for the three years under review that are not discussed above.

All program data has been explained in the narrative above. There is nothing else to add.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program’s meaningful accomplishments and successes.

Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students

Fast Track Curriculum Modifications:

Courses Fast Tracked and modified to add and/or update Course Learning Outcomes and align them with Program Learning Outcomes (2016). AJ 234 Police and Community Relations, AJ 250 Corrections Procedures, AJ 256 Domestic Violence/Child Abuse (Cross-listed with HSER & WS), AJ 280 Current Issues, AJ 290 B, Practicum I, AJ 290 C Practicum II & AJ 290 D Practicum III.

Program Modifications:

1. Added 13-Credit Certificate of Competence in Homeland Security (2014)

The 13-Credit Certificate of Competence in Homeland Security provides professional development opportunities to in-service Transportation Security Administration (TSA) professionals and education and training opportunities for students interested in careers as TSA agents.

2. Added 23-Credit Certificate of Competence in Criminal Justice Addictions Professional (2014)

The Certificate of Competence in Criminal Justice Addictions Professional (CO-CJAP) will provide professional development opportunities for in-service professionals, and workforce development education to students interested in working with adult and juvenile offenders incarcerated adult jails and prisons and juvenile detention centers or group homes, respectively. Students successfully completing the CO-CJAP satisfy the Department of Health-Alcohol and Drug Abuse Division's education requirements for the State Certified Criminal Justice Addictions Professional.

New Program:

60 – Credit AA Degree in Liberal Arts with a Concentration in Administration of Justice (2016)

This concentration provides students with a background in the scientific and experimental study of the Administration of Justice system. It focuses on the three major components of the

AJ system in the United States, including the aspects of law enforcement; the state and federal judicial process; and local, state, and federal correctional systems. It also explores the historical and current economic, political, and societal issues of the AJ systems, and how they affect individuals, families, communities, and the greater society. It prepares students to transfer to a four-year institution that offers a degree in Administration of Justice, Criminal Justice, or related Social Sciences disciplines, and is a specific pathway for those who are interested in transferring to the University of Hawai‘i at Hilo to pursue a degree in Administration of Justice.

Contributions to the College

Discuss how the program aligns with and supports the College’s institutional effectiveness and helps the Kauhale achieve our shared goals by describing how the program contributes to the achievement of our Mission, Vision and Institutional Learning Outcomes.

MISSION: To promote lifelong learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai‘i Island community.

http://uhcc.hawaii.edu/OVPCC/strategic_planning/mission.php

VISION: Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.

The AJ program's faculty and staff fosters excellence in education, workforce development, academic advising, and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawaii Island community

Learning-Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the program during the 3-year review period, please see the [Assessment Reports Archive](#).

The program faculty/staff have reviewed the program record on Quali KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.

- The program faculty/staff have reviewed the program record on Kualī KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.

Kualī KSCM: <https://hawaii.kuali.co/cm/#/courses>

If the program's information on Kualī KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Kualī.

Program Learning Outcomes (PLOs)

AJ 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.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

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

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

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

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

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

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

Discuss the program's successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs). Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.

AJ 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, and

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

Successes:

The AJ program curriculum provides challenging assignments and real-life scenarios that requires students to think critically about situations as they relate to the students and greater community, then take steps to research, examine data, discuss theoretical perspectives and form conclusions to problem solve and make decisions. The core curriculum not only emphasizes in-class assignments and discussions designed to understand the three components of the AJ system, but how they operate on the local and state level, relate to historical systems of justice in Hawaii, and teach Hawaiian cultural practices which are integrated into Service Learning (SL) experiences.

Creative events like "Career Conversations" and the "Coming Home" project providing support for formerly incarcerated individuals pursuing an education and spearheaded by the AJ Club, have made real life applications relevant and engaging for the students. Students attend class fieldtrips to the Hawaii Police Department, 3rd Circuit Criminal Courts and Children's Justice

Center, and provide AJ 290 Practicums so students can access hands-on experience. Students attend class fieldtrips to the Hawaii Police Department, 3rd Circuit Criminal Courts and Children’s Justice Center, and provide AJ 290 Practicums in law enforcement, courts, and corrections, so students can access hands-on experience. Students have also taken part in SL projects like feeding the Homeless at the Carvalho Park weekly feedings; participating in clean-ups and native plantings at the Panaewa Kamoleao site with inmates; attending community events like the Domestic Violence Family Peace March and Candlelight Vigil and volunteering for on-campus events like The Earth Day Fair.

Challenges:

The AJ program has been greatly challenged to maintain stability and development in the last 3 years due to the health issues of the full-time Coordinator/Instructor, and then her retirement in Dec. 2017. The program has been fortunate that through the dedicated efforts of its APT employee, the program has continued and even created innovative ways to deepen students understanding of PLO 1 and PLO 2 as described in the successes above.

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

Successes:

The AJ program is one of the most technology developed programs at HawCC—meaning that of its approximately 8-12 courses offered every semester 85% of the courses are offered either online or via VidCon. This not only affords students living outside of Hilo more access to classes due to technology, but it also means that more AJ students are expected to become technology proficient to both access information and to be able to use technology to communicate.

Challenges:

The profuse use of technology in delivering AJ courses means that lecturers in the AJ program need to be technologically proficient to deliver in Online and/or VidCon modes. The challenge is to keep a pool of lecturers who are proficient in technology, so that PLO #3 can be best achieved.

AJ PLO #4: Develop and initiate career plans to obtain jobs or continue a degree in Administration of Justice or related fields.

Successes:

The AJ program prepares our graduates to access resources and services that support their educational goals and career aspirations through academic counseling; referring students to the College’s Career Counselor, inviting in-service professional as guest speakers in a variety of classes; exposing students to career oriented activities such as the 11th, 12th & 13th Annual Career Opportunity Expo at Sangha Hall; hosting three “Career Conversations” Panels (2015,

2016 & 2017) in which 8 – 10 in-service professionals do short presentations on their job duties and provide time for students to ask questions.

Course Learning Outcomes (CLOs)

List all program courses (alpha/#/title) that were assessed during the 3-year review period.

No AJ courses were assessed during the 3-year review period because the program coordinator was on sick leave during the 2014 – 2015 AY and 2016 – 2017 AY. Although the program coordinator returned during the 2015 – 2016 AY, she was overwhelmed with the amount of other work she needed to catch-up with. The program coordinator retired on December 30, 2017.

Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students’ achievement of Course Learning Outcomes (CLOs).

Describe how the program’s faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students’ learning of implementing those improvements.

Not Applicable. See statement above.

PART II: RESOURCES INVENTORY

Describe and discuss the program’s current resources and resource needs.

Describe the status of the following faculty/staff program resources:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	The College provides adequate academic support services for program graduates. Online students utilize the Learning Center and Online testing services frequently.
Adequate Student	Student support services are needed for academic advising, and

Support Services (academic advising, counseling, career guidance).	the program’s Education Specialist has been doing much of the academic advising while the program coordinator was on sick leave. The Counseling Center has provided support for program majors who have complicated issues in regards to academic probation and financial aid restrictions.
Safe workplace.	The College provides adequate security support for students and teachers. The building space where the AJ program office and classrooms is safe and comfortable. The area is routinely cleaned and exits are clear of any debris. If there is an issue with the air conditioner, auxiliary services (POM) provides prompt services to address this issue.
Adequate and up-to-date computers and software (for program needs).	Desktop and laptop computers, and software need to be updated. The Desktop and laptop computers are over six years old.
Adequate computer access to allow faculty to do their jobs.	As mentioned above desktop and laptop computers need to be updated.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	Training in computer technology is not provided. However, training is available for learning new computer software.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	Adequate training is available for audiovisual technology. The technicians provide adequate support and are readily available when issues arise during class time. The technicians are very helpful.
Adequate training in distance learning course development and management (Laulima, etc.).	Adequate training in Distance Learning course development and management is readily available. The ITSO department personnel are always available, by phone or email, to answer all questions. Several lecturers have taken advantage of the summer OCPD training program to develop online courses.

Resource Category	Resources the program	Resources the program	What is the program’s
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	needs to operate effectively:	already has:	resource gap?
A. Personnel			
1) Positions (Functions)	1. BOR Appointed FTE faculty/program coordinator; and 2. FTE Education Specialist	FTE Education Specialist. *The FTE faculty/program coordinator retired on Dec. 30, 2017.	*BOR Appointed FTE Appointed faculty/program coordinator
2) Professional Development	Assessment, Distance Learning, and new & emerging AJ technology & trends	Assessment & Distance Learning	New & emerging AJ technology & trends
B. Operating Resources			
1) Supplies	Adequate operating supplies, ie, office supplies provided by program budget.	Adequate operating supplies, ie, office supplies provided by program budget .	None
2) Contracts	N/A	N/A	N/A
3) Equipment	Desktop and laptop Computer; Printer	Desktop and laptop Computer; Printer	Desktop and laptop Computer are over 6 years old and need to be updated.
4) Space and Facilities	Adequate	Adequate	Adequate
C. Technology			
1) Hardware	Desktop and laptop Computer; Printer	Desktop and laptop Computer; Printer	Desktop and laptop Computer are over

			6 years old and need to be updated.
2) Apps or Software	Microsoft Office, Adobe 11.0 and Adobe Photoshop	Microsoft Office, Adobe 11.0 and Adobe Photoshop	Need latest version of Microsoft Office, Adobe Acrobat and Adobe Photoshop.
3) Tech Support	College Provided	College Provided	College Provided
4) Tech-related Professional Development	N/A	N/A	N/A
5) Tech labs / facilities	N/A	N/A	N/A

PART III: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Provide a detailed narrative discussion of the program's overall 3-Year Action Plan to improve student success for AY18, AY19 and AY20. This 3-Year Action Plan should be based on analysis of the Program's 3-year data trends for student achievement and the overall results of course and program assessments of student learning conducted during the 3-year review period.

This 3-year Action Plan must identify the program's specific goals and objectives for the next three years, and must include annual benchmarks and timelines to achieve each goal.

Note: "Budget asks" to accomplish the program's Action Plan may be included in the Action Items below.

ACTION PLAN

Goal #1: Maintain stability, development and credibility of the program. It is extremely important to Hire Replacement FT Coordinator/Instructor in 2017-18.

Goal #2: Review and evaluate the effectiveness of the curriculum to serve students' needs in the A.S. degree, and COs in Homeland Security and the CJ Addictions Professional. The 20% Course Review process will be started in 2018-19 to extend over 5 years. Also, a new Assessment schedule for all AJ courses will be created in consultation with the Assessment Coordinator and the new FT Coordinator/Instructor in AJ for the next 5 years. This includes an evaluation of serving students at the PAL campus and the WHI community. **(HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion and HGI Action Strategy 4: Solidify the foundations for HawCC at PAL).**

Goal #3: Continued discussions and meetings with UH-Hilo to promote the LBRT AA-AJ Pathway and create a more effective transfer transition to their 4 Year AJ Program.

Goal #4: Continued sponsoring of events like "Career Conversations" which educate majors about real world opportunities and jobs and which provide networking opportunities with professionals. (HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs).

Goal #5: Leadership development and high profile real world service opportunities like the Family Violence Summit being sponsored by the AJ Club in collaboration with community organizations and government agencies, scheduled for Oct. 2018. (HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs).

Goal #6: Continue to offer summer enrichment programs with AJ content to middle school students on the campus to increase program recruitment. (HGI Action Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance).

ACTION ITEMS to ACCOMPLISH the ACTION PLAN

Provide a detailed description and discussion of each Action Item that the program will undertake to accomplish its 3-Year Action Plan.

Action Item 1:

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**
- A series of meetings with different UH-Hilo faculty/staff/administrators will be set-up in AY 2018-2019 to advocate for a stronger and smoother transition of students who are pursuing the A.S. in AJ and the LBRT AA-AJ Concentration. Linked to this is a better more coordinated collaboration with Student Affairs in onboarding students who declare the AJ and the AA-AJ Concentration through orientation and initial advising.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?**
- Better orientation and advising as well as transfer coordination will lead to better identification of individualized student educational and professional goals and a more efficient pathway from admission to degree and or CO and the workforce.

- **Budget & Resource Asks:** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*
 - Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.
 - Include the total cost and timeline for purchase or re-allocation.
- N/A

Action Item 2:

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**
- Research and pilot the use of Zoom as a technology to increase outreach to students in remote areas.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?**

Make the program more accessible island-wide and increase performance in PLO #3: Use of technology.

- ***Budget & Resource Asks:*** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*
- Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.
- Include the total cost and timeline for purchase or re-allocation.

\$3,000, purchased in AY 2018-19: 4 iPads with stands (4 x \$450 = \$1800) Microphone = \$200; ZoomPro = \$1000

Action Item 3

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**
- Continue the development of collaborations with Prosecutor’s Office, Police, Corrections which offer real life opportunities for career shadowing and projects which benefit the community.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?**

- Students will have opportunities to not only network with professionals in the field, but to develop skills which will be needed in careers they are interested in pursuing.

- ***Budget & Resource Asks:*** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*
- Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.
- Include the total cost and timeline for purchase or re-allocation.

N/A

BUDGET & RESOURCE ASKS

For each budget-or-resource-ask detailed in the Action Items above, answer the following questions:

<p>What are the implications or consequences for the program if this request is not funded?</p>	<p>For Action Item #2: The program will continue as in the past, but will not have the same level of innovation and outreach which could be brought by the technology.</p>
<p>How can the program build, create, or develop the needed resources within its existing</p>	<p>It could invest in the equipment and software needed in a piecemeal fashion from its regular T&F budget.</p>

capacity?	
Can other resources be re-purposed to accommodate this need?	No
Are there other sources to fund this need, such as grants, community partnerships, etc.?	Not aware of any at this time.
Can this need be deferred? If so, for how long? What are the consequences if deferred?	It can be deferred for a year, with no dire consequences.

Hawaii Community College

2015 Instructional Annual Report of Program Data

Administration of Justice

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: AJ Program CIP: 43.0107

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	131	123	136	Unhealthy
2	*New & Replacement Positions (County Prorated)	15	15	18	
3	*Number of Majors	133	121	98	
3a	Number of Majors Native Hawaiian	78	56	48	
3b	Fall Full-Time	69%	62%	57%	
3c	Fall Part-Time	31%	38%	43%	
3d	Fall Part-Time who are Full-Time in System	1%	1%	0%	
3e	Spring Full-Time	65%	59%	58%	
3f	Spring Part-Time	35%	41%	42%	
3g	Spring Part-Time who are Full-Time in System	0%	3%	1%	
4	SSH Program Majors in Program Classes	878	705	567	
5	SSH Non-Majors in Program Classes	358	402	306	
6	SSH in All Program Classes	1,236	1,107	873	
7	FTE Enrollment in Program Classes	41	37	29	
8	Total Number of Classes Taught	18	19	18	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	23.1	19.4	16.2	Cautionary
10	*Fill Rate	81.5%	70.2%	67.9%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	132.5	120.5	97.5	
13	Majors to Analytic FTE Faculty	68.8	59.2	48.8	
13a	Analytic FTE Faculty	1.9	2.0	2	
14	Overall Program Budget Allocation	\$156,545	\$162,884	Not Reported	
14a	General Funded Budget Allocation	\$70,230	\$77,402	Not Reported	
14b	Special/Federal Budget Allocation	\$0	\$0	Not Reported	
14c	Tuition and Fees	\$86,315	\$85,482	Not Reported	
15	Cost per SSH	\$127	\$147	Not Reported	
16	Number of Low-Enrolled (<10) Classes	1	2	5	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	82%	82%	85%	Cautionary
18	Withdrawals (Grade = W)	5	9	15	
19	*Persistence Fall to Spring	75.3%	70.3%	72.7%	

19a	Persistence Fall to Fall	45.6%	42.1%	47.3%
20	*Unduplicated Degrees/Certificates Awarded	23	21	17
20a	Degrees Awarded	23	21	17
20b	Certificates of Achievement Awarded	0	0	0
20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	0	0	0
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported
22	Transfers to UH 4-yr	12	12	13
22a	Transfers with credential from program	6	6	6
22b	Transfers without credential from program	6	6	7

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	5	3	2
24	Enrollments Distance Education Classes	107	67	45
25	Fill Rate	82%	96%	90%
26	Successful Completion (Equivalent C or Higher)	70%	61%	64%
27	Withdrawals (Grade = W)	3	4	7
28	Persistence (Fall to Spring Not Limited to Distance Education)	71%	76%	44%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	100.00	Met
30	2P1 Completion	47.00	48.57	Met
31	3P1 Student Retention or Transfer	75.21	80.65	Met
32	4P1 Student Placement	68.92	31.43	Not Met
33	5P1 Nontraditional Participation	17.50	51.82	Met
34	5P2 Nontraditional Completion	16.00	55.00	Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	23	21	17
36	Number of Degrees and Certificates Native Hawaiian	14	8	10
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	114	98	76
39	Number of Transfers to UH 4-yr	12	12	13

*Data element used in health call calculation

Last Updated: October 7, 2015

Hawaii Community College

2016 Instructional Annual Report of Program Data

Administration of Justice

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: AJ Program CIP: 43.0107

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	123	136	138	Unhealthy
2	*New & Replacement Positions (County Prorated)	15	18	16	
3	*Number of Majors	121	98	86	
3a	Number of Majors Native Hawaiian	56	48	40	
3b	Fall Full-Time	62%	57%	63%	
3c	Fall Part-Time	38%	43%	38%	
3d	Fall Part-Time who are Full-Time in System	1%	0%	0%	
3e	Spring Full-Time	59%	58%	58%	
3f	Spring Part-Time	41%	42%	42%	
3g	Spring Part-Time who are Full-Time in System	3%	1%	0%	
4	SSH Program Majors in Program Classes	705	567	480	
5	SSH Non-Majors in Program Classes	402	306	264	
6	SSH in All Program Classes	1,107	873	744	
7	FTE Enrollment in Program Classes	37	29	25	
8	Total Number of Classes Taught	19	18	15	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	19.4	16.2	16.5	Cautionary
10	*Fill Rate	70.2%	67.9%	60.4%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	120.5	97.5	86	
13	Majors to Analytic FTE Faculty	59.2	48.8	51.6	
13a	Analytic FTE Faculty	2.0	2	1.7	
14	Overall Program Budget Allocation	\$162,884	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	\$77,402	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	\$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	\$85,482	Not Reported	Not Yet Reported	
15	Cost per SSH	\$147	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	2	5	3	

*Data element used in health call calculation

Last Updated: February 17, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	82%	85%	81%	Healthy
18	Withdrawals (Grade = W)	9	15	12	
19	*Persistence Fall to Spring	70.3%	72.7%	67.8%	
19a	Persistence Fall to Fall	42.1%	47.3%	51.3%	
20	*Unduplicated Degrees/Certificates Awarded	21	17	26	
20a	Degrees Awarded	21	17	26	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	12	13	5	
22a	Transfers with credential from program	6	6	1	
22b	Transfers without credential from program	6	7	4	

Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	3	2	3
24	Enrollments Distance Education Classes	67	45	55
25	Fill Rate	96%	90%	61%
26	Successful Completion (Equivalent C or Higher)	61%	64%	80%
27	Withdrawals (Grade = W)	4	7	5
28	Persistence (Fall to Spring Not Limited to Distance Education)	76%	44%	57%

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	95.83	Met
30	2P1 Completion	50.30	41.67	Not Met
31	3P1 Student Retention or Transfer	76.72	85.00	Met
32	4P1 Student Placement	69.00	65.71	Not Met
33	5P1 Nontraditional Participation	19.69	49.55	Met
34	5P2 Nontraditional Completion	19.36	30.77	Met

Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	21	17	26
36	Number of Degrees and Certificates Native Hawaiian	8	10	13
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	98	76	72
39	Number of Transfers to UH 4-yr	12	13	5

*Data element used in health call calculation

Last Updated: February 17, 2017

Hawaii Community College

2017 Instructional Annual Report of Program Data

Administration of Justice

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: AJ Program CIP: 43.0107

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	136	138	120	Cautionary
2	*New & Replacement Positions (County Prorated)	18	16	17	
3	Number of Majors	98	86	80	
3a	Number of Majors Native Hawaiian	48	40	41	
3b	Fall Full-Time	57%	63%	55%	
3c	Fall Part-Time	43%	38%	45%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	1%	
3e	Spring Full-Time	58%	58%	65%	
3f	Spring Part-Time	42%	42%	35%	
3g	Spring Part-Time who are Full-Time in System	1%	0%	0%	
4	SSH Program Majors in Program Classes	567	480	639	
5	SSH Non-Majors in Program Classes	306	264	261	
6	SSH in All Program Classes	873	744	900	
7	FTE Enrollment in Program Classes	29	25	30	
8	Total Number of Classes Taught	18	15	17	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	16.2	16.5	17.6	Cautionary
10	*Fill Rate	67.9%	60.4%	61.2%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	97.5	86	79.5	
13	Majors to Analytic FTE Faculty	48.8	51.6	42.1	
13a	Analytic FTE Faculty	2	1.7	1.9	
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	\$177,570	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	\$139,140	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	\$0	
14c	Tuition and Fees	Not Reported	Not Yet Reported	\$38,430	
15	Cost per SSH	Not Reported	Not Yet Reported	\$197	
16	Number of Low-Enrolled (<10) Classes	5	3	3	

*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	85%	81%	84%	Cautionary
18	Withdrawals (Grade = W)	15	12	9	
19	*Persistence Fall to Spring	72.7%	67.8%	65.3%	
19a	Persistence Fall to Fall	47.3%	51.3%	48.5%	
20	*Unduplicated Degrees/Certificates Awarded	17	26	25	
20a	Degrees Awarded	17	26	23	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	6	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	13	5	7	
22a	Transfers with credential from program	6	1	1	
22b	Transfers without credential from program	7	4	6	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	2	3	3
24	Enrollments Distance Education Classes	45	55	53
25	Fill Rate	90%	61%	59%
26	Successful Completion (Equivalent C or Higher)	64%	80%	70%
27	Withdrawals (Grade = W)	7	5	2
28	Persistence (Fall to Spring Not Limited to Distance Education)	44%	57%	78%

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	96.97	Met
30	2P1 Completion	51.00	66.67	Met
31	3P1 Student Retention or Transfer	81.00	69.23	Not Met
32	4P1 Student Placement	63.87	75.00	Met
33	5P1 Nontraditional Participation	22.00	52.63	Met
34	5P2 Nontraditional Completion	22.00	50.00	Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	17	26	23
36	Number of Degrees and Certificates Native Hawaiian	10	13	11
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	76	72	17
39	Number of Transfers to UH 4-yr	13	5	7

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors