

ANNUAL
REPORT OF PROGRAM DATA
2023



UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

July 1, 2022 through June 30, 2023

Administration of Justice

Written and submitted by Donna Madrid

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1. Program or Unit Mission

According to the 2020-21 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 In alignment with Section 4, Goal #6 and to provide more transfer options for AJ students who want to pursue a 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 can contact the following: Counseling AJ Advisor – Kaleo Quintana, AJ Faculty Donna Madrid or Department Chair Claudia Wilcox-Boucher.

2. Program Student Learning Outcomes or Unit/Service Outcomes

For the past year, please indicate which program student learning or unit/service outcomes were assessed, assessment results, and what changes will be made to address the results.

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.

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.

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

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

ILO1: Communicate effectively in a variety of situations.

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

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

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.

There were no PLO or CLO assessments conducted in the 2022-2023 academic year as planned.

3. Analysis of the Program/Unit

Use this section to discuss the annual report of program data (ARPD data) and/or any other data used to assess your program or unit in terms of demand, efficiency, and effectiveness and with respect to the goals of your last comprehensive program/unit review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs/unit, gain/loss of position(s), etc.).

Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

Demand Indicators

The AJ program continues to see an increase in part-time enrollment from 49% to 68% and a decrease in full-time enrollment 51% to 32%. Increasingly especially as we emerge from the Covid-19 pandemic, students have to enter or reenter into the workforce to meet basic living financial needs before they graduate. Many households suffered job loss and economic hardship. Maintaining full-time college schedules while working presents a common occurrence where full-time students may revert to part-time status.

Between the 2021 - 2023 academic years, enrollment dropped from 38 to 22 due to graduation (4) and transfer (7). During the 2022-2023 academic year, there were 5 AJ classes taught in the Fall semester and 5 AJ classes taught in the Spring totaling 10 classes taught which differs from the 9 showing on line item #8 of the AJ ARP data.

Efficiency Indicators

There has been a drastic 64% decline in average class size from 14 to 9. Moreover, the fill rate dropped 24.5 percentage points from 60.5% to 36%. This could be a result of a big push to offer courses asynchronously during Covid-19 was not sustainable due to student readiness to online learning. While we are transitioning to “in-person” classes, students prefer the interdependence of in-person and Zoom synchronous learning, thereby students moving away from asynchronous learning. Asynchronous learning requires student self-discipline to learn more independently. Offering asynchronous classes was a great way to accommodate students during Covid-19, students do not initially realize the magnitude of student readiness required in taking an online course often resulting in withdrawals as indicated by the number of low-enrolled classes increasing by 40% from 2 to 5.

Effectiveness Indicators

The completion rates decreased by 5% from 82% to 77%. Withdraws showed a slight improvement by one from 5 of the previous AY to 4 of the 2022-2023 AY. Persistence rates from Fall to Spring have declined by 8% from 65% to 57%. Persistence rate from Fall to Fall semesters shows an increase by 6% from the previous year, perhaps this is due to more students having to attend part-time due to the need for students to seek employment.

Distance Indicators

The number of DE classes taught from the previous year by 1 from 8 to 7. Enrollment for distance education classes drastically dropped 44% from 125 to 55. In addition, the fill rates declined 35% supporting the notion that although students prefer DE classes, inadequate student online learning readiness impacts their ability to successfully complete courses. Withdrawal rates decreased by 3 from 5 to 2 of the prior year's data.

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your last comprehensive program/unit review action plan(s)? What changes are you making to your action

2023 Hawai'i Community College ARPD
Program: Administration of Justice

plan(s) for the next year? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit until the next comprehensive review. Specify how the action plan(s) aligns with the College's Mission and Strategic Plan. Be sure to list resources that will be required, if any, in section 5 below.

** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

Action plan noted in the 2021-2022 annual program review is current and ongoing.

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.)

This goal is ongoing and an updated 5-year assessment plan for core AJ courses is needed.

Workforce development discussions with AJ community partners recognize the workforce development value of the AJ Criminal Justice Professional and Homeland Security certificates.

In early March 2023 HSSI conference on Oahu, the AJ and Social Sciences faculty attended the UHCC Good Jobs Hawaii (GJH) workforce initiative breakout session. We met with GJH rep and it was recommended that we apply for GJH funding for the AJ Homeland Security (HLS) and Criminal Justice Professional (CJAP) certificate programs. In mid-March, [the AJ advisory council convened its annual meeting](#) with community friends and supporters from the Human Services and Substance Abuse Counseling fields were also in attendance, and they were informed of the GJH opportunity. There was overwhelming support by all who were present. Industry leaders such as the Hawaii PD Chief of Police, Director of Department of Public Safety, and CEOs of Hope Services Hawaii, Lokahi Treatment Centers, and Bridge House in West Hawaii were supportive of this initiative and provided letters of support in meeting a late April GJH grant application deadline. GJH workforce grant funding will pay for student tuition and fees for AJ HLS and CJAP certificate courses in late May to take effect Fall 2023 through Summer 2024. While the GJH application was arduous with only one-month to complete with the strong community support from industry leadership. It should be noted that the AJ advisory council

The CJAP's Substance Abuse Counseling courses required lecturers who are certified by the State of Hawaii due to Continuing Education Unit (CEU) State of Hawaii ADAD requirement and meet college MQs. Substance Abuse Counseling lecturers were paired with AJ faculty and senior AJ lecturer partnered as co-teachers (1.5 credits each) pending lecturers' completion of the Laulima Badging Level I training.

Moving forward, future workforce funding awards deserve adequate and effective radio/TV promotional support from the college and GJH, a more coordinated recruitment plan in partnership with the counseling unit and GJH rep in the EDvance unit, and inform and include other units like admissions and records office and financial aid.

Goal #2: Review and evaluate Pāalamanui student needs and opportunities. (HGI Action Strategy 4: Solidify the foundations for Hawai'i CC at Pāalamanui, and establish large-scale student support service)

2023 Hawai'i Community College ARPD
Program: Administration of Justice

This goal is ongoing. Even as we emerge from the Covid-19 pandemic, Pāalamanui students prefer distance education. Plans to schedule a course to be taught from the Pāalamanui campus perhaps in person and on Zoom will be examined. We have had some success with West Hawaii students volunteering for food distributions on the Pāalamanui campus and participating in AJ club virtual meetings and activities.

Goal #3: Increase virtual capacity of the AJ program and club to recruit majors and members respectively. (HGI Action Strategy 2)

Partially achieved. Although we achieved this goal last year in increasing virtual AJ classes, we recognize the need to monitor the need for virtual capacity AJ courses with a sharp decline in the enrollment in distance education classes. This is a direct correlation to the increase in AJ majors that are part-time enrolled and a decrease in full-time enrolled majors. AJ faculty is in the process of completing Laulima Badging level 1 training with intentions to also complete badging level II training.

This goal is achieved with the AJ club being a current registered RISO. The club is very active with regular weekly meetings and regular participation in campus and community events such as the Annual DV Family Peace Walk and Candlelight Vigil, Annual It's Our Kuleana DV Awareness Summit, monthly food distributions, Pu'uhonua Career Conversations event, and Hawaii CC Day.

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.)

Achieved and ongoing! Career Conversations is an activity that is steered by student interests and led by the AJ Club student leaders that is well attended virtually and in person by AJ, Liberal Art and Human Services majors as industry jobs intersect multiple disciplines in justice and helping professions. A closer look at including federal career pathways in conservation, resource management, and intelligence technology to include other Hawaii CC majors from the Agriculture, Forest Team, and IT programs.

Goal #5: Create leadership development, academic skill building, and transfer opportunities for AJ students via the AJ club to address 2P1 and 3P1. (HGI Action Strategy 2)

Achieved and ongoing. The purpose of the AJ Club is to support Goal 5 with creating leadership, academic skill building and transfer opportunities. The Career Conversations, Pu'uhonua, DV Summit, and related events are major strengths and central offerings of the AJ program. Future activities should include current industry trends in professional skill building in understanding trauma informed care and other evidence-based practices from visiting and resident professionals .

Goal #6: Continue to pursue developing an AJ pathway (2+2) partnership to other UH and non-UH 4-year institutions. (HGI Strategy 2)

Ongoing. In alignment with Section 4, Goal #6 and to provide more transfer options for AJ students who want to pursue a Bachelor's degree, the AJ program partnered with Chaminade University in the Summer of 2022 to create a 2+2 Memorandum of Agreement. Students who

complete their AS AJ degree have an opportunity to transfer to Chaminade to attain a Bachelor of Science degree in Criminology/Criminal Justice. This Bachelor program is offered completely online and it is a seamless transfer to where the student who has completed their AS AJ degree can transfer into a junior standing with all general education and pre-requisites deemed met. Future program and club activities will educate and promote on campus and in the community at high schools, youth groups, adult service agencies supportive of higher education.

The UH Hilo's BA in Admin of Justice program has sought out a pathway partnership with both Hawai'i CC's AS Admin of Justice and the AA in Liberal Arts with a Concentration in Admin of Justice programs that is in the process of being reviewed and approved. This process is currently on hold at the request of UH Hilo. Although the AA in Liberal Arts with a Concentration in AJ articulates seamlessly to UH Hilo, this is not the case for the AS in AJ majors who want to transfer to UH Hilo. Having said this, data is needed to see if students are changing their major from AS in AJ to AA LBRT with concentration in AJ because of transferability. This could be a contributing factor for the decrease in majors.

Goal #7: Continue summer enrichment for high school teens to explore careers in the justice field. (HGI Action Strategy 2)

Ongoing goal. AJ faculty will assist with EDvance programing and Early College requests as possible. Historically the AJ program has taught a "Careers in AJ" exploration course. The program will explore offering AJ 101 Introduction to AJ as an early college course. Currently, Running Start high school students enroll and have successfully completed AJ 101.

Goal #8: Remove PLO#3 based on the 20% course reviews of AJ 101, 130, 131, 150, 208, 210, 221, 234, and 280, and start a full cycle of assessment of courses.

In progress. The faculty will need to coordinate a new cycle of assessments that takes into account the scheduling of courses.

Generally, college enrollment decreases when the workforce job vacancies rise across all industries throughout the state. This has a direct impact on the AJ program enrollment. Although the program has seen a decline in enrollment, the Administration of Justice remains a popular field of study with a strong standing at Hawai'i Community College and across community sectors in the justice and social services fields. The program continues to provide all instructional courses virtually and continues to provide additional academic and career support, events, and activities for its students.

5. Resource Implications

Special Resource Requests not included in operating "B" budget *

Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans.

**Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.]*

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

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: _____ (4 items max.)

For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request as part of your Review document submission via the*

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✓ **Item Description:**

✓ **Justification:**

✓ **Priority Criteria** (must meet at least one of the following):

1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

CATEGORY	Category-Specific Information Needed			
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #