

Administration of Justice



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).

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 6 additional AJ credits for completing basic police recruit training as required by government law enforcement agencies.

An internship program is also available to students who wish to earn college credit by working in the AJ field. Students can earn up to 6 credits, which can be applied to the program. Students interested in the internship program should contact the AJ Coordinator.

Program Learning Outcomes (PLOs)

Upon successful completion, students are prepared to:

- 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.
- Work independently and interdependently with diverse populations to produce personal, professional, and community outcomes.
- Use technology to access, synthesize, and communicate information effectively in written and oral reports.
- Develop and initiate career plans to obtain jobs or continue a degree in Administration of Justice or related fields

2. Analysis of the Program

Demand Indicators

The demand indicator of the AJ program overall is **“healthy.”** The 2018-2019 APR demand indicators show that state and county job positions for 2018-2019 is at 408 which is promising for the 54 AJ majors currently in the college pipeline. It's worthy to note that there is a small but steady growth in job positions at the county level by 1 position from 38 to 39, but a larger increase in positions at the state level by 6 positions from 363 to 369.

The current CIP code 43.0107 (Criminal Justice/Police Science) does not fit the program's description as stated in the college's catalog. CIP code 43.0107 fails to take into account the breadth and depth of the AJ program. The AJ does not focus primarily on educating and training law enforcement officers. In fact, only an estimated 30% (16 out of 54) of majors actually seek law enforcement careers. Most AJ majors seek careers in the court system, corrections, and non-profit and private entities that interface with the criminal justice system, such as group and half-way houses, alcohol and drug treatment, and reintegration projects that serve offenders. As a result, changing CIP code to 43.0104 (Criminal Justice/Safety Studies) is justified as it encompasses the breadth and depth of the AJ program. Although AJ program coordinators at Maui College and HonCC would have to agree to change CIP code, it is unclear as to the administrative process in which to pursue this change should there be agreement among AJ PCCs.

The decrease in majors from 2017-2018 (77) to 2018-2019 (54) is primarily due to graduation. It is worthwhile to note that the ARPD is based on AS in AJ majors and it does not take into account Liberal Arts – AJ concentration majors that may seek AJ program faculty for academic advising. LBRT-AJ majors want to seek an AJ 4-year degree. Out of the 54 majors in 2018-2019, 33 or 61% of AJ majors are Native Hawaiian. Moreover the 2018-2019 demand indicators show 60% (32 of 54) of our majors are full-time students while the remaining 40% (22 of the 54) AJ majors are part-time students. It's interesting to note that there is a steady increase for the past 3 years as part-time majors taking full-time pace in spring semesters for the past three years.

Efficiency Indicators

The overall health of AJ program efficiency is **"cautionary."** There is a decline in the average AJ class size from 17 in 2017-18 to 11 in 2018-19, and a decline in fill rates from 59.8% in 2017-18 to 41.1% in 2018-19. In addition, the FTE BOR appointed faculty to student major ratio is 1:54. The recommended FTE BOR appointed faculty to student ratio is 1:25. Out of the 14 AJ classes taught in 2018-19, 6 classes had low enrollment (<10). Ironically given the recommended ratio of 1:25 and the current number of AJ majors at 54, should the number of majors rise, the efficiency indicator will worsen to unhealthy over time with only 1 FTE BOR faculty.

Effectiveness Indicators

The overall health of the AJ program effectiveness is **"healthy"** with 72% of AJ successfully complete AJ classes and persistence rates Fall to Spring and Fall to Fall is at 66% and 50% respectively, and 18 AJ degrees awarded with 4 graduates transferred to a UH 4-year institution.

Distance indicators demonstrate that AJ online classes have a 63% fill rate with a 50% successful completion rate with 4 students withdrawing from AJ online classes in 2018-19. Online class persistence rates from Fall to Spring declined to 60% as compared to 82% in the previous year.

Perkins indicators for the AJ program met technical skills attainment, nontraditional participation and completion rates. However, the AJ program did not meet Perkins completion, student retention/transfer, and student placement goals. This could be as a result of non-traditional students having to work to meet family needs that interferes with their ability to attend college. A closer look in these three areas are warranted.

AJ program performance indicators overall show increases in # of degrees and # of degrees awarded to Native Hawaiian. In 2018-19, 18 AJ degrees were awarded as compared to 10 in 2017-18. Out of the 18, 11 degrees were awarded to Native Hawaiians receiving Pell grants and 6 graduates transferred to a UH 4-yr institution. These are positive outcomes which have helped boost the Effectiveness indicator.

SUMMARY

Here is a list with data on [2018-2019 AJ Program activities](#). It includes on campus and community events: Annual Family Peace Walk and Vigil; It's Our Kuleana Domestic Violence summit; "Stay Humble Pray" forum; Pu'uhonua forum; Career Conversations; Fresh Check Mental Wellness day; Career Opportunities Expo; Earth Fair Day; and Hawaii CC day; Community Pantry Food distribution; Maile's Mission. The [2018-19 AJ Club](#) played a major role in planning for all AJ program activities on campus and in the community. AJ advisory council made recommendations as noted in the Spring 2019 AJ advisory minutes (see attached). Recommendations included, but not limited to: building advisory council to include other justice community partners; market & promote AJ certificate degrees; new course development.

3. Program Learning Outcomes (PLOs)

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No AJ courses, Course Learning Outcomes (CLOs) or Program Learning Outcomes were assessed in AY18-19.

Department Chair and AJ coordinator mutually agreed that although Course Learning Outcomes are in alignment with PLOs and Institutional Learning Outcomes (ILOs), CLOs of most AJ courses need to be condensed and simplified. AJ 234 (Police & Community Relations) and AJ 208 will be assessed in Fall 2019.

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Demand

- Seek to change CIP code from 43.0107 (Criminal Justice/Police Science) to 43.0104
- Develop an updated AJ program brochure for promotional purposes which includes the AA-AJ option
- Continue to participate in community/school career pathway fairs

Efficiency

- Develop assessment rubric for summative course assignment for AJ 101
- Examine and rewrite CLOs for most AJ courses
- Examine class fill rates to assess course offerings by semester
- Maintain course assessment plan and seek department support to assist with course assessment

Effectiveness

- Develop student survey to collect student data that impact their college experience
- Promote AJ certificates in Homeland Security and Criminal Justice Addictions Professional (AJ-CJAP)
- Seek Perkins funding to increase retention and transfer

5. Resource Implications

(physical, human, financial)

There are no health and safety needs, emergency needs, or legal needs of the AJ program.