

**HAWAII COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL
PROGRAM REVIEW**

**Administration of Justice
AS Degree Program
A.Y. 2005-2006**

APRIL 2, 2007

Donnalyn Kalei

ANNUAL INSTRUCTIONAL PROGRAM REVIEW
Administration of Justice
Associate in Science Degree Program
April 2, 2007

I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the program, including the target student population

The primary goals of the Administration of Justice program is to provide students with a solid background in the field of Administration of Justice by offering a variety of courses designed to prepare students for entry-level careers within the criminal justice system and related fields and to prepare students for advance degrees in administration justice and other related social science disciplines.

- To provide education and training to students preparing themselves for careers in law enforcement, corrections, private security or other fields related to administration of justice;
- To provide supplemental training to those individuals presently employed in police, corrections, security and judiciary service occupations;
- To offer non-majors an opportunity to explore and gain knowledge of basic concepts and theories of the administration of justice system.
- To prepare those students who expect to go on to four-year and graduate degrees by offering necessary coursework supplemented with skill building that will allow them to compete successfully at an advanced level;
- To educate students in the knowledge and skills that will enable them to understand and appreciate different cultures; to exercise good judgment as citizens; and to instill a desire for lifelong learning that will enable them to respond to changing technology.

The Administration of Justice Program's Student Learning Outcomes include:

- Develop and initiate personal career plans to obtain jobs or continue degree in the Administration of Justice or related fields.
- Use critical observation skills.
- Communicate with diverse population in a culturally sensitive and professional manner.
- Assess and respond appropriately to conflict situations.
- Work independently and interdependently to accomplish shared professional outcomes.
- Use technology to access information and communicate effectively in a professional manner.
- Practice within the legal/ethical parameter of their profession.

b. Information on external factors affecting the program

The AJ Program is the only publicly supported AS Degree program on Hawaii Island. The AJ Program seeks to serve the entire island through distributed sites and the use of technology. Some of the special challenges we face are:

- Broad geographic reach
- Outdated and inadequate facilities on the Hilo and West Hawaii campuses
- Insufficient administrative infrastructure and resources to support program faculty, staff and lecturers in regards to classroom space and offices to prepare for classes and meet with students.
- Large number of under-prepared students result in a great need for remedial/developmental education.
- With the expansion of the AJ program increased funding for facilities, and resources are necessary

A positive impact has been grants which fund the AJ program. The Perkins funded student worker assists the lone FTE faculty/coordinator with case management and other administrative duties as well as support for program lecturers. The State Department of Transportation Safe Communities grant funds the new Court Monitoring project's coordinator position and provides stipends for practicum students and community volunteers. Both grants have provided experiential learning opportunities for students, and additional office equipment and supplies.

c. Attach PHI Report (CTE Programs only)

SEE ATTACHED AJ 2006-07 PHI REPORT

d. Required external measures, if applicable (e.g.) Nursing Cert.
not applicable

Analysis of Data 2005-06 Academic Year (AY)

Unduplicated AJ majors are 88 students with, 39% attending full-time and 61% attending part-time during the 2005-06 AY, indicating that a majority of student majors work while attending the program part-time. Ten students or 11% graduated from the program during Spring 2006. The average class size was approximately 23, with the class fit of 76%. This indicated that enrollment of AJ courses surpassed the minimum requirement of 18 students based on a 30 student cap per class. This also indicated that the AJ program utilizes human, technological and physical resources to meet the demand of students.

The number of FTE faculty for the program was 1.56, including the BOR FTE appointed faculty member. The student/faculty ratio was approximately 16/1, making the classroom environment for ideal for student learning and contributing to the PPC average GPA of 3.07 and the Non-PPC average GPA of 2.45. The program cost of \$91.73 per SSH for the AJ program is cost effective for the College.

II. Update or Create Your Action Plan including Budget Request with Justification, if needed.

The AJ AS Degree program plans to do the following for the 2007-08 AY:

- Implement a 20% course review of program curriculum
- Complete SLO's for the remaining six AJ courses
- Learn how to assess SLO's
- Train at least 2 AJ lecturers in providing distance education
- Develop and initiate program satisfaction surveys
- Secure space for AJ lecturers and Court Monitoring Project.

Budget Request

The AJ AS Degree program would like to request a .75 faculty position to assist the BOR FTE faculty member in teaching and other related program activities.

COST: Based on Salary Schedule for B Lecturer (UH System)

Salary: 0.75 FTE =	\$ 25,290
Fringe: 36% =	<u>9,104.40</u>
Total Cost =	\$ 34,394.40

Justification:

The AJ program has grown significantly in the past four years. Student majors increased from 71 majors in 2002-03 to 88 for the 2006-07 AY, and it is expected to continue to grow as the demand for police officers and other professionals working with adult and youth offenders increases.

The AJ program instructor/coordinator teaches full-time and coordinates the AJ instructional program and co-curricular activities as well as oversees the new Court Monitoring project. Other duties includes community outreach, student case management and grant writing. The AJ program instructor/coordinator is also the volunteer coordinator the Substance Abuse Counseling Program Certificate of Completion program. Another 0.75 FTE AJ faculty member would share the workload of the AJ program, assisting with teaching, case management and other program activities. Furthermore, other College CTE programs have significantly less student majors with more than one BOR appointed FTE faculty members to assist in teaching and other program activities.

QUANTITATIVE TREND DATA CHART**Program Name: Administration of Justice**

	Fall 2005	Spring 2006	AY
#1 Number of Unduplicated Majors	65	65	88
#2 Total Student Semester Hours	481	555	1036
#3 FTE Student Majors	32.07	37.00	34.53
#4 Number of Graduates	-	-	10
#5 Number of classes	6	8	14
#6 Avg Class size	25.33	20.63	22.64
#7 Avg Class fit	84.4%	69.6%	76.0%
#8 FTE of BOR Appointed Program Faculty	-	-	1
#9 Number of FTE Faculty	-	-	1.56
#10 Student semester hours for all PPC class enrollments	348	393	741
#11 Student-Faculty Ratio	-	-	15.88
#12 PPC Credits Earned Ratio	.74	.88	.81
#13 Non-PPC Credits Earned Ratio	.65	.68	.66
#14 PPC Avg GPA	2.92	3.22	3.07
#15 Non-PPC Avg GPA	2.44	2.46	2.45
#16 Budget	-	-	2829.00
#17 Program Cost per SSH***	-	-	91.73

*** - calculated using rank 4 rate per credit hour of instruction

The Program Health Indicators Review provides a comprehensive, empirically based review of academic programs. Major sections of the report provide descriptive information about the development and history of a program, goals, faculty and advisory committees, admission and degree requirements, and graphic representation of the program is standing. The major clusters of program health indicators are program demand, program efficiency and program outcomes. Hawai'i Community College use five data elements to develop these clusters: number of applicants and majors (program demand) class fit and average class size (program efficiencies) and graduates (program outcomes).

Chancellor :	Rockne Freitas
Vice Chancellor Academic Affairs:	Doug Dykstra
Department Chair:	Mary Goya

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PROGRAM GOALS

The primary goals of the Administration of Justice program is to provide 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 and related fields and to prepare

students for advance degrees in administration justice and other related social science disciplines.

- To provide education and training to students preparing themselves for careers in law enforcement, corrections, private security or other fields related to administration of justice;
- To provide supplemental training to those individuals presently employed in police, corrections, security and judiciary service occupations;
- To offer non-majors an opportunity to explore and gain knowledge of basic concepts and theories of the administration of justice system.
- To prepare those students who expect to go on to four-year and graduate degrees by offering necessary coursework supplemented with skill building that will allow them to compete successfully at an advanced level;
- To educate students in the knowledge and skills that will enable them to understand and appreciate different cultures; to exercise good judgment as citizens; and to instill a desire for lifelong learning that will enable them to respond to changing technology.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Administration of Justice Program, students should be able to:

- Develop and initiate personal career plans to obtain jobs or continue degree in the Administration of Justice or related fields.
- Use critical observation skills.
- Communicate with diverse population in a culturally sensitive and professional manner.
- Assess and respond appropriately to conflict situations.
- Work independently and interdependently to accomplish shared professional outcomes.
- Use technology to access information and communicate effectively in a professional manner.
- Practice within the legal/ethical parameter of their profession.

PROGRAM DESCRIPTION

The Administration of Justice (AJ) program is placed in the General Education Division of Hawai'i Community College (HawCC). Other programs within this division include the Associate of Arts (Liberal Arts) program, Early Childhood Education, and Human Services. The General Education division, along with the Business Education and the Trades and Industry Divisions, are organized under the Chancellor who is the chief executive officer for the college and is responsible to the Chancellor for Community Colleges.

The AJ program is an Associate of Science degree program which is designed to prepare individuals for careers within our criminal justice system; i.e., law enforcement, courts or corrections, private security and/or to transfer to a four-year institution that has an administration of justice program. The AJ program combines the scientific study of law enforcement, the court system and corrections. 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.

AJ majors are encouraged to develop all academic skills while completing the two-year degree program. AJ majors have a strong liberal studies background. In addition to the AJ curriculum focus, writing composition, reading, speech and math or philosophy requirements ensure that those with a two year associate degree are literate and able to pass civil service exams and do advanced level work.

The AJ program also participates in the Cooperative Vocational Education (CVE) program which allows students to earn income and college credit while learning on the job. Students who have completed twelve (12) units of AJ course work at HawCC and have approval of the AJ Coordinator are able to earn up to six (6) CVE credits, which are applicable to AJ degree requirements. For students who have completed basic police recruit training as required by government law enforcement agencies along with successful completion of twelve (12) units of HawCC AJ course work may receive up to six (6) additional AJ elective credits.

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. It is not uncommon for student interns to be supervised by individuals who have graduated from the HawCC AJ program. Students participating in the internship program can earn up to nine (9) internship credits that can be applied to the AJ degree requirements.

In addition, the AJ program academically prepares students who wish to continue their degree at a four-year institution. In 2002, the AJ Program entered into a two-plus-two agreement with the

University of Hawaii at Hilo (UHH) to allow students majors seeking a higher degree in AJ to articulate smoothly to the Bachelor of Arts (BA) in Administration of Justice after completing 24 credits or their Associate of Science in AJ. In addition, the two-plus-two agreement requires UHH AJ majors to take AJ 101 Introduction to Administration of Justice at Hawaii Community College to fulfill the Core requirement for the BA degree and allows all other AJ core and elective courses for the AS degree to satisfy the elective requirements for the BA degree at UHH. With the exception of the AJ 290 B, C & D Practicum courses, all AJ core and electives transfer to UHH. The two-plus-two articulation agreement not only facilitates smooth transition to the university but also enhances the diversity of AJ students at HawCC.

Correspondingly, AJ student majors at UHH take AJ courses at HawCC to enhance their BA curriculum. HawCC's AJ program works collaboratively with UHH. HawCC AJ students who are planning to transfer to the UHH AJ Program are encouraged to meet with the HawCC and UHH AJ advisors for transfer counseling prior to graduating from HawCC.

By the time students have completed the AJ program at HawCC they will have gained a basic understanding of the major components of the Administration of Justice system. They will be able to comprehend the US Constitution and the Bill of Rights as it applies to individual rights and public order; they have gained knowledge of basic concepts of criminal law, and examined current issues in the Administration of Justice system. Further, students have also explored the juvenile justice system and studied the factors that contribute to juvenile delinquency and options available to assist youth as they transition toward adulthood. Moreover, AJ graduates have also taken a variety of AJ electives that focus on their specialized educational and/or career goals.

Accordingly, AJ graduates at HawCC will be prepared with knowledge and skills to transfer to four-year universities or entry-level positions in the administration of justice field, including law enforcement, corrections, private security, non-profit agencies that service adult criminals offenders as well as agencies that service youthful offenders.

Overall Program Status

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency

Healthy	Cautionary	Unhealthy
X		

Overall Program Outcome

Healthy	Cautionary	Unhealthy
X		

PROGRAM HEALTH INDICATORS

INDICES	MINIMUM LEVEL (ML)	ACTUAL LEVEL (AL)	SATISFACTORY LEVEL (SL)
A. PROGRAM DEMAND/CENTRALITY: FALL 2006			
1. Number of Applicants	35	69	50
2. Number of Majors	45	81	55
3. Student Semester Hours/ FTE Faculty (AL 480/1.8)	267	267	309
4. Class Credit Hours	18	15	18
5. Number of Classes Taught	6	9	6
B. PROGRAM EFFICIENCY: FALL 2006			
1. Average Class Size (AL 160/9)	18	18	19
2. SSH per FTE Faculty (AL 480/1.8)	267	267	300
3. Equiv.Class Credit hrs/ FTE Faculty (AL 27/1.8)	12	15	15
4. Percentage of Small Classes (AL 1/9)	10%	11%	0%
C. PROGRAM OUTCOMES: 2005-2006 (Also see Perkins III Core Indicators on Page 6 and Comparison Table on Page 18) Percentage (Actual Level)			
1P: ACADEMIC ACHIEVEMENT (16/19)	84.21%		
1P2: VOCATIONAL SKILLS (19/20)	95.00%		
2P1: DIPLOMA/EQUIVALENT/DEGREE/CREDENTIAL (8/20)	40.00%		
3P1: PLACEMENT: EMPLOYMENT AND TRANSFER (1/2)	50.00%		
3P2: RETENTION: EMPLOYMENT AND TRANSFER (1/1)	100.00%		
4P1: NONTRADITIONAL PARTICIPATION (45/72)	62.50%		
7. NONTRADITIONAL PROGRAM COMPLETION (7/10)	70.00%		

2005-2006 PERKINS III CORE INDICATORS

	# in Denominator	# in Numerator	Adjusted Level	Actual Level
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Core Indicators				
Academic Achievement (1P)	19	16	81.92%	84.21%
Vocational Skills (1P2)	20	19	90.00%	95.00%
Degrees & Certificates (2P1)	20	8	37.33%	40.00%
Placement/ Employment (3P1)	2	1	71.72%	50.00%
Retention/ Employment (3P2)	1	1	92.00%	100%
Nontraditional Participation (4P1)	72	45	14.60%	62.50%
Nontraditional Completion (4P2)	10	7	12.73%	70.00%

EMIS OCCUPATIONAL DEMAND
Hawai'i County – 2005 - 2011

POLICE & SHERIFF'S	Hawaii County	Hawaii County	Hawaii County
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PATROL OFFICERS	(2005)	(2005-2011) NEW	(2005-2011) REPLACEMENT
	289	34	44

ANALYSIS OF THE PROGRAM

The program has demonstrated the following with regard to demand efficiency and outcome measures:

Program Demand/Centrality

The program performed well above the satisfactory levels in terms of number of applicants and number of majors compared to the previous academic year (AY). The number of applicants increased from 64 to 69 students and the number majors increased from 68 to 81 students for the AY 2006-07. This indicates that the program is growing. In regards to SSH/FTE, the program performed at a Minimum Level, albeit there was an increase of AJ courses offered in this AY (9) compared to the previous AY (7). There was a slight decrease (9%) of students taking AJ courses compared to last AY (160 students/Fall 2005) compared to 160 students/Fall 2006).

Program Efficiency

Program efficiency for the 2006-07 was at the Minimum Level compared with the previous AY, albeit the increase of AJ course offerings. The average class size for this AY was 18 students for 9 AJ courses, a slight decrease compared to the previous AY of 24 students for 7 AJ courses. There was one Small Class (AJ 290 Practicum) taught, which was combined with and ran concurrently with the Substance Abuse Counseling Practicum (SUBS 294). This accounted for an overall decrease in average class size and SSH/FTE. The SSH per FTE Faculty Member (480/1.8) decreased in this academic year compared to the previous year of 498/1.4. Nevertheless, comparatively (7 AJ courses for Fall 2005 and 9 AJ courses offered for Fall 2006), program efficiency remained stable.

Program Outcomes (Perkins III)

The Administration of Justice Program at HawCC has been consistently strong in academic achievement (1P) with 84% and vocational skills (1P2) with 95%. Degrees and credentialing (2P1), increased significantly from 12% in the previous AY to 40% for the 2005-06 AY. Job placement (3P1) 50% and nontraditional participation (4P1) 62.50% fell slightly compared to the previous AY (66.67% and 65.15%, respectively). Job retention (3P2) 100% and program completion (4P2) 100% continued to be consistently strong .

PREVIOUS YEAR'S (2005-06) PLAN OF ACTION

- **Continue Outreach activities to increase program enrollment**

Efforts to expand and enhance the Program include community outreach, forming partnerships with criminal justice and other agency professionals that service criminal offenders;

- The AJ Coordinator met with high school counselors from Big Island high schools and presented information on the AJ program. New AJ program brochures were distributed to all Hawaii Island high schools.

- The AJ program collaborated with the Hawaii County Office of the Prosecuting Attorney, Third Circuit Court Adult Probation Office, Department of Public Safety, and Alu Like to present “Female Offender Conference” on July 14, 2005. This conference event was attended by 198 participants.
- Partnerships with the Department of Public Safety’s Intake Service Center, Third Circuit Court Adult Probation Office, and Hawaii County Office of the Prosecuting Attorney secured practicum sites for AJ students.
- Collaboration with HawCC’s Office of Continuing Education and Training and Hawaii County Police Department to initiate Police Cadet Training program and non-credit courses to assist students in passing civil service test for police recruits.
- The AJ program received an \$89,692 from the State Department of Transportation’s “Safe Communities” grant to develop and initiate a Court Monitoring Program to monitor, gather and evaluate data from DUI court proceedings. The primary goal of this grant is to decrease the number of DUI crashes and fatalities in Hawaii County by sharing information on how DUI cases are adjudicated in Hawaii County, thereby increasing the effectiveness of the criminal justice system.
- The AJ Club participated in the 2006 Domestic Violence and Candlelight Vigil on October 13, 2006 and the 2006 Recovery Walk on October 23, 2006. AJ program brochures were distributed at both events.
- The AJ program continues to maintain its website on the worldwide web.
- **Recruit new AJ Advisory Council**
 - The AJ program coordinator recruited five new advisory council members.
- **Complete AJ course SLO’s**
 - The AJ program is in the process of completing SLO’s for all AJ courses. So far SLO’s have been created for the following courses: AJ 101, 104, 180, 210, 233, 256, 280 and 290 B, C & D.
 - Course SLO’s need to be developed for AJ 103, 150, 220, 221, 234, and 285
- **Develop, establish and initiate program satisfaction surveys**
 - The AJ program is in the process of developing program satisfaction surveys and anticipates completion by Fall 2007.
- **Review and update AJ curriculum**
 - The AJ program updated its curriculum by adding two new courses, AJ 180 Introduction to Homeland Security and AJ 256 Domestic Violence and Child Abuse. The AJ program also modified the course AJ 106 Criminal Investigations II to AJ 104 CSI: Violent Crime Forensics, and modified program curriculum, adding AJ 180 and 256 as program electives.

- **Continue to expand program through distance education technologies.**
 - The AJ program continues to offer distance education courses via VidCon to West Hawaii (AJ 101 & 210) and via Online (AJ 101, 210 & 280).

AJ PROGRAM ACTION PLAN FOR 2007 - 2008

- Continue Outreach and Recruitment Activities
- Complete SLO's for AJ 103, 150, 220, 221, 234 and 285
- Renew Department of Transportation Safe Communities Court Monitoring Grant.
- Secure new office for AJ program lecturers and Court Monitoring grant personnel.
- Request for 0.75 faculty member

Appendix A: History and Admission Requirements

PROGRAM HISTORY

In 1987 the University of Hawaii Board of Regents approved the curriculum, name change and integration of the Police Science and Criminal Justice Programs across all campuses in the University of Hawaii Community College System to establish the Administration of Justice (AJ) Program. The usage of term "administration of justice" is a broader term incorporating appropriate civil and non-criminal studies into the criminal justice curriculum to reflect the sociology changes and evolving role of the administration of justice system.

In 1999 the all AJ Programs within the UH-System, Hawaii Community College (HawCC), Maui Community College and Honolulu Community College, were reviewed and modified in course numbering, description and content. This established consistency and facilitated AJ course articulation across the UH Community College System.

In 2002, the AJ Program entered into a two-plus-two agreement with the University of Hawaii at Hilo (UHH) to allow students majors seeking a higher degree in AJ to articulate smoothly to the Bachelor of Arts (BA) in Administration of Justice after completing 24 credits or their Associate of Science in AJ. In addition, the two-plus-two agreement requires UHH AJ majors to take AJ 101 Introduction to Administration of Justice at Hawaii Community College to fulfill the Core requirement for the BA degree. With the exception of AJ 290 B, C, D Practicum courses, all AJ core courses for the AS degree to satisfy the elective requirements for the BA degree at UHH. The two-plus-two articulation agreement not only facilitates smooth transition to the university but also enhances the diversity of AJ students at HawCC.

Although the AJ Program is one of the more popular majors at HawCC, Program stability has fluctuated over the past fifteen years due to the high turnover of four full-time instructor/coordinators. All were recruited from the mainland continent, and all returned to the mainland after serving an average of three-point-five years each. Accordingly, a fluctuating pattern of high and low student enrollment for the AJ Program resulted in Program instability in some years and stability in other years since 1987.

The current full-time instructor/coordinator is Donnalyn Kalei, who was recruited locally. She initially began teaching at HawCC as a lecturer in Spring 2002, teaching both AJ and Substance Abuse Counseling courses. On August 1, 2003, she was appointed by the UH-Board of Regents as the full-time, tenure-track AJ Instructor/coordinator. Since coming on board, Ms. Kalei has focused on rebuilding the Program by establishing the new AJ Program website, recruiting new lecturer faculty, recruiting the AJ Advisory Council, offering distance education to the West Hawaii campus via video conferencing, offering online AJ courses to rural areas and Statewide, community outreach and serving as the faculty advisor for the AJ Student Club.

PROGRAM ADMISSION REQUIREMENTS

Admission to the Administration of Justice program is open to any high school graduate or person 18 years of age or older who can profit from the instruction. Students are taken with the skills they have and are “nurtured” with remedial coursework and counseling if necessary. Large numbers are single parents; many have been out of high school for years before they come into the program. Each student is encouraged and looked upon as a prospective student.

Appendix B: Degree Requirements

First Semester †		AS
** Eng 100	Expository Writing	3
Math	Math 100 or higher or	3
Phil 110	Intro to Logic	3
Eng 102	College Reading	3
Elective	Hum/Natural Sci./Social Sci. requirement	6
TOTAL		15
Second Semester †		
AJ 101	Introduction to Administration of Justice	3
SpCo 151	Intro to Speech & Communication	3
Elective	Hum/Natural Sci./Social Sci. requirement	3
Elective	General	6
TOTAL		15
Third Semester †		
AJ 210	Juvenile Justice	3
AJ 221	Criminal Law	3
AJ	Elective	3
Elective	General	6
TOTAL		15
Fourth Semester †		
AJ 220	Constitutional Law	3
AJ 280	Current Issues in Admin of Justice	3
AJ	Electives	9
TOTAL		15
GRAND TOTAL		60

Additional Requirements

- 12 semester hours in AJ elective courses (AJ 103, 104, 150, 180, 208, 233, 234, 250, 256, 285, 290 B, C, D;

- 9 semester hours in any two or more of the following subject areas: humanities, natural science, and social science
- A minimum total of 60 semester hours at 100-level or higher is required for the AS in Administration of Justice
- Earn a “C” or better in all required AJ courses.
- An overall GPA of 2.0 or better.
- 12 credit of General Electives.

Appendix C: Faculty

Regular Faculty

<u>Name</u>	<u>Tenure Status and date</u>	<u>Degrees Held</u>	<u>Rank</u>
Donnalyn Kalei	4 nd Year Probationary	A.S., BA, M.Ed., M.A.	C-2

Part-time Faculty

<u>Name</u>	<u>Tenure Status</u>	<u>Degrees Held</u>
Charles Chai	Lecturer	AS, BA
David Heaukulani	Lecturer	BA, MA, Ph.D.
William Kenoi	Lecturer	BA, JD
Ann Mejia	Lecturer	AS
Fred Soriano	Lecturer	BA, MA, Ph.D.
Samuel Thomas	Lecturer	BA
Michael Udovic	Lecturer	BA, BSL, JD
Dexter Veriato	Lecturer	AS

Appendix D: Advisory Council

Alan Kimura, Hawaii County Police Department

Barbara Lively, AJ Graduate, Assistant to Hawaii County Councilman Bob Jacobs

Mitch Roth, Prosecuting Attorney, Hawaii County Office of the Prosecuting Attorney.

Polly Varize, Probation Officer, Hawaii State Third Circuit Court

Kathy Wheelles, Adult Corrections Officer, Hawaii Community Correctional Center

Appendix E: Definitions of Data Elements (All data includes West Hawai'i)

A. Program Demand/Centrality:

1. Number of Applications: Total number of applications received complete and incomplete.
2. Number of Majors: Major declared/on file during the semester.
3. Student Semester Hours: Total number of semester hours based upon class credits and student enrollment. Sum of all class credits multiplied by the enrollment for each class. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
4. Class Credit Hours: Sum of credits of all classes offered within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
5. Number of Classes Taught: Total number of classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 1 99V, 299V, and all CVE classes.

B. Program Efficiency:

1. Average Class Size: Average class size of all classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses. Total enrollment in each class excludes students with "DR" and/or "W" grades.
2. Student Semester Hours per FTE Faculty: Total student semester hours from A.3. divided by analytical FTE Faculty.
 - a. Analytical FTE Faculty: Teaching based upon a full load (15 or 12 credits depending upon the contact hours.) Division Chairpersons are assigned an analytical FTE Faculty equivalent of 0.70 FTE.

Appendix E:

- b. Each full-time faculty within a program is considered to be 1 FTE. FTE based upon lecturers are calculated by the number of credits each are assigned to teach.
- c. Assigned time is to be extracted from FTE calculations... similar to calculating the FTE for a Division Chair. For example, if a Full-time faculty received 3 credits assigned time (out of a regular 15-credit load) it would be considered a .8 FTE rather than 1.
3. Equivalent Class Credit Hours per FTE Faculty: Total class credit hours from A.4. divided by total analytical FTE Faculty.

4. Percentage of Small Classes: Percent of classes within the program/with the program/major code/alpha that had less than 10 students. Includes practica and other classes where 5 students = 1 semester (credit) hour; however, these classes are considered to be Low-enrolled only if there are less than 5 students or between 6 and 9 students. Excludes 99V, 199V, 299V, and all CVE classes.

C. Program Outcomes:

1. Credits Earned Ratio (General Education): Percentage of program majors enrolled in all LBART courses (excluding those in C.1.) who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
2. Credits Earned Ratio (Vocational Education): Percentage of students enrolled in vocational courses who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
3. Degrees and Certificates Awarded: Degrees awarded in previous year (2005-06)
4. Retention Rate: New students within a program/major continuing or retained in that program/major from the past two or more terms. (Students registered in Fall 2000 who started in Spring 2000 or Fall 1999.
5. Retention in Employment for previous year: (2005-06) Perkins III
6. Non-traditional participation: Females (2005-06) Perkins III
7. Non-traditional Program Completion for previous year (2005-06) Perkins III