HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Administration of Justice

November 27, 2013

July 1, 2012 to June 30, 2013

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

CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?
Not Applicable

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)
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 HawCC may receive up to 6 additional AJ credits for complet- ing 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.

In addition to the Associate of Science Degree, the AJ program offers two certificates for students majors. The 13-credit Certificate of Completion in Homeland Security provides in-service professionals and students interested in entry-level careers in the Transportation Security Administration, and the 23-credit Certificate in Criminal Justice Additions Professional prepares students seeking careers working with incarcerated individuals who are addicted to alcohol and/or other drugs.

The AJ program also encourages its student majors to participate in co-curricular activities such as service learning activities in the community, and joining the AJ Student Club. For example, AJ students participate in the annual October Family March Against Domestic Violence. The AJ Club have also raised funds to donate personal care and hygene items to the women and chidren at the Hilo Domestic Violence Shelter.

Part I: Quantitative Indicators
NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:
Hawai`i Community College (Hawai`iCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.

Program Mission:
The mission of the Associate of Science Degree in Administration of Justice is to provide student majors with a solid background in the field of the Administration of Justice by offerring a variety of courses designed to prepare students for entry level careers within the criminal justice system and related agencies and organizations that service youth and adult offenders.

Describe how this program supports the College's mission.
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.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.
Describe how the Program supports ILO1:
The AJ program's curriculum prepares our graduates to communicate effectively by requiring students to participate in : 1. small and large group discussions, both online and face-to-face; 2. individual and group presentations; interviewing criminal justice professionals; 3. practicum classes; 4. service learning and outreach activities on campus and in the greater community, via class assignments and/or through the AJ Student Club.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
Describe how this Program supports ILO 2:
The AJ program curriculum provides challening assignments and real-life scenarios that require our students to think critically about the situation as it relates to the student and greater community, then take steps to research, examine data, discuss theoretical perspectives and form conclusions to problem solve and make decisions.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.
Describe how this Program supports ILO 3:
The AJ program curriculum invites and honors the cultural values and shared experiences of our students to encourage respect and understanding for diverse cultural communities and the host Hawaiian culture. This is accomplished through class discussions and assignments that relate to historical systems of justice in Hawaii, service learning activities that relate to Hawaiian cultural practices, and AJ Club activities.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.
Overall Health-- Cautionary

Demand -- Unhealthy
This writer disagrees with the "Unhealthy" call for the AJ program because it does not adequately reflect the AJ program's curriculum or the type of students seeking the AS Degree in AJ. CIP Code 43.0107 is defined: "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. Furthermore, CIP 43-0107 is not congruent nor does it fit the AJ Program's description as stated in the College's catalog.

Using CIP 43-0107 (Criminal Justice/Police Science) as data for the AJ program is superficial and shortsighted as the data does not take into account the breadth and depth of the program. The AJ program does not focus primarily on educating and training law enforcement officers. In fact the AJ program's former name "Police Science" was changed to Administration of Justice in 1987 to meet the needs of student majors and to reflective the emerging careers within the field of criminal justice. In fact, only 30% of AJ program majors report interest in law enforcement careers, while 70% of program majors report wanting careers within the three major components of AJ system, including corrections, adult and youth offender services, homeland security, support and administrative staff for law enforcement, courts, and corrections, and non-profit and private entities that interface with the AJ system, such as group and half-way houses, alcohol and drug treatment, workforce development that service offenders.   Lastly, student

majors who are interested in professional careers such as probation and parole officers, or law degrees transfer to 4-year colleges and later graduate schools. They begin their academic journey by majoring in AJ - AS Degree program.

In conclusion, the Unhealthy call based on CIP Code 43.0107 for the AJ Program's "Demand" is inconclusive and unreliable. As such, the UH System needs to replace the current CIP Code 43.0107 Criminal Justice/Police Science with CIP Code 43.0104 Criminal Justice/Safety Studies for the AJ Program to meet the emerging needs of students and criminal justice industries. It should be also noted that UH-Hilo, Charminade University, and Hawaii Pacific University use CIP Code 43.0104 Criminal Justice/Safety Studies for their AS and BA degrees. See: https://www.hirenethawaii.com/vosnet/drills/program/eduprogdrill.aspx?session=progdetail&geo =1501000000&zip=&radius=&geotype=&city=

Efficency -- Cautionary
The fill-rate was approximately 81.5%, which is determined to be Healthy. However, the number of majors to one BOR FTE Appointed Faculty was 132.5/1, which is Unhealthy. The Healthy fill-rate and Unhealthy program majors to FTE BOR Appointed Faculty explains the "Cautionary" call for Efficiency.

Effectiveness -- Cautionary
Persistence from Fall to Spring was 75.3% which is determined to be Healthy. This also represented an increase of 8% compared to the previous year. This increase was probably due to the new AJ Education Specialist who helps with academic advising and AJ Club activities. However, Unduplicated Degrees/Certificates Awarded increased by 1 compared to the previous year, up from 22 to 23. However, the 23 degrees awarded surpassed the 15 law enforcement jobs by 8. It should be noted that only five of the 23 graduates were seeking law enforcement jobs.

Distance Education: Completely On-Line Classes
If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).
Five AJ courses were offered online, with an enrollment of 107 and fill-rate of 82%. Successful completion with a "C" or better was at 70%. Only 3 students withdrew from online classes compared to 14 withdrawals from the previous year. It appears that offering Laulima seminars for students prior to the start of the semester is helpful for students. In addition, providing

training and institutionalizing teaching standards and assessments for online instructors are equally important.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

The program did not meet Perkin's Core Indicators 2P1 Completion by 7% ; and 3P1 Student Retention or Transfer by 1%. It is unclear as to why the program did not meet its goals for both core indicators.

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

Collaborate with Hawaiian Lifestyles program, Achieving the Dream Initiative and UHH AJ program to devise strategies to increase the number Hawaiians and Pell receipient graduates. Apply for Perkins Funding to assist with retention, transfer and program activities that support student majors and program faculty.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
2.1 Assess two AJ Courses	Completed assessments for AJ 280 and 285
2.2 Survey graduates	Draft completed. Survey to be delivered in Spring 2014
2.3 Use survey results to revise Program Learning Outcomes	Pending survey results at the end of Spring 2014

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. New Curriculum - AJ 131, 230, 281, 282 approved
2. New Certificates- 13-credit Certificate of Completion in Homeland Security & 23-Credit Certificate of Completion in Criminal Justice Addictions Professional approved.
3. AJ Student Club Reactivated

HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW TEMPLATE

<u>Analysis of Strengths and Weaknesses</u>

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation <u>and</u> supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. AJ Adjunct Faculty	Adjunct faculty are leaders in their field of expertise and provide up-to-date information and emerging trends occuring in the industry. Their influence allow our students opportunities to visit criminal justice agencies, including the police department, criminal courts, correctional centers, agencies that provide services to youth and adult offenders and victims, and practicum sites.
S2. Education Specialist	Assists with program faculty with day-to-day program operations, academic advising, data collection, campus and community outreach, and student club activities.
S3. New Program Curriculum	Provides students with new information and emerging career pathways within the AJ systems, i.e. Homeland Security-TSA Agents, Addictions Professionals for correctional facilities; Youth Prevention Specialists

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. 1 FTE faculty and 1 Ed. Spec. to provide academic advising to 133 AJ majors.	1. 2013 Instructional Annual Report of Program Data Overall Program Health - Efficiency Indicators "Cautionary" Call due to insufficient program staffing. 2. Counseling Department no longer provides academic advising to AJ majors.
W2. Lack sufficient office space for academic advising, program operations and report writing.	1 FTE Faculty and 1 Ed. Spec. share same 10 x 12 square foot office space to provide academic advising to AJ majors and program operations. It is impossible to do report writing during work hours due to the amount of students that frequent the AJ program office.
W3. Laptop computers are outdated	Program laptop computers were purchased in 2006 & 2009

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

Discussion between HawCC and Charminade University to create articulation agreement so HawCC's AJ graduates interested in furthering their education can transition into Charminade's BA Degree program in Criminal Justice.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Increase Native Hawaiian AJ graduates transfering to 4-yr universities	Underserved Popula	ILO 2	A1.4	e.	
	Graduation	ILO 3	A1.4	d.	
	Transfer	ILO 1	A1.4	e.	

Link to Hawaii Community College Institutional Learning Outcomes
Link to Hawaiʻi Community College Strategic Plan
Link to Hawaii Community College Academic Master Plan

Narrative of New Strategy for Strategic Plan:

1. Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian students
2. Expand articulation agreements with four-year institutions and publicize to Native Hawaiian students and provide appropriate advising services for Native Hawaiian students to benefit from these transfer opportunities
3.

HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW TEMPLATE

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Native Hawaiian Educational Attainment—Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place

Example:
   Nursery design development
   Shade replacement
   Irrigation design and installation
	September 2014
	Fall 2014
	Spring 2015

Develop and implement survey for Native Hawaiian AJ majors to determine academic strengths, needs, abilities and perferences.	Spring 2014
Analyze survey data	Spring 2014
Collaborate with Hawaiian Lifestyles and Achieving the Dream programs to increase academic and personal support for Native Hawaiian AJ majors	Spring 2014
Complete articulation agreement with Charminade University.	May 2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place

Program Action 3		**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	**Action Strategy**	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
2P1	Identify students that are at risk and provide academic counseling and support	Begin Spring 2014 - ongoing activity

3P1	Identify students that are at risk and provide academic counseling and support	Begin Spring 2014 - ongoing activity
None		
None		
None		
None		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
2 Lap Top Computers	Equipmen	2@ 2,500 = 5,000	E.1	d.	2.2	None	W3
			A2.4	c.	New Strategy	None	None
			A2.5	b.	New Strategy	None	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)
[Link to Hawai'i Community College Strategic Plan](#)
[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Program laptop computers were purchased in 2006 and 2009. Laptop computers are needed for program work done outside of office. The program office space is shared by two staff and has heavy student visitation, and not conducive to writing reports, assessments, curriculum and class preparation.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Larger Office	Facility	?	E.1	d.	New Strategy	S2	W2

| Space | | | A2.4 | f. | New Strategy | S1 | W2 |
| | | | E.1 | b. | New Strategy | S1 | W2 |

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

The program office space is too small to accommodate two program staff. The office has heavy student traffic, and is not conducive to writing reports, assessments, curriculum and class preparation.

Cost Item 3	**Type**	**Cost**	**Strategic Plan Alignment** (select best alignment; max 3)		**Academic Master Plan Alignment** (select best alignment; max 3)	**Strength**	**Weakness**
				Action Strategy	**Program Action from AMP (ie 4.3) or write "New Strategy"**	**From Part II above**	**From Part II above**
NONE	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	**Program Student Learning Outcomes**
1	☐	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.
2	☐	Work independently and interdependently with diverse populations to produce personal, professional, and community outcomes.
3	☒	Use technology to access, synthesize, and communicate information effectively in written and oral reports.
4	☐	Develop and initiate career plans to obtain jobs or continue a degree in Administration of

		Justice or related fields.
5	☐	
6	☐	
7	☐	
8	☐	
9	☐	
10	☐	

A) **Evidence of Industry Validation for CTE Programs** – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.
4/10/2013 Minutes of AJ Advisory Council Minutes

B) **Expected Level of Achievement** – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."
Goal: 80% of students assessed will achieve good or excellent for research paper

C) **List Course(s) Assessed** – List the courses assessed during the reporting period.
AJ 280 Current Issues in Administration of Justice

D) **Assessment Strategy/Instrument** – Describe what, why, where, when, and from whom assessment artifacts were collected.
22 Research Papers placed in an envelope was collected from the instructor of the AJ 280 during the Spring 2013 semester. From the envelope, five (20%) research papers were randomly drawn as a sample to be assessed by program faculty and education specialist. A rubric for research papers was used to assess the five sample research papers.

E) **Results of Program Assessment** – The % of students who met the outcome(s) and at what level they met the outcome(s).
100% met "excellent" or "good" levels, as follows: 1 of 5 student research papers was assessed as "excellent", and 4 of 5 student research papers were assessed as "good".

F) **Other Comments** – Include any information that will clarify the assessment process report.
AJ faculty are required to provide students with assignment rubrics, so students understand of the criteria used for grading their assignments. A research paper is the capstone for the AJ 280 course.

G) **Next Steps** – Describe what the program will do to improve the results. "Next Steps" can include revision to syllabi, curriculum, teaching methods, student support, and other options. Program faculty will continue to provide grading rubric for student assignments, as it appears that students who understand the grading criteria do well in their assignments.