

Maui Community College
Administration of Justice Program

Annual Program Review
2008-2009

**MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT REPORT
ADMINISTRATION OF JUSTICE PROGRAM
2008-2009
October 2009**

The College Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

The College Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goal, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

The Mission of the Administration of Justice Program

The Administration of Justice (AJ) Program is a learner centered program that prepares students to work in the criminal justice system; to meet the pre-service needs of those preparing for careers in law enforcement, private security, or other fields related to administration of justice; and to meet various in-service educational and training needs of professionals in the administration of justice field. This program strives to create a student focused educational environment that emphasizes high quality teaching and learning. As with Maui Community College, the AJ Program serves a diverse student population, many of whom are first generation college students, and we are responsive to the needs of both traditional and non-traditional students whose life experiences and commitment to learning enrich the overall educational environment.

Program Description

The Administration of Justice program is one of three Public Service programs at the College. The AJ program staff currently includes one full-time faculty member on an annual contract renewal basis, and several part-time lecturers.

The AJ program is competency-based and stresses both theoretical and hands-on practical application of classroom information. Upon completion of requisite coursework in AJ and Liberal Arts, students receive a Certificate of Achievement (CA) and/or an Associate in Applied Science (AAS) degree. AJ majors are eligible also to receive any one of six Certificates of Competence in Law Enforcement, Corrections, and Private Security. Police Officers may receive up to 21 AJ credits

for completing basic police training as required by government law enforcement agencies, after successfully earning 12 credits at the College.

Program Specific Student Learning Outcomes

The Administration of Justice program's Student Learning Outcomes reflect its mission to be recognized by the community for preparing self-confident, competent graduates who are able to perform effectively in a changing environment. They are as follows:

- Define and describe how to keep self and others safe in the specific context of a professional work assignment.
- Write clear and accurate reports.
- Assess and respond appropriately to potential conflict situations.
- Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.
- Use critical observation skills and preserve a chain of evidence.
- Communicate with a diverse population in a culturally sensitive manner, both verbal and non-verbal.
- Perform independently and inter-dependently to accomplish shared professional outcomes.
- Design career plans/options in the Administration of Justice profession and develop strategies (pathways) to progress in professional development.
- Apply within the legal/ethnic parameters of the justice profession knowledge of laws, rules of evidence, confidentiality.
- Demonstrate ability to interact with the public and co-workers in ways that effectively support "justice for all."

Industry Validation of Student Learning Outcomes

Upon the establishment of these Student Learning Outcomes, the Administration of Justice program convened a meeting of its Community Advisory Committee, which was comprised of representatives from the Maui Police Department, Maui Community Correctional Center, Maui Department of Liquor Control, Maui Community College Counseling Department and Cooperative Education Program. After reviewing the Program SLO's and discussing their relevance and practical

application to current industry standards, the committee chose to unanimously support the Administration of Justice Programs Student Learning Outcomes.

Since the last Community Advisory Committee meeting, the Program Student Learning Outcomes have continued to be evaluated to better meet the needs of the students and industry. As a result, two of the outcomes were identified as overlapping with the College-Wide student learning outcomes, while two others are better measured as competencies. A recommendation has been made to revise the Learning Outcomes to address these issues allowing greater efficiency in the program.

CCOWIQ related Program Learning Outcomes

- Write clear and accurate reports.
- Use effective verbal and non-verbal communication with a diverse population in a culturally sensitive manner.

Competencies

- Demonstrate knowledge of laws, rules of evidence, confidentiality and the ability to maintain an accurate chain of custody.
- Develop career plans/options in the Administration of Justice profession and design strategies (pathways) to progress in professional development.

As with standard policy, these revisions to the Program Learning Outcomes will be presented at the next community advisory committee meeting for their endorsement. Their feedback in conjunction with authentic assessment of the students, courses and program will be used for improvement and further alignment of institution-wide practices.

This program continues to grow and develop based on the demands of the industry and the relevant interests of the students. Through the assessment process, classes are constantly being evaluated based on their effectiveness in presenting material and assessing the students learning through various forms of testing, evaluations, projects and presentations. Each of these assessments is designed to focus on one or more areas relating to College-Wide, Program or course specific student learning outcomes.

Through authentic assessment, the Administration of Justice program is becoming proficient in aligning course, program and institution-wide student learning outcomes. This program has participated in the Assessment Committee's Pilot Project II, which has helped put together a working rubric used to assess major class assignment as well as capstone type projects. In addition to class specific assessment, this program is currently working on assessing our student's critical thinking skills as they pertain to the College-Wide Student Learning Outcomes.

I. Quantitative Indicators

A. Demand:

Occupational Demand

EMSI Employment Data

Current Positions State	Current Positions Maui	2005-11 Add'l State Jobs	2005-11 Add'l Maui Jobs	2007-08 Vacancies State	2007-08 Vacancies Maui
2,607	179	645	53	470	19

According to the EMSI data from 2008, between 2005 and 2011 there will be 654 additional statewide positions to be filled. It appears that the search criteria may have changed or an unknown error may have occurred in the collection of the data since state vacancies increased from 185 to 470. Although the AJ field is constantly in demand, a 250% increase in demand is unlikely. This is especially true when compared to the 1.18% increase in Maui County vacancies.

At this time, at least 40 officer positions remain unfilled for both the Maui Police Department and the Maui Community Correctional Center. This does not include support personnel such as Police Dispatchers, Technicians, Counselors and Criminalists positions that should be included in the data survey. There is a strong likelihood that discrepancies occurred in the collection of statewide data as well. It is possible that the data does not include vacancies and new jobs in other public and private sector areas to include:

Federal and State and Local, Public Sector Jobs:

Department of Public Safety

- Adult and Juvenile Corrections Officers

- Narcotics Enforcement Officers

- Federal Probations Officer

Department of Land and Natural Resources

- Division of Conservations and Resource Enforcement

- Division of Wildlife Management

Department of Homeland Security

- Customs Enforcement Bureau

- Immigration and Naturalization Service

- Transportation Security Administration

- US Coast Guard

United States Forestry Division

- Federal Park Enforcement (Rangers)

State of Hawaii Executive Branch

- Plant Quarantine Inspector

Natural Areas Reserve Specialist
Parole/Probations Officer
Support Payments Officer
Legal/Court Clerk
Child Support Enforcement Specialist
Disability Compensation Enforcement Specialist
Forestry and Wildlife Technician
Hawaii Civil Rights Division Investigator
Hawaii State Department of Transportation
Harbors Division Enforcement Officer

Private Sector Security and Personal Protection Related Jobs:

Contract Services:

Private Security Guards
Armored Carrier and Transportation Operators
Security and Alarm Systems Installers and Technicians
Alarm System Monitoring Personnel

Proprietary Services:

Corrections Officer
Security Associate
Loss-Prevention Officers
Security Assessment Specialists

Specialty Services:

Private Investigators
Process Server
Bail Recovery Agent
Legal Secretary/Paralegal

If the EMSI data is correct, the current and future job market for Administration of Justice related careers in this state is extremely promising. A common misconception is that careers in public safety, law enforcement and corrections are the only occupations in the criminal justice field. Statistics show that the private security is one of the fastest growing industries in the United States today. State and local vacancies are currently growing especially with the current down turn in our economy. Unemployment rates at an all-time high not to mention a greater prevalence of domestic violence and substance abuse. This coupled with the current crystal-methamphetamine epidemic, has created an even greater demand for employees with backgrounds in criminal justice.

Student Demand

Number of Majors

Academic Year	F03	F04	F05	F06	F07	08-09
Declared Majors	23	17	20	19	22	32

For the 2008-2009 academic year, the number of declared majors has risen from 22 to 32. As seen in the data, this program has experienced a steady increase in declared majors. 2002 was the last time the number of declared majors was above 30 and it appears that through continued promotion, this program will continue to grow. According to the Star Data Matrix, the current AJ Major count is 58 for Fall 2009.

Student Semester Hours

Academic Year	F05	F06	F07	F08
SSH Program Majors	51	63	87	216
SSH Non-Program Majors	78	84	180	226
SSH All program Classes	129	147	267	442

Student semester Hours for both Majors and Non-program majors has continued to increase. Even taking into account that the data now indicates both Fall and Spring semesters, data related to program majors continues to show a gain of about 21 hours. This increase could be attributed to the greater availability of classes being offered as well as the steady growth in student enrollment.

If the new data for Student Semester hours is averaged out based on 50 percent spring and 50 percent fall than a slight decrease is seen in hours for both Non-Program majors and relative to all program classes. When semester hours are analyzed based on a traditional Fall approach, the data might indicate a slight increase when compared to other Fall numbers. This can be accounted for in the fact that traditional enrollment is commonly greater in the Fall semester and lower in the Spring. Greater insight will occur in subsequent years when data collection for multiple years and based on the same collection point is available. In the event that a decrease in Student Semester Hours has occurred, it could be attributed to Program Majors taking non-program related classes to fulfill graduation requirements as well as a small decline in Full-time program enrollment, which is discussed below.

Full Time Program Enrollment

Academic Year	F03	F04	F05	F06	F07	F08
Enrollment	6	9	9	10	17.8	15

Prior to this year, full time program enrollment was determined by the total number of student semester hours divided by 15. Since program data now includes both the Fall and Spring semesters, the total hours is divided by 30. According to this calculation (442/30) the FTE for AY 08-09 was 14.73, which is a decrease by 3.07. This is a marked

increase when compared to enrollment between 2004 and 2006, which was steady at 9.3. Although small, a decrease of this size in a small program is significant.

The decrease could be attributed to the tough fiscal situation that many students are currently facing and their attempts to balance education versus economic survival. This would be especially true when this data was collected. It would have been during the early onset of our country's economic collapse. At a time when many students and their families were preparing for a worsening financial situation both at home and at work. Once the economy stabilized and survivability becomes apparent, program enrollment would be expected to increase.

Number of Classes Taught						
Academic Year	F03	F04	F05	F06	F07	F08
Classes	2	3	2	3	5	9

One of the greatest efforts of this program has been to offer a wider variety of classes to the students and community. Over the past three years, we have had the opportunity to offer more program related classes and at this point have been able to offer every class listed in the General Catalog, at least once. Several of the classes have been offered two or more times in that same period. Now that all program content has been presented an evaluation has begun to determine how relevant the classes are and which courses need to be deleted, modified or added.

It should be noted that this data does not take into account AJ directive study classes which function as way for students to complete their degrees in a timely manner and AJ 290 Internship classes are also not accounted for, since they are taught by Cooperative Education instructors.

There is a demand for an Administration of Justice program at Maui Community College. This is supported by the continued interest by the community, Program Advisory Committee, our industry partners and the students who wish to enroll in this unique and challenging program. It is clear that this program continues to grow and the demand for Administration of Justice is Healthy at this time.

B. Efficiency

Average Class Size

Academic Year	F03	F04	F05	F06	F07	F08
Registered Students	15	15	22	13	17.8	16.4

Fill Rate

Academic Year	06-07	07-08	08-09
Fill Percent	54.4%	65.93%	64%

Data Source: MAPS (AY 06-07) EMSI(AY 07-08, 08-09)

Between 2006 and 2008, class size and fill rate showed a steady increase. The data appears to indicate that during the last academic year both of these figures reached a plateau. Average class size fell slightly which could be accounted for by the offering of only one Introductory AJ course for the last academic year as opposed to two courses the previous year. Because non-majors do not usually take advanced courses outside their program of study, the frequency of non-majors taking classes as electives goes down. This could also contribute to a small reduction in the programs overall fill rate.

Program marketing, promotion and recruitment continue to be a major focus. There is no shortage of new students and potential majors who show great interest in this program. Introductory courses continue to fill every semester and provide a great opportunity to actively recruit interested individuals. A significant effort has been made to monitor student retention and encourage persistence from one semester to the next.

The FTE of BOR appointed program faculty

Program	Full-Time
Administration of Justice	1

One full-time faculty member administers and coordinates this program. Classes are taught by the program coordinator and supplemented by part time lecturers and MCC Co-operative Education Program. Unfortunately, because the AJ Program Coordinator position is funded completely through the use of lecturer funds, this hinders the program in the number of classes offered per semester and limits the opportunity to provide instructor diversity to the students.

According to current data, as of Spring 2009, there were a total of 32 AJ majors currently enrolled at Maui Community College. At the close of that semester there was a clear indication that program is continuing to grow. There is little doubt that as a result of current economic conditions and increased enrollment at Maui Community College, so will declared majors for the AJ program. According to the EMSI data provided, the current student/faculty ratio is 32 to 1.

The only expenses incurred by the AJ program for the past four years were personnel related costs for lecturers and the program coordinator. Additional equipment, teaching materials, visual aids, supplies and services have not been purchased for several years in an attempt to exhaust previously accumulated supplies. The Social Sciences Department furnishes other required materials to the program and the overall Program cost per semester hour is unknown at this time.

Number of Classes Enrolled under 10

Semester/Year Collected	F05	F06	F07	08/09
Low Enrolled Class	NA	1	1	2

Although current EMSI data indicates that two AJ classes were enrolled under 10 during the 2008-2009 academic year, a check of current records indicates that only one class was under enrolled during that period. The class was under-enrolled by one student and the decision to continue that class for the semester was based on the need of students to meet their graduation requirements.

The efficiency of this program is identified as Healthy based on the programs minimal cost, current student to teacher ratio of 32 to 1 and the ability to maintain an average class size of 16.4 students per class. It is clear that this program is making every attempt to work as efficiently as possible. Continued efforts to develop this program and promote it in the community will insure that this program continues to be successful and efficient.

C. Effectiveness:

Persistence of Majors from Fall to Spring

Semester/Year Collected	F04	F05	F06	F07	08-09
Administration of Justice	82.35%	60.00%	68.42%	50%	63%

Persistence in the AJ program tends to fluctuate based on trends in the economy and career field. Over the last year, persistence numbers indicate an increase by 13%, which brings us closer to the persistence rate in Fall 2006. Of the 32 declared majors in the 2008/09 academic year, five students did not continue at Maui Community College.

The EMPI data indicates that 2 students transferred or enrolled at a four-year institution following the spring semester. One student transferred in the University of Hawaii system to enroll in a four-year program. A second student transferred to a college in the University of California system. Of the three remaining students that did not persist, two were unable to adjust their full-time work schedule to accommodate their full-time work schedule. The last student chose not to continue in anticipation of starting in the next police recruit class scheduled to begin mid-semester.

It is not uncommon for active students to delay the completion of their education in order to pursue work and career opportunities. This trend is consistent with other programs at the community college level. The statistics might also be somewhat misleading based on the small size of the Program Student population. In many situations, due to the small population, a small change in the data can appear more pronounced. In order to minimize student decline, faculty advising, student mentoring and regular follow-up are employed during the school year. Working in partnership with the counseling department, many of the concerns and distraction faced by the students can be addressed to help them succeed.

Degrees and Certificates Awarded

Academic Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Awards Conferred	4	3	5	9	0	0*

(Data Source for 2008-09 Academic Year: EMSI)

According to the current data, no degrees were awarded at the end of the 2008 academic year. It should be noted that this data is incomplete. Perkins fails to account for completers that graduate following the fall semester and students who receive a certificate and persist to the next semester. According to the data provided by Star, the AJ program awarded 2 Certificates of Competence, 2 Certificates of Achievement and 2 Associates of Applied Science Degrees in Fall 2008.

Adjusted Degree and Certificate Data

(Data Source: STAR Data Matrix 9-22-09)

Degrees Earned

Degree	Major	2004	2005	2006	2007	2008	2009
AAS	AJ	2	3	3	5	0	2

Certificates Earned

Certificate	Major	2004	2005	2006	2007	2008	2009
Competence/ Achievement	AJ	1	2	2	4	0	4

Due to the nature of course offerings, in this small program, it is not uncommon for student cohorts to develop which result in drastically different graduation rates from year to year. Data supporting this trend can be seen in the projected graduation rates for the next two years. The AJ program is anticipated to confer five A.A.S. degrees and many as fifteen certificates.

Perkins IV Core Indicators

Perkins IV Measures 2007-2008	Goal	Actual	Met
1P1 Technical Skills Attainment	90.00%	100.00%	Met
2P1 Completion	44.00%	0.00%	Not Met
3P1 Student Retention or Transfer	55.00%	72.73	Met
4P1 Student Placement	50.00%	100.00%	Met
5P1 Nontraditional Participation	25.00%	52.00%	Met
5P1 Nontraditional Completion	25.00%	50.00%	Met

According to the Perkins IV Core Indicators, the Administration of Justice Program has been able to maintain or improve performance in almost all areas. The goals for five of the six indicators were met and exceeded with the exception of 2P1 Completion.

As discussed earlier, it is not uncommon in small programs for student cohorts to develop which result in drastically different graduation rates from year to year. As a result, the program administrator and counselor are making a greater effort in tracking declared majors. This will not only address student retention and persistence issues, but will insure that eligible students receive the certificates and degrees they have earned.

This data is promising especially in 5P1 and 5P2. These indicators measure nontraditional student participation and completion. Through grant writing partnerships with the Automotive Technology and Early Childhood Education programs, assistance has now become available for nontraditional students who require additional financial support. The grant was designed to help them obtain required class materials and reward success through stipends and credit reimbursements. According to the data, goals for both Nontraditional Participation and Completion exceeded their goal by 100%. This further demonstrates willingness for students to explore subjects that are traditionally out of their career field and their aptitude to perform at higher than satisfactory levels.

Overall effectiveness for the Administration of Justice program is rated as Unhealthy. Despite a 78% completion rate, 63% persistence rate and exceeding Perkins IV Core Indicators over 83%

II. Program Analysis

The Administration of Justice Program seeks to provide educational opportunities to a diverse community of learners and prepare them for employment in a sensitive area of our community where high-quality education will make a significant difference. As the job market becomes more competitive, employers are going to become increasingly selective in the quality of potential employees. Students who receive a quality education will stand out as quality employees. The current job market in Maui County has become highly competitive with the high unemployment rates. In spite of this fact, vacancies and demand by security and enforcement related industries has not decreased.

Overall, the Administration of Justice Program is Cautionary. In addition to granting an Associate in Applied Science degree, the program offers several Certificates and provides courses for personal and professional job skill development. Competition with the robust job market has been a major challenge since in many entry-level jobs; a degree of any kind is not required. We are fortunate that the importance of education is recognized by our industry partners and encouraged in many related professions. We support an educated workforce and encourage our students to continue their education beyond the associate degree. It is recognized that this program can assist students reach goals of higher education if this program is articulated with the UHCC system, and bachelor degree programs in this state.

Student majors have increased from 2004 to today and this trend is likely to continue. Economic instability traditionally generates higher enrollment in community college courses and there is little doubt that the AJ program will benefit from this increase. A second factor that has contributed to this program's growth is the presence of a Program Coordinator who has been able to market the program to future students as well as the community and industry partners.

In addition to effective marketing, greater consistency and stability can be seen in the program. These positive changes have resulted in greater retention among AJ students. Students who are currently in the program continue to be advised and mentored to completion while potential students are able to inquire and receive consistent answers to program and career related questions.

As indicated by the Program Health Indicators, the AJ program is working efficiently and there is a healthy demand for program graduates. Other than instructor positions, this program has been able to function without incurring substantial costs for facilities or equipment. This combined with student persistence, community demand and job opportunities demonstrate a clear need for the AJ program to continue and be allowed to reach its potential. Student advising has become an integral component of this program. Through student advising, problems in a student's academic career can be addressed early or avoided altogether.

The AJ Program is continuing to fulfill its Memorandum of Understanding with the Maui Police Department, enabling police recruits to receive 21 credits for successful completion of the MPD Police Recruit School after earning 12 credits at the College. The memorandum is currently under evaluation by the AJ program coordinator and MPD's Plans and Training Division. This is to ensure that it continues to fulfill the high academic and professional standards of MCC.

The Maui Police Department has expressed an interest in having cadets finish the AJ program and move directly into MPD without taking the civil service test. Holders of our AAS degree can also take the civil service test for promotion to sergeant two years earlier than those without a degree.

The Maui Police Department, Department of Land and Natural Resources, Maui Community Corrections Center and other industry partners have advised strongly that MCC continue to expand the AJ program. There is continued interest in working with the College on curriculum development including updating courses and placing more emphasis on additional liberal arts areas such as communication skills, effective note taking and report writing, keyboarding, cultural sensitivity, counseling and Hawaiian Language. These changes will better prepare graduates of this program for the working environment they will enter.

The AJ Program Advisory Committee has traditionally had a large advisory group that gives feedback that directly affects the Program. Since the members are all active in the community, and most are engaged in the Administration of Justice professions, their input is critical to the success of the program.

The primary focus of the latest advisory meeting was an active discussion of the AJ program's Student Learning Outcomes. After reviewing the SLO's and examining their relevance to current industry standards and practices, it was determined that all of the program SLO's had merit and were validated by the Committee.

The Advisory Committee continues to emphasize that job opportunities, other than MPD also exist for our students, especially in the areas of conservation and resource enforcement, homeland and private security, civil defense, public safety and private investigation.

III. Action Plan

Overall Program Purpose

The Administration of Justice program serves the following broad purposes:

1. To provide general academic knowledge, concepts, and theory pertaining to the criminal justice system.
2. To meet the pre-service needs of those preparing for careers in law enforcement, private security, or other fields related to administration of justice, particularly in light of the increased need since 9/11 for addressing security issues in our County as well as the nation.
3. To meet various in-service educational and training needs of professionals in the administration of justice field.

Strategies under these goals are an integral part of a healthy AJ Program. Expanding law enforcement training and workforce development programs will directly benefit Maui. Community trust is built on the foundation of an educated and competent workforce especially in the realm of law enforcement and administration of justice. Facilitating dialogue and discussion with business and community partners better serve workforce needs. In light of current and developing security issues on Maui and across the state, it is vitally important to partner with the community to identify education and training needs to better address these issues.

Program Goals for 2009-2010

- To actively promote the program and increase the number of declared majors by 50%.
- Increase the total number of degrees and certificates granted by the program.
- Address retention and persistence issues to minimize students leaving the program without clear educational goals.
- Develop a comprehensive system of authentic assessment to further align campus, course and student learning outcomes.
- Develop curriculum that can translate into effective distance and online-based courses.
- Articulate the Administration of Justice Program with Chaminade University of Honolulu's Bachelor's degree in Criminal Justice.

To address the challenges and harness the opportunities presented in this years program goals, the Administration of Justice Program will:

1. Focus on retention and persistence.
 - Continue active dialogue and involvement in student advising.
 - Use program and course assessments to focus on student learning.
 - Use assessment to better assist students in learning.
 - Adjust our teaching and assessment methods to improve learning outcomes.
2. Continue work on assessment.
 - Close the assignment loop in each AJ course, by developing rubrics that link assignments to student learning outcomes.
 - Begin collecting evidence that demonstrates student achievement of student learning outcomes.
3. Meet industry and students needs by
 - Continue to evaluate curriculum and revise the program as necessary to meet professional standards.
 - Continue to improve AJ students' job skills to meet industry needs.
 - Continuing to research and examine new/ relevant topics for courses development.
 - Work with the Advisory Board to market the Administration of Justice Program.
 - Continue to offer a variety of evening courses to meet the needs of the employed community.

IV. Resource Implications

Currently, one full-time, non-tenure track faculty member coordinates the Administration of Justice Program. This faculty member also teaches courses in Political Science and Sociology. Course instruction is supplemented by the addition of one to two lecturers per semester. They teach specialized topics and are utilized when course-scheduling conflicts occur.

As with other one-faculty programs, Administration of Justice only draws on a small amount of college resources to fulfill its goals. With a minimal budget, this program has been able to keep abreast with current trends in crime detection, prevention and analysis. Significant technological advances in criminalistics, corrections and private security have been made since this program's initiation in 1971. In order to meet the growing demands of the job market, additional resources may be required in the future.

Currently, Administration of Justice is part of the Social Sciences Department, which adequately supports this program by supplying teaching materials, supplies and clerical support. In order to see significant improvement and growth in the program, it should be led by a full-time permanent, tenure track program coordinator/instructor as originally established by the Hawaii state legislature. A permanent general funded position provides greater stability to the program.

Maui Community College's current decision to fill this position on a non-tenure contract renewal basis does not show a sufficient commitment to the program or the Social Sciences Department. Since the Program Coordinator's position draws directly from the Social Sciences Department lecturer funds, it limits the availability of other lecturer taught courses within the department. As a result, students are directly impacted by a lack of classes offered per semester.

There is community demand as evidenced by job openings: MPD, TSA, MCCC, DLNR and the Private Sector. There are bachelors and masters degree options available within the state of Hawaii for MCC graduates with AJ degrees. There is strong community support, validated by the active Program Advisory Committee. There is an ongoing need for an Administration of Justice program at MCC and a permanent tenure-track faculty member should lead this program.