

University of Hawaii Maui College

2011 Annual Report of Instructional Program Data

Administration of Justice

Program Mission:

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. Like the University of Hawaii Maui College, this program serves a diverse student population, many of whom are first generation college students. 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. 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 as many as six Certificates of Competence in Law Enforcement, Corrections, and Private Security. After successfully earning 12 credits at UHMC, Police Officers may receive up to 21 AJ credits for completing basic police training as required by government law enforcement agencies.

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.

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: AJ

Demand Indicators		Program Year			Demand Health Call
		08-09	09-10	10-11	
1	New & Replacement Positions (State)	470	161	184	Cautionary
2	New & Replacement Positions (County Prorated)	19	14	16	
3	Number of Majors	32	56	79	
4	SSH Program Majors in Program Classes	216	450	705	
5	SSH Non-Majors in Program Classes	226	360	312	
6	SSH in All Program Classes	442	810	1,017	
7	FTE Enrollment in Program Classes	15	27	34	
8	Total Number of Classes Taught	9	13	12	

Efficiency Indicators		Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	16.4	20.8	28.3	Cautionary
10	Fill Rate	64%	76%	92%	
11	FTE BOR Appointed Faculty	1	1	1	
12	Majors to FTE BOR Appointed Faculty	32	55.5	78.5	
13	Majors to Analytic FTE Faculty	37.6	42.8	58.9	
13a	Analytic FTE Faculty	0.9	1.3	1.3	
14	Overall Program Budget Allocation	Not Reported	\$70,781	\$76,648	
14a	General Funded Budget Allocation	Not Reported	\$70,781	\$76,648	
14b	Special/Federal Budget Allocation	Not Reported	\$0	\$0	
15	Cost per SSH	Not Reported	\$87	\$75	
16	Number of Low-Enrolled (<10) Classes	2	3	0	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	78%	79%	83%	Healthy
18	Withdrawals (Grade = W)	3	15	11	
19	Persistence (Fall to Spring)	63%	65%	77%	
20	Unduplicated Degrees/Certificates Awarded	3	7	12	
20a	Degrees Awarded	2	6	10	
20b	Certificates of Achievement Awarded	2	7	9	
20c	Academic Subject Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	2	2	9	
21	Transfers to UH 4-yr	1	0	2	
21a	Transfers with credential from program	0	0	1	
21b	Transfers without credential from program	1	0	1	

Distance Education: Completely On-line Classes		Program Year		
		08-09	09-10	10-11
22	Number of Distance Education Classes Taught	0	0	0
23	Enrollment Distance Education Classes	0	0	0
24	Fill Rate	0%	0%	0%
25	Successful Completion (Equivalent C or Higher)	0%	0%	0%
26	Withdrawals (Grade = W)	0	0	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

Perkins IV Core Indicators 2009-2010		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.05	90.91	Met
29	2P1 Completion	44.50	45.45	Met
30	3P1 Student Retention or Transfer	55.50	76.92	Met
31	4P1 Student Placement	50.50	60.00	Met
32	5P1 Nontraditional Participation	16.00	39.39	Met
33	5P2 Nontraditional Completion	15.10	83.33	Met

Last Updated: November 9th, 2011

Part II: Analysis of the Program

1. Demand

Occupational Demand

EMSI Employment Data			
Current Positions State	Current Positions Maui	2005-11 Add'l State Jobs	2005-11 Add'l Maui Jobs
2,607	179	645	53

	06-07	07-08	08-09	09-10	10-11
Vacancies State	107.5	185	470	161	184
Vacancies Maui	8.8	16	19	14	16

According to the EMSI data, between 2005 and 2011 there will be 654 additional statewide positions to be filled. The data provided for this year indicates that there are 184 vacancies in the state, 16 of which are on Maui. This data appears to be the most conservative estimate for available statewide vacancies since data indicated by Honolulu Community College shows 209 vacancies and Hawaii Community College data indicates 676 statewide vacancies. This inconsistency would suggest that Bureau of Labor Statics Standard Occupational Classification (SOC) codes need to be re-evaluated to more accurately reflect current county and state demand.

At this time, multiple 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	Private Sector Security & Personal Protection Jobs
<p>Department of Public Safety: Adult and Juvenile Corrections Officers Narcotics Enforcement Officers Federal Probations Officer</p> <p>Department of Land and Natural Resources: Division of Conservations and Resource Enforcement Division of Wildlife Management</p> <p>Department of Homeland Security: Customs Enforcement Bureau Immigration and Naturalization Service Transportation Security Administration</p>	<p>Contract Services: Private Security Guards Armored Currier and Transportation Operators Security and Alarm Systems Installers & Technicians Alarm System Monitoring Personnel</p> <p>Proprietary Services:</p>

US Coast Guard	Corrections Officer
United States Forestry Division:	Security Associate
Federal Park Enforcement (Rangers)	Loss-Prevention Officers
State of Hawai'i Executive Branch:	Security Assessment Specialists
Plant Quarantine Inspector	Specialty Services:
Natural Areas Reserve Specialist	Private Investigators
Parole/Probations Officer	Process Server
Support Payments Officer	Bail Recovery Agent
Legal/Court Clerk	Legal Secretary/Paralegal
Child Support Enforcement Specialist	
Disability Compensation Enforcement Specialist:	
Forestry and Wildlife Technician	
Hawai'i Civil Rights Division Investigator	
Hawai'i State Department of Transportation:	
Harbors Division Enforcement Officer	

If the EMSI data is accurate, 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. Although state unemployment rates are at all-time highs, the administration of justice field has only been minimally affected.

Student Demand

Academic Year	F04	F05	F06	F07	08-09	09-10	10-11
Declared Majors	17	20	19	22	32	56	79

For the 2010-2011 academic year, the number of declared majors has risen from 56 to 79. As seen in the data, this program has experienced a steady increase in declared majors. Although effective program coordination and active promotion has contributed to overall program growth, the current economic climate and unemployment rate should also be considered contributing factors.

Student Semester Hours (SSH)						
	F05	F06	F07	F08	F09	F10
SSH Program Majors in Program Classes	51	63	87	216	450	705
SSH Non-Program Majors in Program Classes	78	84	180	226	360	312
SSH All program Classes	129	147	267	442	810	1,017

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 255 hours. This increase correlates with the increase number of declared majors in the program and can also be attributed to the greater availability of classes being

offered.

Full Time Program Enrollment								
Academic Year	F03	F04	F05	F06	F07	F08	F09	F10
Enrollment	6	9	9	10	17.8	15	27	34

Prior to 2008, 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 (1017/30) the FTE for AY10-11 was 33.9, which is an increase by 6.9.

Number of Classes Taught								
Academic Year	F03	F04	F05	F06	F07	F08	F09	F10
Classes	2	3	2	3	5	9	13	12

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 four 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. AJ 293v 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 the University of Hawai'i Maui 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. Although the current program data indicates that demand for Administration of Justice is Cautionary, the increases in program majors clearly indicate a continued demand.

2. Efficiency

Average Class Size

Academic Year	F03	F04	F05	F06	F07	F08	F09	F10
Registered Students	15	15	22	13	17.8	16.4	20.8	28.3

Fill Rate

Academic Year	06-07	07-08	08-09	09-10	10-11
Fill Percent	54.4%	65.93%	64%	76%	92%

Data Source: MAPS (AY 06-07) EMSI (AY 07-08, 08-09, 09-10,10-11)

Between 2006 and 2010, class size and fill rate have steadily increased. This year's data indicates that an emphasis on program

marketing, promotion and recruitment have contributed to continued program growth. 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.

FTE of BOR Appointed Program Faculty

Academic Year	05-06	06-07	07-08	08-09	09-10	10-11
Full-Time Faculty	0	1	1	1	1	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 the UHMC Co-operative Education Program.

According to current data from spring 2011, the AJ program had a total of 79 majors currently enrolled at the University of Hawai'i Maui College. EMSI data provided, indicates the current student/faculty ratio is 78.5 to 1.

The only expenses incurred by the AJ program in the last year 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	09-10	10-11
Low Enrolled Class	NA	1	1	2	3	0

Current ARPD data indicates that no AJ classes were enrolled under 10 during the 2010-2011 academic year.

Upon initial assessment, it would appear that this program is extremely efficient considering the number of student majors, minimal overall cost and a healthy fill rate at 92%. However, the efficiency of the program is identified as Cautionary based on the fact that there are more than 60 program majors to only one full-time faculty member. The current student to teacher ratio is 78.5 to 1 which is beyond the upper limits of a single person program. It is clear that this program is making every attempt to work as efficiently as possible however without additional faculty or a reduction in program majors the Efficiency Health Call will continue to be cautionary.

3. Effectiveness

Persistence of Majors from Fall to Spring

Semester/Year Collected	F05	F06	F07	08-09	09-10	10-11
Administration of Justice	60.00%	68.42%	50%	63%	65%	74%

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 9%, which is the highest persistence rate since fall 2006. The EMPI data indicates that 2 students transferred or enrolled at a four-year institution following the spring semester one of which was credentialed from this program.

Degrees and Certificates Awarded

Academic Year	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Awards Conferred	3	5	9	0	0	7	12

Adjusted Degrees and Certificates Earned

	2004	2005	2006	2007	2008	2009	2010	2011
AASDegree	2	3	3	5	0	2	6	10

Certificates Earned

AJCertificate	2004	2005	2006	2007	2008	2009	2010	2011
Competence/ Achievement	1	2	2	4	0	4	9	18

A total of 28 degrees and certificates were awarded to 12 students following the spring 2011 semester. Although multiple degrees and certificates were awarded, there were 11 withdrawals which diminished the program's perceived effectiveness. In order to minimize student decline, program orientations, faculty advising, student mentoring and regular follow-up are being employed throughout the school year. By working in partnership with the counseling department, cooperative education and campus support services, we hope to reduce student withdrawals and become more a more effective program.

Perkins Data

Although the overall effectiveness for the Administration of Justice program is rated as Cautionary, the Administration of Justice Program has met or exceeded all of the goals set by the Perkins IV Core Indicators.

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.

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 has waned since the current job market has been become extremely selective but, this does not change the fact that many entry-level jobs do not require a higher degree of any kind. 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 and there continue to be examples of students who continue on to bachelor degree programs within the University of Hawai'i system.

According to the program data, overall program health is cautionary in spite of the fact that declared majors, class fill rates and successful completion numbers are at all time highs. It appears that in addition to effective marketing, greater consistency and stability has benefitted this program. With the effective support of the Program Coordinator, this program will maintain its benefit UHMC students as well as the community and industry partners.

The AJ program continues to work toward greater 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 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 UHMC.

The Maui Police Department, Department of Land and Natural Resources, Maui Community Corrections Center and other industry partners have advised strongly that UHMC 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 AJ program's Student Learning Outcomes and assessment practices were the primary focus of the most recent advisory meetings. The committee supported the current program SLO's and gave positive feedback on possible assessment activities that might add greater relevancy to student learning.

Assessment of Student Learning

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.

Program Learning Outcomes

- Demonstrate the use of critical observation skills and decision-making within the legal/ethical parameters of justice professions.
- Assess and respond appropriately to situations containing potential conflicts, hazards and threatening situations.
- Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.
- Perform independently and inter-dependently to accomplish shared professional outcomes.
- Demonstrate the ability to interact with the public and co-workers in ways that effectively support "justice for all."

Program Maps

Map #1: Program Learning Outcomes by Course AJ 101-224										
PLO	AJ 101	AJ 103	AJ 104	AJ 150	AJ 170	AJ 200	AJ 210	AJ 221	AJ 223	AJ 224
1	0	2	2	1	1	1	1	2	3	3
2	0	0	1	1	1	0	1	0	2	0
3	1	1	2	1	1	1	1	1	1	1
4	1	1	2	1	1	1	1	1	1	1
5	1	1	2	1	1	1	1	1	1	1

Map #2: Program Learning Outcomes by Course AJ 226-293									
PLO	AJ 226	AJ 230	AJ 231	AJ 232	AJ 234	AJ 240	AJ 250	AJ 270	AJ 293
1	3	2	1	3	1	2	2	3	3
2	0	2	3	3	2	2	2	3	3

3	1	2	3	3	2	2	2	3	3
4	1	2	2	3	3	2	3	3	3
5	1	3	1	1	3	3	3	3	3
<p>Key:</p> <p>3= Major Emphasis: The student is actively involved in the student learning outcomes. The learner outcome is the focus of the class</p> <p>2= Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class</p> <p>1= Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply, but does not get evaluated on this learner outcome</p> <p>0= No Emphasis: The student does not address this learner outcome</p>									

Evidence

Fall 2010, AJ 232: Officer Survival

Assessment of program learning outcome #3: Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.

In fall 2010 the AJ 232: Officer Survival class was used to assess Program Learning Outcome #3. This course has been developed to introduce students to concepts of situational awareness, survival mind-set and critical observation. Through training videos, reading assignments, and in class demonstrations, students are exposed to practical examples where officers and individuals have had to use basic skills to overcome exceptional circumstances. This provides an effective opportunity assess the programs ability to teach mental fitness and stress management techniques.

The final exam for this class required students to apply the information they learned in two individual and five group scenarios. Students are assessed on the following criteria:

- Initial response to the scenario
- Approach and securing of the scene,
- Articulation of the escalation of force
- Overall awareness and stress management

Analysis of data

Fourteen (56%) of the twenty-five students assessed were able to grasp the concepts exceptionally well and apply them correctly. An average of 24% of the students performed with proficiency or demonstrated some proficiency. All of the students who completed the activity were able to demonstrate proficiency in two or more areas of the learning outcome criteria. Five students were unable to complete the exercise or did not attend that class which accounts for the 20% at the No Proficiency level.

	High Proficiency	Proficient	Some Proficiency	No Proficiency
25 students	14	3	3	5
% of students	56%	12%	12%	20%

Course improvement based on analysis

Although the majority of AJ students who completed the AJ 232 course, demonstrated proficiency in mental fitness and stress management,

the physical fitness and drug-free aspects of the program learning outcome could not be assessed. Although UHMC and the AJ program promote physical fitness and a drug-free lifestyle, it is a personal choice for each student to adopt that positive lifestyle. It is clear that this program learning outcome needs to be re-evaluated to determine if a more appropriate outcome statement can be adopted.

Spring 2011, AJ 223: Search and Seizure

Assessment of program learning outcome #4: Perform independently and inter-dependently to accomplish shared professional outcomes.

During the spring 2011 semester, AJ 232: Laws of Arrest, Search and Seizure, was selected for assessment due to its emphasis on critical thinking and academic application of legal theory. Enrollment in this class totaled 43 students and provided an excellent opportunity to assess their ability to work independently and interdependently. Of the 43 students in the class, 32 students were AJ majors and the remaining 11 were either undecided or liberal arts majors.

Throughout the semester, students learn the many legal rules of search, seizure and arrest. For the final exam, students were presented with several real-world scenarios and had to determine if an officer's actions are justified based on current legal rules. All students were given an opportunity to research similar cases prior to delivering their opinion. Each student's opinion was assessed on four criteria: organization of argument, supporting evidence, legal foundation and written content. Students were also required to support their conclusion with published legal opinions or case precedence. At the time of evaluation, each opinion was evaluated based on two additional overarching criteria:

1. Justification based on individual research
2. Argument consensus when compared to other students submissions

Analysis of data

Just over 60% of the 43 students performed at the proficient or high proficiency level. They demonstrated the ability to organize a realistic argument and support it with legal evidence. The remainder of the students had mixed results that spread across the 2, 1, and 0 range. For those students who only showed some proficiency, most were able to grasp the concepts and form plausible arguments however, their supporting documentation or written content did not meet the required criteria established in the rubric. Four students consistently "did not meet" the outcomes or it "did not apply" to them and another two students failed to take the exam. This accounts for the 13.95% that demonstrated "no proficiency" during this assessment.

	High Proficiency	Proficient	Some Proficiency	No Proficiency
43 students	13	13	11	6
% of students	30.23%	30.23%	25.58%	13.95%

Course improvement based on analysis

The Administration of Justice field is extensive and the program learning outcomes reflects a broad range of objectives. The greatest challenge faced during this assessment project was designing an assessment tool for student proficiency in a program learning outcome that covers an extremely broad scope. This coupled with a large classroom population presented additional challenges in this assessment activity. The results of this activity are promising with a great majority of the students grasping the concepts and demonstrating proficiency in that outcome.

The Program Advisory Committee supports the importance of this learning outcome and its relevance to the industry however, continued evaluation is necessary. This program learning outcome is scheduled to be re-assessed during the Fall 2012 semester. This will provide an opportunity to develop additional assessment tools that can be embedded in multiple assignments as opposed to relying on one large project.

Results of Student Learning

As a result of assessment evidence collected during the 2010/11 academic year, the following program changes have been made:

- Program specific student learning outcomes continue to be evaluated and revised to more accurately reflect the mission of the Administration of Justice program.
- Written communication has received greater emphasis in all courses to address the needs of the students and the high standards of the industry.
- English 106 (Report Writing) is currently being evaluated to determine if it would be more appropriate for student and industry needs.

Part III: Action Plan

Goals are an integral part of a healthy program and are necessary to fulfill the purpose of this program. For the 2011-2012 academic year, the AJ program has elected to working toward accomplishing the following program goals.

Program Goals for 2011-2012

- Actively promote the program with an emphasis on individuals currently working in the industry.
- Develop new curriculum and courses that support new and growing sectors of the industry.
- Increase student retention and persistence by assisting students develop and meet their educational goals.
- Continue to develop and refine a comprehensive system of authentic assessment to further align campus, course and student learning outcomes.

Planned Changes due to Assessment Evidence

Current and future assessment activities are intended to directly address all of the current program goals:

- Continued development of a comprehensive system of authentic assessment to further align campus, course and student learning outcomes.
- Evaluate the current program learning outcomes to insure they are relevant, practical and measurable.
- Research additional assessment methods that are designed to be more effective in both small and large classes.
- Communicate with Administration of Justice programs at Honolulu Community College and Hawai'i Community College to explore adopting common program learning outcomes.

Part 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. As evidenced by the program data, the AJ program has improved significantly over the last 5 years. The program has grown from 19 majors in 2006 to 79 majors in 2011. Although promising, the 79 to 1 student teacher ratio has resulted in a cautionary call in program efficiency. It is evident that this program will require additional faculty support if this growth continues. An additional permanent general funded position would add greater stability to the program and support students in achieving their academic goals.

Program Student Learning Outcomes

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.

Program Learning Outcomes

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- Assess and respond appropriately to situations containing potential conflicts, hazards and threatening situations.
- Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.
- Perform independently and inter-dependently to accomplish shared professional outcomes.
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Program Maps

Map #1: Program Learning Outcomes by Course AJ 101-224										
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1	0	2	2	1	1	1	1	2	3	3
2	0	0	1	1	1	0	1	0	2	0
3	1	1	2	1	1	1	1	1	1	1
4	1	1	2	1	1	1	1	1	1	1
5	1	1	2	1	1	1	1	1	1	1

Map #2: Program Learning Outcomes by Course AJ 226-293

PLO	AJ 226	AJ 230	AJ 231	AJ 232	AJ 234	AJ 240	AJ 250	AJ 270	AJ 293
1	3	2	1	3	1	2	2	3	3
2	0	2	3	3	2	2	2	3	3
3	1	2	3	3	2	2	2	3	3
4	1	2	2	3	3	2	3	3	3
5	1	3	1	1	3	3	3	3	3

Key:

3= Major Emphasis: The student is actively involved in the student learning outcomes. The learner outcome is the focus of the class

2= Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1= Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply, but does not get evaluated on this learner outcome

0= No Emphasis: The student does not address this learner outcome