

# Administration of Justice



## **ANNUAL** REPORT OF PROGRAM DATA **2021**



## UNIVERSITY of HAWAII® MAUI COLLEGE

### 1. Program or Unit Description

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The Administration of Justice (AJ) Program is a learner-centered program that prepares students for work in the criminal justice system. Although many justice-related careers do not require a degree for employment, national trends indicate that employers are placing a greater emphasis on higher education. In addition to developing the pre-service needs of those preparing for careers in law enforcement, corrections, and private security, the program also serves as a resource for providing various in-service education and training needs of professionals currently employed in the community.

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.

Check all that apply for the program:

☒ Articulated Pathways for 4-year or graduate pathways: UHWO and UH Hilo

☐ Articulated Pathways for High school: \_\_\_\_\_

☐ Articulated Pathways for Other: \_\_\_\_\_

What effect has this program had on closing equity gaps?

Program promotion and recruitment efforts intentionally highlight non-traditional student effectiveness in the workforce. Course work is often presented with examples that emphasize the importance of females, and ethnic minorities, as well as individuals that come from economically disadvantaged circumstances. Currently, non-traditional (female) majors make up half the AJ program at UHMC, and 47% (17 of 36) of all AJ majors are identified as Native-Hawaiian.

## 2. Analysis of the Program/Unit

Administration of Justice	2017-18	2018-19	2019-20	2020-21
Majors	48	52	41	36
Unduplicated Degrees and Certificates Awarded	17	9	14	12
Demand Health	Healthy	Healthy	Healthy	Healthy
Efficiency Health	Cautionary	Cautionary	Cautionary	Progressing
Effectiveness Health	Cautionary	Cautionary	Healthy	Progressing

Source: 2020 Annual Reports of Program Data (APRD), Career Technical Education Programs: <https://uhcc.hawaii.edu/varpd/>

Overall Program Health: **Cautionary**

Majors Included: Administration of Justice Program CIP: 43.0107

### Quantitative Indicators

**Demand: Healthy**

New and replacement positions for both State and County have increased, and the healthy demand for Administration of Justice graduates is especially evident in Statewide data which identifies 344 job vacancies and a total of 40 AJ degrees awarded across all three UHCC Administration of Justice programs.

**Efficiency: Progressing**

One full-time faculty coordinates this program; whose primary duties include: instruction, student advising, curriculum development, program promotion, and recruitment. The program also depends on part-time lecturers whose expertise ensures that instruction is relevant and current with industry standards and advancements. At the completion of the Spring 2020 semester, no lecturer contracts were renewed, which has continued through Fall 2021.

The 71.4% class fill rate and the Student/Faculty ratio of 36:1 both contribute to the Progressing status of the Efficiency Health Indicator. In spite of falling enrollment due to COVID-19, the average class size for AY 2020/21 was 21. Any attempt to reduce the current major count or add additional full-time faculty is unfeasible.

**Effectiveness: Progressing**

The Effectiveness Health Indicator for the AJ program indicates that it is Progressing with student persistence at 69%. A total of 12 unduplicated degrees and certificates were awarded during AY 2020/21. This is a decrease from the previous year's 14 graduates, but also reflects the adaptability of both the program and majors in adjusting to the drastic changes brought on by the pandemic. It should be noted that small programs often see significant fluctuations in awards from year to year. Active student advising and engagement of students with support services appear to have had a positive effect on retention and persistence.

**Perkins Core Indicators: All Met**

The Administration of Justice Program met both 1P1: Postsecondary Placement and 2P1: Earned Recognized Credential according to the Perkins core indicators. Reducing student stop-out rates is still a priority for the AJ program, which continues to utilize active student advising to encourage persistence throughout the academic journey. That being said, there are a variety of social and economic factors that impact a student's decision to stop program participation. It should also be acknowledged that most opportunities in justice-related fields do not require a college degree, therefore, students often opt to enter into the workforce when the opportunity arises as opposed to earning a degree or certificate first.

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

The Administration of Justice Program Learning Outcomes reflect its mission to be recognized by the community for preparing self-confident, competent graduates who can perform effectively in a changing environment.

**a) Program Student Learning Outcomes**

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

**b) CASLO Assessment**

In addition to Program Learning Outcomes, UHMC has five Campus-wide Academic Student Learning Outcomes (CASLOs) that all students are expected to achieve before graduation from our college. They include critical thinking, creativity, oral and written communication, information literacy, and quantitative reasoning. As the coordinator of a degree-granting program, the curriculum must align with the College-wide Learning Outcomes and determine if those outcomes satisfy industry expectations for AJ majors.

**c) Assessment Method**

For AY20/21, I developed a unique [assessment model](#) to evaluate several CASLOs, and the following proposed AJ PLO: Develop and initiate career plans to obtain jobs or continue a degree in Administration of Justice or related fields.

- i. Rather than assess a single course to determine if students are satisfactorily meeting a particular PSLO or CASLO, the AJ assessment model evaluated how effectively students were introduced, developed, and engaged in career planning and goal attainment, over the course of three semesters.

**Course I:** Minor skill development was assessed in AJ101, where each student is introduced to a variety of justice-related careers and develops an understanding of minimum job requirements and expectations for pursuing the chosen career path. The “Justice Related Occupations” research assignment is used to assess student competency at this level.

**Course II:** Moderate skill development was assessed in AJ200, where students develop and demonstrate an understanding of professional protocols and skills that are applicable to a variety of AJ careers. Observation of student interaction and written reports from “Mock Crime Scenarios” are used to assess skill development in Critical Thinking and Information Retrieval, as well as Written and Oral Communication.

**Course III:** Major skill development and evaluation of student career readiness was evaluated in AJ293V Internship, by industry professionals who supervise student interns and assess overall student performance in their application of appropriate skills in professional settings. Feedback is also provided in supervision reports which further assess each student’s ability to think critically, retrieve information appropriately, and communicate effectively.

- ii. Analysis, results, and recommendations:

The results of this assessment indicate that AJ101: Introduction to Administration of Justice and AJ200: Hawai‘i Justice System, were effective in introducing students to career planning, and development. Assessment of career portfolios in AJ293V reflected that the three students who had enrolled in all three classes had “*progressed toward exit*

*level competency for Administration of Justice” upon completion of the course. Final student presentations and accompanying career portfolios demonstrated student understanding of career path progression and readiness to progress into industry-specific training and exit level competency for critical thinking, information retrieval, oral communications, and written communications CASLOs.*

**d) Recommended Changes:**

Overall, this assessment activity is an extremely effective tool in evaluating the proposed AJ PLO, and multiple CASLO’s. As classes have moved to virtual formats, the Administration of Justice Program Coordinator will be working with industry partners and the AJ Community Advisory to further develop this assessment model by including/substituting other courses. This results of this assessment activity will also be presented to the AJ Program Coordinators Council (PCC), for consideration in adopting the proposed PLO as the first common PLO for AJ programs across the UHCC system.

## 4. Action Plan

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In an effort to address Efficiency and Effectiveness concerns, the Administration of Justice program continues to make revisions to the program map to support majors who wish to continue their education and seek baccalaureate degrees. Further program alignment will also allow AJ majors to utilize courses offered by other campuses to fulfill both program requirements and general education electives. The AJ program at UHMC has benefitted from recent revisions to the program map, which directly supports long-term scheduling for courses that meet program core requirements.

The Administration of Justice PCC continues to work toward system-wide alignment in support of program consistency across the system through the following actions:

- Evaluate Program Learning Outcomes for industry relevance.
- Assess course content and outcomes to improve student success.
- Identify industry standards and modify course content to meet the demands brought on by the COVID-19 pandemic.
- Increase AJ instructor and GenEd instructor contact to support the development of activities and coursework that is relevant and engaging to AJ and other CTE majors.

## 5. Resource Implications

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Currently, Administration of Justice is part of the Social Sciences Department, which adequately supports this program by supplying teaching materials, supplies, and clerical support. Beyond the salary, for one full-time faculty/program coordinator this program incurs no other expense and does not project any requests for additional resources or faculty positions for AY 2021/22.

It should be noted that lecturers are critical to the success of many single-faculty programs like Administration of Justice. While no lecturers have been contracted for the last three semesters, this is not sustainable and will negatively impact the academic progress of students and their timely graduation. In addition to providing students with diverse instruction from various personalities and perspectives, students benefit from the specialized training, experiences, and expertise that lecturers can provide. While substitutions are a short-term solution to remedy the shortage of elective course offerings, this is not sustainable as a long-term solution and will continue to impact student success and the quality of education that UHMC and the Administration of Justice program are committed to providing.

✓ I am NOT requesting additional resources for my program/unit.