

MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT REPORT
ADMINISTRATION OF JUSTICE PROGRAM
2005-2006
October 2006

1. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

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 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, goals, 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.

B. Mission and Vision of the Program

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.

Program Vision for the Next Five Years

The AJ Program had no Coordinator since the fall of 2001. This severely limited the programs development and sustainability. The first goal in the 2004-2005 five-year vision has been met with the hiring of a faculty member to be Program Coordinator. The Coordinator will be able to market the AJ program, advise and mentor students, and work on updating curriculum with appropriate community input. With the Coordinator in place, the program will be able to develop new curriculum, establish stronger ties with the community, and be able to provide a first-class education in the Administration of Justice field.

Contribution of the Program to the Mission of MCC

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.

Goals of the Program

Please see Appendix A

Student Learning Outcomes (SLOs) of the Program

Please see Appendix B

The AJ Program is competency-based and stresses both theoretical and hands-on practical application of classroom information.

C. Relation to MCC Strategic Plan

Strategic Plan Goal 2, Objective 1 states:

Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH system and with other public and private educational, governmental, and business institutions.

This objective is incorporated into the mission, student learning outcomes, and goals of the AJ Program.

Strategies under this goal are an integral part of a healthy AJ Program. Expanding law enforcement training and workforce development programs in coordination with the county and state will benefit Maui. Including liberal arts education as the foundation for an educated and competent workforce, particularly in the realm of law enforcement and administration of justice, will establish the basis of community trust. Facilitating dialogue and discussion with business and community partners to better serve workforce needs, and partnering with the community to identify education and training needs, especially in light of security issues in Maui and beyond, are vitally important.

This Program supports the Strategic Plan of Maui Community College. What the Program needs is support in return.

D. Program Faculty (full and part-time)

In Summer of 2006, Ryan Daniels was hired as full-time faculty member and program coordinator. The position was created using lecture funds and is currently a non-tenure leading annual contract renewal position. The Coordinator will be able to market the AJ program, advise and mentor students, and work on updating curriculum with appropriate community input. With the Coordinator in place, the program will be able to develop new curriculum, establish stronger ties with the community, and be able to provide a first-class education in the Administration of Justice field. However, the temporary nature of the full-time position could impact the overall success of the Administration of Justice program.

Part time lecturers include:

Joseph Scuro, Esq. JD
Robert Hill, MBA in Business Administration;
Lieutenant, Maui Police Department
Philip Lowenthal, Esq., JD

Joseph Scuro is a noted attorney who has authored several books and many articles. He is retired from law practice and teaches at MCC on a regular basis. Lieutenant Hill is an active member of the Maui Police Department and has taught classes for us for a number of semesters. Philip Lowenthal is a practicing attorney here on Maui and teaches for us on an intermittent basis. Because all these teachers keep current in their fields and keep close contact with their colleagues and their community, student-learning outcomes are impacted positively. Students know that the faculty understand and are daily involved in the professional areas being examined, and that they are being given the most current information. Students' thinking is continually challenged and supported.

E. Ways in Which the Program Interacts with:

Community Groups

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 profession it is critical that the advisory committee be re-established as soon as possible. Contact is currently being made to past and potential committee members and

All Others

There is no information available on other interactions.

II. CURRICULUM AND STUDENTS

A. General Education Standards (COWIQs)

For General Education Standards (COWIQs), program goals, and student learning outcomes, please see Appendices C, A,B. Also refer to:

<http://www.hawaii.edu/ovppp/gened/gedwww.htm>.

B. COWIQ and Program Goals Curricular Grids

The Administration of Justice Program has not yet developed a curricular grid. This is because of the lack of a full-time faculty to direct the process.

C. Student Achievement (See Appendices E/F)

PHIs

The PHIs indicate the overall status of the Administration of Justice Program is “Cautionary”.

APPENDIX A

Program Goals

The goals for the Administration of Justice Program for 2006-2007 are:

- To actively promote the program to increase the number of declared majors.
- Use full and part-time faculty to increase the number of course offerings per semester.
- Increase the total number of degrees and certificated granted by the program.
- To meet various in-service educational and training needs of professionals in the administration of justice field.
- To foster a sensitivity and awareness of the multi-cultural community the students will be dealing with on a professional basis, and to practice Native Hawaiian reverence for the *ahupua'a*, the practice of sustaining and sharing diverse but finite resources for the benefit of all.
- To pursue the possibility of converting the current program coordinator position to a full-time tenure track position.

APPENDIX B

Student Learning Outcomes

- 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/ethnical 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.”

APPENDIX C

General Education Standards

The following academic standards for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, and written communication represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one of these academic standards.

Critical Thinking

Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to:

- Identify and state problems, issues, arguments, and questions contained in a body of information.
- Identify and analyze assumptions and underlying points of view relating to an issue or problem.
- Formulate research questions that require descriptive and explanatory analyses.
- Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
- Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
- Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
- Synthesize information from various sources, drawing appropriate conclusions.
- Communicate clearly and concisely the methods and results of logical reasoning.
- Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.

Information Retrieval and Technology

Information retrieval and technology are integral parts of every content area and discipline. Students should be able to:

- Use print and electronic information technology ethically and responsibly.
- Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
- Recognize, identify, and define an information need.
- Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
- Create, manage, organize, and communicate information through electronic media.
- Recognize changing technologies and make informed choices about their appropriateness and use.

Oral Communication

Oral communication is an integral part of every content area and discipline. Students should be able to:

- Identify and analyze the audience and purpose of any intended communication.
- Gather, evaluate, select, and organize information for the communication.
- Use language, techniques, and strategies appropriate to the audience and occasion.
- Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
- Use competent oral expression to initiate and sustain discussions.

Quantitative Reasoning

Quantitative reasoning can have applications in all content areas and disciplines. Students should be able to:

- Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
- Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
- Communicate clearly and concisely the methods and results of quantitative problem solving.
- Formulate and test hypotheses using numerical experimentation.
- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
- Assess the validity of statistical conclusions.

Written Communication

Written communication is an integral part of every content area and discipline. Students should be able to:

- Use writing to discover and articulate ideas.
- Identify and analyze the audience and purpose for any intended communication.
- Choose language, style, and organization appropriate to particular purposes and audiences.
- Gather information and document sources appropriately.
- Express a main idea as a thesis, hypothesis, or other appropriate statement.
- Develop a main idea clearly and concisely with appropriate content.
- Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
- Demonstrate proficiency in revision and editing.
- Develop a personal voice in written communication.

APPENDIX D

COWIQ and Program Goals Curricular Grids

The Administration of Justice Program has not yet developed a curricular grid. This is because of the lack of a full-time faculty to direct the process.

APPENDIX E
Program Health Indicators
Perkins Performance Indicators

MAUI COMMUNITY COLLEGE
AY 2004-05 Program Health Indicator Report

ADMINISTRATION OF JUSTICE

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

When initiated in 1971, this program was titled Police Science. In 1981, the Program Coordinator began expanding the curriculum to a broader student clientele with offerings in criminal justice, private security, and corrections. In 1983, the Board of Regents changed the program name to Criminal Justice, and subsequently to Administration of Justice for consistency across all campuses in the University of Hawaii Community College system.

Some Administration of Justice courses were offered in an 8-week format for the first time in Fall 1983, to accommodate police officers working six, seven, or eight-week shifts. Later at the request of police officers and with support from Advisory Committee members, the Program Coordinator adjusted the 8-week format to a 7-week format. To add additional flexibility to the Administration of Justice program, courses are offered via the College Cable Channel since Spring 1987. AJ classes are broadcast on a live and repeat basis for greater access by police, sheriff, security, and adult corrections officers, and others who work a shift schedule. It should be noted that the AJ program has been without a Coordinator/full-time faculty member for a total of four years, as of Fall 2005.

PROGRAM DESCRIPTION

The Administration of Justice program is one of three Public Service programs at the College. The AJ program staff had included one full-time faculty member who resigned to take a position on the Mainland. The AJ position has remained empty due to budget constraints. Currently several part-time lecturers teach in the program.

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. The College recognizes the need to revamp the current curriculum; however the task needs the involvement of a program specialist and awaits the filling of the Coordinator position.

PROGRAM GOALS

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.

PROGRAM STAFF

Regular Faculty

- Ryan Daniels, Program Coordinator

Lecturers

- Bobby Hill, MBA in Business Administration; Lt., Maui Police Dept.
- Philip Lowenthal, Esq., JD
- Joe Scuro, JD

PROGRAM ADVISORY COMMITTEE

Members of the AY 2004-05 Administration of Justice Advisory Committee are listed below. The AJ advisory Committee has yet to meet in 2006. Contact is being made to existing Committee members and a search for potential members is on going. Members have validated student-learning outcomes for the AJ program and made significant recommendations for continuing role of the AJ program in the community.

Bobby Au
Transportation Security Administration

Philip Lowenthal, Chair
Attorney at Law

Ron Brock
Freeman Guards

Danny Matsura
Maui Police Department

Robert Cole
Realtor, Cole Corp Real Estate

Dwayne Nitta
Director of Security, Grand Wailea Resort

Pat Elf
Former Police Commissioner – Maui Chapter

Thomas Philips
Chief, Maui Police Department

Clinton Fukushima
Director of Security, Westin Maui Hotel

Patrick Sniffen
Commander, Maui Sheriff's Office

James Hirano
Corrections Supervisor

Matt Stevenson
Director of Security, Four Seasons Hotel

Michael Kahooohanohano
Maui Police Department – Hana District

Howard Tagomori
Transportation Security Administration

Lowery Leong
Transportation Security Administration

Ron Vought
Maui Police Department

ADMINISTRATION OF JUSTICE HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Actual	
Annual Job Openings: Maui County	50	70	87	+
Annual Job Openings: Hawaii State	500	700	700	+
No. Student Majors	40	60	20	-
No. Sections Taught (<i>No. faculty = 0.0</i>)	5	5	2	-
Pau Hana demand (<i>3pm+, Sat</i>)	1	1	1	=
Outreach demand (<i>Molokai, Lanai, Hana</i>)	0	0	1	+
Alternative delivery access (<i>sky, cable, web, self-paced</i>)	0	0	1	+
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	40%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 30	20	24	22	=
No. Small Classes: ≤ 9	0	0	0	+
Class Fit (<i>actual enrollment/max enrollment</i>)	70%	85%	54.4%	-
Advisory Committee updated	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	100%	-

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	79%	+
Satisfied with Academic Prep (<i>n=2</i>)	80%	90%	100%	+
Work in Related Field (<i>n=2</i>)	65%	80%	50%	-
Graduation Rate (<i>n=5</i>)	5%	15%	25%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/-
1P1	Academic Achievement	81.56%	100.00%	-
1P2	Vocational Skills	91.53%	100.00%	-
2P1	Diploma/Equivalent/Degree/Credential	35.70%	33.00%	-
3P1	Placement: Employment	70.52%	100.00%	+
3P2	Retention: Employment	90.13%	100.00%	+
4P1	Nontraditional Participation	15.94%	45.00%	+
4P2	Nontraditional Completion	14.34%	100.00%	+

PROGRAM ANALYSIS

Strengths

- The number of student majors has dropped to 17, obviously attributable to the lack of a Coordinator to market the program as well as to advise and mentor those already in the program. However the overall effectiveness and efficiency of the AJ program continues as specified by the Program Health Indicators. Despite the lack of direction and support for this program, students are still graduating from the program. This expression of student persistence demonstrates a clear need for the AJ program to continue, be strengthened, and allowed to reach its potential.
- The AJ Program is continuing to fulfill its Memorandum of Understanding (1996) 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 Maui Police Department has expressed an interest in having cadets finish the AJ program and directly into MPD without taking the civil service test. Our AS degree holders can also take the civil service test two years earlier in order to advance to Sergeant.
- The Advisory Committee states that job opportunities, other than MPD, also exist for our students, especially in the area of civil defense, homeland and private security.
- The Maui Police Department has advised strongly that MCC continue and expand the AJ program. The Department has expressed interest in working with the College on curriculum development including updating courses and placing more emphasis on such liberal arts areas as communication skills.

Weakness

- The AJ Program has had no Coordinator since the Fall of 2001. This severely limits program development and sustainability. There are three “minus” marks accrued in the Program Health Indicators (low major count, decreased course offerings, over-dependence on lecturers), all of which can be directly ascribed to the lack of leadership a Program Coordinator would provide.
- A complete Program Cycle has not been offered for several years, due to the lack of a Program Coordinator.
- Updating the curriculum, essential in light of the 9/11 attack and especially critical in the areas of homeland and airport security, has not been addressed due to the lack of a Program Coordinator/faculty.

PLAN OF ACTION

Previous Action Plans:

1. Update the Advisory Committee and hold meetings to discuss appropriate curriculum to meet community and program needs.

In progress. The Advisory Committee of the AJ program has been a vital link to the community and their needs. The College will continue to facilitate these meetings and pay heed to the advice and guidance of the Maui community.

2. Fill a position to coordinate and teach in the program and to update curriculum.

Completed. The vacant faculty position has been filled as of August 2006. The new Program Coordinator has been hired and is currently teaching Administration of Justice and Political Science. In addition to this, program and curriculum evaluation and development is on going.

3. Increase program marketing. The Program Coordinator would be able to market the AJ program, advise and mentor students, and work on updating curriculum with appropriate community input.

In progress. With a new Program Coordinator in place, the responsibility of program marketing, student mentoring and advising, and curriculum evaluation has begun.

4. Reduce overdependence on lecturers. The use of lecturers would be far more successful as there would be input from several different sources for the students to draw on.

Completed. The hiring of the new Program Coordinator has reduced the programs dependence on lecturers.

New Plans for AY 2006-07+:

1. Program evaluation. Due to the lack of Program Coordinator for the past 5 years, a thorough evaluation of the program needs to be conducted to determine the relevance of the classes and material to the current job market.
2. Establishing a program cycle. Because the Administration of Justice program has run without a consistent program cycle for such a long period of time, students have been forced to transfer to other programs in order to graduate in a timely manner. The loss of these students has not only hurt the program but the job field as well. By establishing a program cycle, students and counselors will be able to better plan for academic success and transition on to professional careers.
3. Curriculum development. In light of recent global events and the constant growth of the Administration of Justice field, curriculum that is current and consistent with national trends is imperative to the success of its graduates