

UNIVERSITY OF HAWAI'I MAUI COLLEGE

COMPREHENSIVE ASSESSMENT REPORT ADMINISTRATION OF JUSTICE PROGRAM

The College Mission

The University of Hawai'i Maui 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. Like the University of Hawai'i 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.

I. Assessment of Student Learning

1. 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.

a. Program 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 the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.
4. Perform independently and inter-dependently 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. Map of Program Learning Outcomes by Course

| | AJ 101 Introduction to Administration of Justice | AJ 103 Criminal Investigation | AJ 104 Criminalistics | AJ 150 Introduction to Corrections | AJ 170 Introduction to Private Security | AJ 200 Hawai'i Justice System | AJ 210 Juvenile Justice | AJ 221 Criminal Law | AJ 223 Laws of Arrest, Search, Seizure | AJ 224 Rules of Evidence | AJ 226 Economic Crimes | AJ 230 Principles of Police Supervision | AJ 231 Stress in Policing | AJ 232 Officer Survival | AJ 234 Police and Community Relations | AJ 240 Cultural, Natural Resource Management | AJ 250 Community Corrections | AJ 270 Principles of Loss Prevention | AJ 293 AJ Internship |
|------|--|-------------------------------|-----------------------|------------------------------------|---|-------------------------------|-------------------------|---------------------|--|--------------------------|------------------------|---|---------------------------|-------------------------|---------------------------------------|--|------------------------------|--------------------------------------|----------------------|
| PLO1 | 0 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 3 | 3 | 3 | 2 | 1 | 3 | 1 | 2 | 2 | 3 | 3 |
| PLO2 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| PLO3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| PLO4 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| PLO5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 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

Map of General Education Standards (CCOWIQ) by Course

To insure that the Administration of Justice program supports the University of Hawai'i Maui College's mission and vision, AJ courses have also been mapped for the General Education Standards, (see appendix, pp.1-5).

c. Assessment Plan/Timetable:

| PLO | S 2010 | F 2010 | S 2011 | F 2011 | S 2012 | F 2012 | S 2013 | F 2013 | S 2014 | F 2014 |
|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 | AJ 104 | | | | | | AJ 226 | | | |
| 2 | | | | AJ 231 | | | | AJ 232 | | |
| 3 | | AJ 232 | | | | | | | AJ 270 | |
| 4 | | | AJ223 | | | AJ 232 | | | | |
| 5 | | | | | AJ 240 | | | | | AJ 234 |

d. Assignments used to assess student learning outcomes:

| Learning Outcome | Course | Activity/Assignment |
|------------------|--------------------|--|
| PLO 1: | AJ 104: AJ 226: | Simulated crime investigations evaluation Follow the money, investigation activity |
| PLO 2: | AJ 231: AJ 232: | Stress management scenarios activity Dynamic situations assignment |
| PLO 3: | AJ 232: AJ 270: | Situational awareness activity To catch a thief loss prevention activity |
| PLO 4: | AJ 223: AJ 232: | Team search warrant assignment Traffic stops and building searches group evaluation |
| PLO5: | AJ 240: AJ 234: | Resource management volunteer assignment Community policing assignment and evaluation |

2. Evidence

Spring 2008, AJ 200 Hawai'i Justice System Assessment of all program learning outcomes

The Administration of Justice program began assessment of student learning in spring 2008 with the Assessment Committee's Pilot Project II for Program Assessment. The purpose of this project was to assess student proficiency in all program SLO's in one advanced or capstone course, (see appendix, p. 6).

Students in the AJ 200 Hawai'i Justice System, were assessed on their final exam which consisted of a ten-question exam that each student completed twice (see appendix, pp. 7-8). The first test was completed by each student without any aids and was used to assess each student's ability to work from memory. Upon completion, the student was tasked with answering the same questions this time using the Hawai'i Revised Statutes, which was the text used throughout the semester. This second exam was designed to assess each student's ability to draw on available resources to determine the correct answers.

Analysis of data

The results of this project are as follows: A small percentage of the students were able to grasp the concepts exceptionally well and apply them correctly. The remainder of the students had mixed results that spread across the 2, 1, and 0 range. It was determined that the students who consistently exceeded the Student Learning Outcomes were closer to graduation. The rubric indicates that three students consistently "did not meet" the outcome or it "did not apply" to them. For unknown reasons, these three students failed to take the exam and did not make any attempt to make it up. Since their overall grade was calculated based on their failure to complete the final exam, the student's performance is reflected in the data (see appendix, p. 9).

Course improvement based on analysis

This project helped reaffirm that the Administration of Justice program needed to seriously consider establishing a program cycle. Student's benefit from a "building block" system and a consistent program cycle would help insure that student's fully able to grasp the theories and concepts prior to successful completion of this program. As a result of this activity, a program sequence has been developed to help student advancement (see appendix, p. 10).

Fall 2008, AJ 232: Search and Seizure Assessment of all program learning outcomes

During the fall 2008 semester, the assessment of AJ students for proficiency in all program SLO's was repeated. AJ 232: Laws of Arrest, Search and Seizure class was selected for assessment due to its emphasis on critical thinking and academic application of legal theory. Of the 16 students in the class, 2 students were within 12 credits of graduating. The remaining 14 had no more than 30 credits completed.

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 (see appendix, pp. 11-12). 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 (see appendix, p. 13). Students were also required to support their conclusion with published legal opinions or case precedence.

Analysis of data

Three students were able to grasp the concepts exceptionally well and apply them correctly (see appendix, p. 14). The remainder of the students had mixed results that spread across the 2, 1, and 0 range. Only one of the students who was closer to graduation performed better overall, while the second student performed at the 2 (meets) range. The rubric indicates that two students consistently "did not meet" the outcome or it "did not apply" to them. For unknown reasons, one student failed to take the exam.

Course improvement based on analysis

Once again, the greatest challenge faced during this assessment project was designing an assessment tool for student proficiency in all program learning outcomes. Because the Administration of Justice field is broad, program learning outcomes reflect this broad range of outcomes. The results of this activity led to a reevaluation of the established program learning outcomes. It was determined that four of the learning outcomes were actually competencies and were fulfilled by similar learning outcomes or by the General Education Student Learning Standards (CCOWIQ). As a result, several students learning outcomes were revised or removed, establishing the five current program learning outcomes.

One concern of the community advisory committee was the removal of written communication from the program learning outcomes. In order to address their concerns and maintain an emphasis on written communication for AJ graduates, the English requirements for the program were raised from English 22 to English 100 (see appendix, pp.15-16).

Spring 2009, AJ104: Criminalistics, Simulated Crime Investigation Assessment of (CCOWIQ) General Education Standard #5: Critical Thinking

During the spring 2009 semester, Standard #5: Critical Thinking, of the General Education Student Learning Outcomes (CCOWIQ) was assessed. AJ 104: Criminalistics was selected for this assessment project due to its heavy emphasis on individual and group performance and critical thinking scenarios. The Simulated Crime Investigations activity was used to assess each student's ability to use critical thinking skills.

Students were assigned to investigate a "mock" crime scene that was setup in the classroom by the instructor. Students investigated the scene and were instructed to apply their acquired knowledge of crime scene investigation procedures and analysis (see appendix pp. 17-19). Students were evaluated based on proper use of appropriate forensic investigation techniques and critical observation skills during evidence collection

and processing. They were also assessed on their group contribution and the conclusions based on the data (see appendix p. 20).

Analysis of data

The results of this project are as follows: Eight of the twenty students assessed were able to grasp the concepts exceptionally well and apply them correctly. Ten students performed at the 2 (proficient) level while two students performed at the 1 (some proficiency) level. All students were able to demonstrate proficiency in critical thinking even at a minimal level (see appendix p. 21).

| | High Proficiency | Proficient | Some Proficiency | No Proficiency |
|---------------|------------------|------------|------------------|----------------|
| 20 students | 7.66 | 10.33 | 2 | 0 |
| % of students | 38.3% | 51.65% | 10% | 0 |

Course improvement based on analysis

The resulting data indicates that all students who completed the AJ 104 course were proficient in justice related critical thinking. Further assessment and data collection is necessary to determine if significant changes need to be made.

Fall 2009, AJ 232: Officer Survival, Building Search Activity Assessment of (CCOWIQ) General Education Standard #5: Critical Thinking

In fall 2009, Standard #5: Critical Thinking, of the General Education Student Learning Outcomes (CCOWIQ) was assessed in AJ 232: Officer Survival. Using AJ PLO#2 and the Assessment Committee's Critical Thinking meta-rubric from the spring semester (see appendix, p. 22), an assessment rubric was designed to evaluate each student's observation and decision making skills.

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.

The final exam for this class required students to apply the information they learned in two individual and two group scenarios. Students are assessed on their initial response to the scenario, how well their approach and secure the scene, how they articulate the escalation of force and their overall awareness (see appendix p. 23).

Analysis of data

Eight of the nineteen students assessed were able to grasp the concepts exceptionally well and apply them correctly. An average of 7 students performed at the 2 (proficient) level while two students performed at the 1 (some proficiency) level. All students who

participated in the activity were able to demonstrate proficiency in critical thinking even at a minimal level (see appendix p. 24). Three students did not complete the exercise or did not attend that class which accounts for the 15.7% at the No Proficiency level.

| | High Proficiency | Proficient | Some Proficiency | No Proficiency |
|---------------|------------------|------------|------------------|----------------|
| 19 students | 7.5 | 7.25 | 1.25 | 3 |
| % of students | 39.47% | 38.15% | 6.57% | 15.7% |

Course improvement based on analysis

Although the majority of AJ students who completed the AJ 232 course, were proficient in critical thinking, over 20% showed minimal or no proficiency. Further assessment and data collection is necessary to determine if significant changes need to be made. This assessment activity is going to be reassessed during the fall 2010 semester.

Spring 2010, AJ 104: Criminalistics, Simulated Crime Investigations

Assessment of AJ PLO #1: demonstrate the use of critical observations skills and decision-making within the legal/ethical parameters of justice professions.

AJ PLO #1 was assessed during the spring 2010 semester in AJ 104 Criminalistics. The Simulated Crimes Investigations activity was used to asses each student's ability to use critical observation and decision making skills within legal and ethical parameters.

Students were once again assigned to investigate a "mock" crime scene. Similar to spring 2009, the scene was setup in the classroom by the instructor. Students investigated the scene and were instructed to apply their extensive knowledge of crime scene investigation procedures and analysis. Changes from the previous semester included evaluation based on the following criteria: Initial response, control of the scene, evidence identification and proper collection, and evidence examination. Proper use of appropriate forensic investigation techniques and critical observation skills were also evaluated (see appendix p. 25).

Analysis of data

The data collected following this activity indicated that nine of the thirty-one students assessed were able to demonstrate what they had learned at a high proficiency and twenty students performed at the proficient or some proficiency level. An average of two students showed no proficiency in the activities (see appendix p. 26).

74% of the students who completed the AJ 104 course were proficient or highly proficient demonstrating their critical observation and decision making abilities. The 26% of students that demonstrated minimal or no proficiency clearly indicates that PLO 2 may not be appropriate for assessment in this introductory level course. This data might also indicate that PLO #2 is only moderately emphasized in this course.

| | High Proficiency | Proficient | Some Proficiency | No Proficiency |
|---------------|------------------|------------|------------------|----------------|
| 31 students | 9 | 14 | 6 | 2 |
| % of students | 29.03% | 45.16% | 19.35% | 6.45% |

Course improvement based on analysis

As a result of this data, the AJ program map has been adjusted to indicate that PLO#2 is given moderate emphasis in AJ 104, Criminalistics. The next scheduled assessment of PLO #2 will be in fall 2011 in AJ 231: Stress in Policing.

3. Results of Student Learning

As a result of assessment evidence collected over the last five semesters, the following program changes have been made:

- A program sequence has been developed to help student advancement.
- Program specific student learning outcomes have been revised to more accurately reflect the mission of the Administration of Justice program.
- Oral and Written communications requirements have been revised to address the needs of the students and the high standards of the industry.
- Adjustments have been made to the program map to more accurately reflect the appropriate emphasis to student learning outcomes.

4. Planned Changes

Due to the fact that assessment of student learning and assessment of Program Learning Outcomes has only just begun, no major changes have been planned. The data collected thus far indicates that the current pedagogy is effective in meeting both program learning outcomes and general education standards. This program will continue its commitment to incorporating hands-on and non-traditional learning activities to help student learning and advancement.

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

- Develop a comprehensive system of authentic assessment to further align campus, course and student learning outcomes.
- Address retention and persistence issues to minimize students leaving the program without clear educational goals.

- Develop curriculum that can translate into effective distance and online-based courses.
- Increase the total number of degrees and certificates granted by the program.
- To actively promote the program and increase the number of declared majors by 50%.
- Articulate the Administration of Justice Program with Chaminade University of Honolulu's Bachelor's degree in Criminal Justice.

No additional resources will be required in the foreseeable future to implement these changes.

II. Results

1. The only notable change made to this program since the last comprehensive program review was the hiring of a full-time program coordinator.
2. Based on the recommendations of the last comprehensive program review committee, a full-time instructor/ program coordinator was hired in fall 2006. Since then, the once struggling program has been able to re-establish itself on campus and in the community. Class offerings have increased from 3 per academic year to 13. Class size has increased from 13 students to an average of 20.8 students per class and declared majors have increased from 19 in 2006 to more than 70 in fall 2010.
3. The following changes have been made to the current PLO map:

In fall 2009, the AJ Program Learning Outcomes were reevaluated in an effort to better meet the needs of the students and industry. As a result two PLO's were identified as overlapping with the College-Wide student learning outcomes.

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

It was also determined that two other PLO's were better measured as 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.

To promote greater program efficiency and reduce redundancy, the Program Learning Outcomes and PLO map were revised to reflect these changes.

III. External Data Analysis

A. Institutional Data

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 |

| | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |
|-----------------|-------|-------|-------|-------|-------|
| Vacancies State | 700 | 107.5 | 185 | 470 | 161 |
| Vacancies Maui | 87 | 8.8 | 16 | 19 | 14 |

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 161 vacancies in the state, 14 of which are on Maui. As discussed in last years program review, it appears that the search criteria may have changed or an unknown error may have occurred in the collection of the data during 2008-2009, since state vacancies increased from 185 to 470. The most current data appears to be more realistic and consistent with data from 2006 thru 2008.

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:

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 Hawai'i 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
- Hawai'i Civil Rights Division Investigator
- Hawai'i State Department of Transportation
 - Harbors Division Enforcement Officer

Private Sector Security and Personal Protection Related Jobs:

Contract Services:

- Private Security Guards
- Armored Currier 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. Although state unemployment rates are at all-time highs, the administration of justice field has only been minimally affected.

Student Demand

Number of Majors

| Academic Year | F03 | F04 | F05 | F06 | F07 | 08-09 | 09-10 |
|----------------------|------------|------------|------------|------------|------------|--------------|--------------|
| Declared Majors | 23 | 17 | 20 | 19 | 22 | 32 | 56 |

For the 2009-2010 academic year, the number of declared majors has risen from 32 to 56. 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 72 for fall 2010.

Student Semester Hours

| Academic Year | F05 | F06 | F07 | F08 | F09 |
|-------------------------|------------|------------|------------|------------|------------|
| SSH Program Majors | 51 | 63 | 87 | 216 | 450 |
| SSH Non-Program Majors | 78 | 84 | 180 | 226 | 360 |
| SSH All program Classes | 129 | 147 | 267 | 442 | 810 |

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 234 hours. This increase could be attributed to the greater availability of classes being offered as well as the steady growth in student enrollment.

Full Time Program Enrollment

| Academic Year | F03 | F04 | F05 | F06 | F07 | F08 | F09 |
|----------------------|------------|------------|------------|------------|------------|------------|------------|
| Enrollment | 6 | 9 | 9 | 10 | 17.8 | 15 | 27 |

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 (810/30) the FTE for AY 09-10 was 27, which is a increase by 12. This is a marked increase when compared to enrollment between 2004 and 2006, which was steady at 9.3.

Number of Classes Taught

| Academic Year | F03 | F04 | F05 | F06 | F07 | F08 | F09 |
|----------------------|------------|------------|------------|------------|------------|------------|------------|
| Classes | 2 | 3 | 2 | 3 | 5 | 9 | 13 |

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. It is clear that this program continues to grow and the demand for Administration of Justice is Healthy at this time.

2. Efficiency

Average Class Size

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

Fill Rate

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

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

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

The FTE of BOR appointed program faculty

| Academic Year | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |
|-------------------|-------|-------|-------|-------|-------|
| Full-Time Faculty | 0 | 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 2010, the AJ program had a total of 52 AJ majors currently enrolled at the University of Hawai'i Maui College. EMSI data provided, the current student/faculty ratio is 56 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 | 09-10 |
|--------------------------------|------------|------------|------------|--------------|--------------|
| Low Enrolled Class | NA | 1 | 1 | 2 | 3 |

Although current EMSI data indicates that three AJ classes were enrolled under 10 during the 2009-2010 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 56 to 1 and the ability to maintain an average class size of 20.8 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.

3. Effectiveness:

Persistence of Majors from Fall to Spring

| Semester/Year Collected | F04 | F05 | F06 | F07 | 08-09 | 09-10 |
|--------------------------------|------------|------------|------------|------------|--------------|--------------|
| Administration of Justice | 82.35% | 60.00% | 68.42% | 50% | 63% | 65% |

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 2%, which brings us closer to the persistence rate in fall 2006. The EMPI data indicates that no students transferred or enrolled at a four-year institution following the spring semester.

Of all the Perkins indicators, Effectiveness is the only cautionary indicator. Although multiple degrees and certificates were awarded in spring 2010, a high incidence of withdrawals (15), has diminished the program's perceived effectiveness. 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 | 2009-10 |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Awards Conferred | 4 | 3 | 5 | 9 | 0 | 0* | 7 |

(Data Source for 2009-10 Academic Year: EMSI)

According to the current data, seven unduplicated degrees were awarded at the end of the 2010 academic year. It should be noted that this data is incomplete and can be misleading. 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, the AJ program awarded 2 Certificates of Competence, 7 Certificates of Achievement and 6 Associates of Applied Science Degrees in fall 2010.

Adjusted Degree and Certificate Data

(Data Source: EMSI)

Degrees Earned

| Degree | Major | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AAS | AJ | 2 | 3 | 3 | 5 | 0 | 2 | 6 |

Certificates Earned

| Certificate | Major | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|----------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Competence/ Achievement | AJ | 1 | 2 | 2 | 4 | 0 | 4 | 9 |

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 ten certificates at the end of the current academic year.

B. Perkins Data

Perkins IV Core Indicators

| Perkins IV Measures 2008-2009 | Goal | Actual | Met |
|--------------------------------------|-------------|---------------|------------|
| 1P1 Technical Skills Attainment | 90.00% | 40.00% | Not Met |
| 2P1 Completion | 44.00% | 0.00% | Not Met |
| 3P1 Student Retention or Transfer | 55.00% | 72.22% | Met |
| 4P1 Student Placement | 50.00% | 0 | Not Met |
| 5P1 Nontraditional Participation | 16.00% | 51.35% | Met |
| 5P1 Nontraditional Completion | 15.25% | 0 | Not Met |

Although the overall effectiveness for the Administration of Justice program is rated as healthy, Perkins IV Core Indicators, the Administration of Justice Program has fallen short on four of the six core indicators. 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.

C. 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 Healthy. 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 many entry-level jobs do not require a 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 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 programs 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 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 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 primary focus of the next advisory meeting will be an active discussion of the AJ program's Student Learning Outcomes and assessment practices.

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.

D. 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.

Goals are an integral part of a healthy program and are necessary to fulfill the purpose of this program. For the 2010-2011 academic year, the AJ program has elected to continue working toward the accomplishment of the current program goals.

Program Goals for 2010-2011

- Address retention and persistence issues to minimize students leaving the program without clear educational goals.
- Develop and refine 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.
- Increase the total number of degrees and certificates granted by the program.
- To actively promote the program and increase the number of declared majors by 20%.
- Articulate and align the current Administration of Justice curriculum with Honolulu Community College, Hawai'i Community College and 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.
 - Continue 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.

E. 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 Hawai'i state legislature. A permanent general funded position provides greater stability to the program.

Currently, 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 Hawai'i for UHMC 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 UHMC and a permanent tenure-track faculty member should lead this program.