

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 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, corrections, private security or other fields related to administration of justice.
 3. To meet various in service educational and training needs of professionals currently working in the administration of justice.
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Part II. Analysis of the Program

Based on the data in Part 1, analyze the program's strengths and weakness in terms of demand, efficiency, and effectiveness. Include significant Program Actions (new certificates, stop-out, gain/loss of positions) and results of prior year's action plan. Also include analysis for any Perkin's Core Indicator for which the program did not meet the goal.

1. Demand - Occupational Demand

	07-08	08-09	09-10	10-11	11-12
Vacancies State	185	470	161	184	117
Vacancies Maui	16	19	14	16	11

The data identifies 117 statewide vacancies, 11 of which are on Maui. This should be considered a conservative estimate specific to law enforcement. The Bureau of Labor Statics Standard Occupational Classification (SOC) system identifies employment needs based on specific job titles and classifications. This data does not accurately reflect industry demand and job vacancies in related areas such as public safety, court support, dispatch, counseling, private security, loss prevention and private investigation. This program seeks to expose program majors to a broad range of employment possibilities in order to better equip them to work in the industry and find fulfilling careers.

Student Demand

Academic Year	F07	08-09	09-10	10-11	11-12
Declared Majors	22	32	56	79	81

For the 2011-2012 academic year, the number of declared majors showed a modest increase from 79 to 81. Effective program coordination and active promotion have contributed to overall program growth, which appears to have slowed due to the changing economic climate and employment opportunities.

Student Semester Hours (SSH)						
	F06	F07	F08	F09	F10	F11
SSH Program Majors in Program Classes	63	87	216	450	705	504
SSH Non-Program Majors in Program Classes	84	180	226	360	312	375
SSH All program Classes	147	267	442	810	1,017	879

Student Semester Hours (SSH) for both Majors and Non-program majors has decreased for the first time in over six years. The SSH for Non-program majors increased by just over 20%, while

SSH for program majors dropped 28.5%. A 13% reduction was reported in SSH hours for all program classes. These fluctuations correlate with two industry specific classes offered during the spring semester. These sheltered classes were not available to program majors unless they were in the industry and many of the industry professionals who registered for the course were not declared program majors.

Academic Year	F07	F08	F09	F10	F11
Enrollment	17.8	15	27	34	29

Full-Time Enrollment (FTE) in program classes is determined by the total number of student semester hours divided by 30. According to this calculation (879/30) the FTE for AY11-12 was 29.3, a decrease of 4.6 from the previous year. In the two industry specific classes offered last spring, less than 8% of the enrolled students were full-time, which accounts for this decrease.

Academic Year	F07	F08	F09	F10	F11
Classes	5	9	13	12	12

There is a demand for an Administration of Justice program at the University of Hawai'i Maui College. This is supported by general community interest and feedback from the program advisory committee, industry partners, and students who continue to enroll in this unique and challenging program. Due to the high major count (81) in relation to county positions available (11), the current demand health call for this program is unhealthy. Employment data that is narrowly defined does not accurately reflect industry demand and current job vacancies. Without comparing the Bureau of Labor Statics data against other sources of employment data, it is difficult to accurately determine demand.

2. Efficiency

Average Class Size

Academic Year	F07	F08	F09	F10	F11
Registered Students	17.8	16.4	20.8	28.3	24.4

Fill Rate

Academic Year	07-08	08-09	09-10	10-11	11-12
Fill Percent	65.93%	64%	76%	92%	96%

This year's data indicates that although the fill rate has gone down, this has not affected course fill rate. Program marketing, promotion and recruitment continue to be an emphasis and have contributed to program growth. Significant efforts to monitor student retention and encourage persistence have also been beneficial to both students and the program.

FTE of BOR Appointed Program Faculty

Academic Year	07-08	08-09	09-10	10-11	11-12
Full-Time Faculty	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.

According to current data from spring 2012, the AJ program had a total of 81 declared majors at the University of Hawai'i Maui College. EMSI data indicates the current student/faculty ratio is 80.5 to 1. This ratio clearly contributes to the cautionary efficiency health call.

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	F07	08-09	09-10	10-11	11-12
Low Enrolled Class	1	2	3	0	1

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 96%. However, the efficiency of the program is identified as cautionary. Institutional data recognize the ideal student/faculty ratio as 60:1. The current ratio of 80.5 to 1 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 the addition of another full-time 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	F07	08-09	09-10	10-11	11-12
Administration of Justice	50%	63%	65%	74%	79%

Significant efforts to monitor student retention and encourage persistence have been beneficial to both students and the program. Over the last five years, persistence numbers have continued to increase and currently stand at 79%. This is the highest persistence rate since fall 2005.

Degrees and Certificates Awarded

Academic Year	2007-8	2008-9	2009-10	2010-11	2011-12
Awards Conferred	0	0	7	12	9

Adjusted Degrees and Certificates Earned

	2008	2009	2010	2011	2012
AAS Degree	0	2	6	10	9

Certificates Earned

AJ Certificate	2008	2009	2010	2011	2012
Competence/Achievement	0	4	9	18	9

A total of 18 degrees and certificates were awarded to 9 students following the spring 2012 semester. Although multiple degrees and certificates were awarded, there were 7 withdrawals which diminished the program's perceived effectiveness. In order to minimize student decline, program orientations, faculty advising and student mentoring are being employed throughout the school year. By working in partnership with the counseling department 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 but two of the goals set by the Perkins IV Core Indicators. Indicator 1P1 Technical Skills Attainment is directly related to the 80:1 ratio of full-time faculty to program majors. Technical Skills Attainment will not be met without the addition of program faculty or a 25% reduction in declared majors. Indicator 2P1 Completion, was not met due to the fact that students pursuing their degree require more than four semesters to complete the program. Additional semesters are often required for students who require developmental courses in math and English or are attending UHMC on a part-time basis. Although remedial course taking and part-time status is beyond program control, eligible students are now being advised to apply for certificates as soon as requirements are met. This will give a clearer understanding of student progress and should impact the data used in the 2P1 indicator.

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. Fortunately, the demand by security and enforcement related industries has not decreased the current job market in Maui County.

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. We are fortunate that the importance of education is recognized and encouraged by our industry considering that many entry-level jobs do not require any post-secondary school education. We support an educated workforce and encourage our students to continue their education beyond the associate degree. This program assists students reach goals of higher education and encourages graduates to 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 high. 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 continue to benefit UHMC students, the community and industry partners.

Other than instructor positions, this program has been able to function without incurring substantial costs for facilities or equipment. Student advising has become an integral component of this program. When caught and addressed early, problems in a student's academic career can be 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, Transportation Security Administration at Kahului airport 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 are often the primary focus of these 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	3	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

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				AJ190V*		AJ 226			
2				AJ 104				AJ 232		
3		AJ 232							AJ 270	
4			AJ223							
5						AJ190V**				AJ 234

*AJ190V: Introduction to Homeland Security

**AJ190V: Intelligence Analysis and Security Management

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 232: AJ 104:	Dynamic situations assignment Embedded questions: hazard recognition and response
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

Courses Assessed

Fall 2011, AJ 104: Criminalistics

Assessment of program learning outcome #2: Assess and respond appropriately to situations containing potential conflicts, hazards and threatening situations.

The Criminalistics class was used to assess Program Learning Outcome #2. This course emphasizes identification of physical evidence. Studies specialized scientific methods and their relationship with the courts. Students are acquainted with psychological, physical and biological hazards at crime scenes. Heightened awareness of hazards is developed through lectures, videos, reading assignments and in class demonstrations. Over the course of the semester, students were evaluated via embedded oral and written questions and observed during a simulated crime scene investigation. Students were assessed on observations skills and recognizing seen and unseen hazard, appropriate responses and proper management of the following hazards:

Hazard	Examples
Psychological	Suicide, Domestic Violence, Child Abuse, Homicide, Home invasion, Terroristic Threatening
Physical	Weapons (firearms, edged and impact weapons), hazardous debris (natural and man-made disasters), Traffic and highway related investigation scenes.
Biological	Bodily fluids (blood, semen, vomit, excrement), chemical, bacterial and viral threats.

Evaluation was based on the following criteria: Initial response, Hazard identification, Review of appropriate options and suitable response. Proper use of appropriate forensic investigation techniques and other critical observation skills were also evaluated but were not assessed under PLO #2.

Analysis of data

The data collected during the semester indicates that five of fifteen students assessed were able to demonstrate what they had learned at a high proficiency. Six students performed at the proficient level and three students showed some proficiency. One student withdrew from the course prior to completing the entire assessment which accounts for no proficiency.

73.3% of the students who completed the AJ 104 course were proficient or highly proficient demonstrating their critical observation and decision making abilities when dealing with simulated hazards. The 26% of students that demonstrated some or no proficiency is attributed to those students who placed greater emphasis on the overall investigation as opposed to crime scene management.

	High Proficiency	Proficient	Some Proficiency	No Proficiency
15 students	5	6	3	1
% of students	33.3%	40%	20%	6.6%

Course improvement based on analysis

AJ 104 was used to assess PLO 1 in spring 2010 with unsatisfactory results. This course appears to be more appropriate for assessing PLO 2. Current data results appear promising with class size positively impacting the outcome. A 15:1 student/teacher ratio is ideal in a hand-on type class where safety and hazard management are emphasized. The AJ program map has been adjusted to indicate that PLO 2 is given major emphasis in this course. The next scheduled assessment of PLO 2 will be in fall 2013 in AJ 232: Officer Survival.

Spring 2012, AJ 190V: Introduction to Homeland Security

Assessment of program learning outcome #1: Demonstrate the use of critical observation skills and decision-making within the legal/ethical parameters of justice professions.

AJ 232: Laws of Arrest, Search and Seizure, was originally scheduled to assess PLO 5 in this semester however, in March 2011, the AJ comprehensive program review committee convened and made the following recommendation:

- Consider a course on ethics and character, or weave that throughout the curriculum. There was rich discussion around the ethical and moral choices that officers in the field are faced with, and ways to address and strengthen ethical and moral character with students.

The AJ 190V Introduction to Homeland security course was determined to be more appropriate to assess PLO 1. PLO 5 is now being assessed during the fall 2012 semester. 59 students enrolled in the AJ 190V course that was offered in three sections, two of which were closed to employees of TSA only. Of the 59 students, 33 students were general UHMC students and the remaining 26 were TSA officers.

Throughout the semester, students collected and examined news stories relating to justice professionals and accusations of wrong doing. Since this was a TSA related course, special emphasis was placed on articles from aviation security and related homeland security fields. An ethical decision making rubric from the University of Charleston was adapted for use in the assessment.

Ethical Decision Making Assessment Rubric			
Outcome	Proficient	Acceptable	Emerging
Issue Recognition: <ul style="list-style-type: none">• Recognizes ethical issues in societal, personal, professional life.• Demonstrates awareness of personal value system / world view.• Identifies conflicting values in ethical issues.			
Information Engagement: <ul style="list-style-type: none">• Seek relevant resources useful in understanding the breadth of issues.• Distinguishes between value judgments and factual claims.• Identifies range of stakeholders and their interests.			

Option consideration: <ul style="list-style-type: none"> Recognize and demonstrates sensitivity to alternative moral points of view. Demonstrates appropriate respect for alternative points of view. Incorporates relevant ethical factors in ethical analysis. 			
Action explanation: <ul style="list-style-type: none"> Articulates an explicit, convincing and reasoned ethical position on issues. Incorporates institutional core values, professional guidelines and societal laws in decision-making. Takes ownership for position, decision and action. 			
Outcomes evaluation: <ul style="list-style-type: none"> Reflectively evaluates multiple results of chosen position, decision, action. Retrospectively analyzes problem-solving process employed. Recognizes that alternative moral perspectives result in differing outcomes. 			

For the final assignment, all students were given a copy of the rubric and a copy of one of six open ended scenarios with unknown outcomes. Each student was then asked to deliver an opinion on the legal/ethical question, impact and outcome. Each student's opinion was then assessed based on criteria in the rubric. Students were considered proficient, acceptable or emerging based on their articulation relating to all outcomes listed in each category.

Analysis of data

Just over 89% of the 59 students performed at the proficient or acceptable level. They demonstrated the ability to recognize the significant ethical issue and organize a realistic evaluation of possible outcomes. The remainder of the students (10%), were identified as emerging and 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.

	Proficient	Acceptable	Emerging
59 students	22	31	6
% of students	37.28%	52.54%	10.16 %

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.

Following the advice of the community advisory board and industry partners, critical observation skills and decision-making within the legal/ethical parameters will continue to be emphasized and assessed in all AJ classes.

The Program Advisory Committee supports the importance of this learning outcome and its relevance to the industry. 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 2011/12 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.
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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 2012-2013 academic year, the AJ program has elected to continue working toward accomplishing the program goals developed in 2011-2012.

Program Goals for 2012-2013

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 the majority of 190V experimental courses and courses in Political Science and Sociology. Course instruction is supplemented by the addition of one to three lecturers per semester. Each lecturer teaches 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 80 majors in 2012. Although promising, the 80:1 student teacher ratio has resulted in a unhealthy call in program efficiency. It is evident that this program will require additional faculty support if this growth continues. One additional permanent, general funded position would add greater stability to the program and support students in achieving their academic goals.

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