Attachment 1 –A
Revised July 2007

UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES
ANNUAL INSTRUCTIONAL PROGRAM REVIEW
PROCEDURES, COMPONENTS, AND MEASURES

Administration of Justice Program
Associate of Science Degree

Brief Program Description

The Administration of Justice (AJ) Program is an Associate of Science degree program which is designed to prepare individuals for careers within the criminal justice system; i.e., law enforcement, courts or corrections, private security and other agencies that service adult and adolescent offenders. The AJ program combines the scientific study of law enforcement, the court system and corrections and society's response to crime.

AJ majors are encouraged to develop all academic skills while completing the two-year degree program. In addition to the AJ curriculum focus, writing composition, reading, speech and math or philosophy requirements ensure that those with a two year associate degree are literate and able to pass civil service exams for police and corrections officers and/or prepared to continue on to four-year universities.

Program Mission

The mission of the Community Colleges of the University of Hawaii system with regards to the AJ program is *"To meet the needs of the community by providing workforce development opportunities for students seeking entry-level careers within the criminal justice system and to provide a springboard for student majors intending to seek advance degrees in administration justice or other related social science disciplines at four-year universities."*

Program Student Learning Outcomes:

- Develop and initiate personal career plans to obtain jobs or continue degree in the Administration of Justice or related fields.
- Use critical observation skills.
- Communicate with diverse population in a culturally sensitive and professional manner.
- Assess and respond appropriately to conflict situations.
- Work independently and interdependently to accomplish shared professional outcomes.
- Use technology to access information and communicate effectively in a professional manner.
- Practice within the legal/ethical parameter of their profession.

Part I. Quantitative Indicators for Program Review

Annual Report of Program Data for Administration Justice
HAW CC Program Major(s): AJ

	Demand Indicators	Fall of Year 2005	2006	2007	
1	New & Replacement Positions (State)	108	108	185	
2	New & Replacement Positions (County)	13	13	0	
3	Number of Majors	60	79	69	
					Demand Health
4	SSH Program Majors in Program Classes	213	204	249	Unhealthy
5	SSH Non-Majors in Program Classes	210	315	255	
6	SSH in All Program Classes	423	519	504	
7	FTE Enrollment in Program Classes	28.20	34.60	33.60	
8	Number of Sections Taught	7	9	8	

	Efficiency Indicators	Fall of Year 2005	2006	2007	
10	Average Class Size	20.14	19.22	21.00	
11	Fill Rate	68.78	65.28	86.15	
12	FTE BOR Appointed Faculty	1.00	1.00	1.00	
13	Majors / FTE BOR Appointed Faculty	60.00	79.00	69.00	**Efficiency Health**
14	Majors / Analytic FTE Faculty	47.24	47.31	46.94	Cautionary
15	Program Budget Allocation	$61,922.10	$80,454.10	$75,057.20	
16	Cost per SSH	$144.34	$169.73	$148.92	
17	Number of Low-Enrolled (<10) Sections	1	1	1	

	Effectiveness Indicators	2005	2006	2007	
19	Persistence (Fall to Spring)	66.67	53.16	82.61	
20a	Number of Degrees Earned (Annual)*	3	10	15	
20b	Number of Certificates of Achievement Earned (A	0	0	0	
21	Number Transferring (to UHM, UHH, UHWO)	3	8	6	
	Perkins - Campus Actual **				
22	1P1 Academic Achievement	86.67	84.21	82.76	
23	1P2 Vocational Achievement	100	95	93.1	
24	2P1 Completion	11.76	40	31.03	**Effectiveness Health**
25	3P1 Placement Employment/Education	66.67	50	100	Unhealthy
26	3P2 Retention Employment	100	100	100	
27	4P1 Non Traditional Participation	65.15	62.5	61.54	
28	4P2 Non Traditional Completion	100	70	76.92	
	Perkins - State Standards **				
22	1P1 Academic Achievement	81.81	81.92	81.87	
23	1P2 Vocational Achievement	90.00	90.00	90.42	
24	2P1 Completion	36.00	37.33	38.17	
25	3P1 Placement Employment/Education	71.00	71.72	71.07	
26	3P2 Retention Employment	90.00	92.00	92.00	
27	4P1 Non Traditional Participation	14.81	14.60	14.60	
28	4P2 Non Traditional Completion	12.86	12.73	12.19	
29	Faculty FTE Workload	1.27	1.67	1.47	

Overall Program Health	Cautionary

*All degrees and certificates are counted based on fiscal year.

** Perkins data are for CTE programs only. From report on 2006-2007 Perkins activity year

Part II. Analysis of the Program

According to "new" qualitative data indicators provided by the UH system AJ program's Demand Health is "Unhealthy," Efficiency Health is "Cautionary," and the Effectiveness Health is "Unhealthy." As a result the Overall Program Health of the AJ program is determined to be "Cautionary." This writer disagrees with the data and it's evaluation of the AJ program because numerous data indicators are contradictory and therefore unreliable.

In regards to "Demand Health," this writer disagrees with the data in lines 2 and 8 for Fall 2007 – "New & Replacement Positions (County)," and "Number of Sections Taught," respectively.

Line 2 "New & Replacement Positions (County)," 2007 Data

- According to the Hawaii State Department of Labor and Industrial Relation's (DLIR) *"Hawaii Workforce Informer"* there is **no data available for "Police Officers and Sheriffs" positions in Hawaii County for 2007.** See: http://www.hiwi.org/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=Police&careerID=&menuChoice=&geogArea=1504000001&soccode=333051&search=Explore+Occupation . The "Annual Report of Program Data for the AJ Program" should have indicated "not available" instead of listing "0" for line 2.

- **Hawaii County has had a shortage of police officers**. This shortage prompted the Hawaii Police Department in 2007 to enter into a memorandum of agreement with Hawaii Community College (HawCC) to support their Police Cadet Scholarship program, which provides tuition and book financial aid to HawCC AJ student majors to increase the number of police recruits to fill police officer vacancies in Hawaii County. http://www.hawaiipolice.com/archives/Archive2007/oct07/cadet_class_10-04-07.html

Projections for "Protective Services" Occupations 2004-2014

- According to the Hawaii County Data Book, there are an average of 80 - 90 annual position openings for "Protective Service" occupations which includes police and security guards (Hawaii County Data Book http://www.hawaii-county.com/databook_current/Table%2011/11.9.pdf and Hawaii Workforce Informer *"Long-Term Occupational Projections, Hawaii County, 2004-2014"); and* http://www.hiwi.org/admin/uploadedPublications/1765_LTOP2004-14-HAW.pdf (page 3, "Average Annual Openings" sections 33-3000 and 33-9032).

Line 8 - "Number of Sections Taught":

- **The data indicator for line 8 for Fall 2007 is wrong.** This writer checked HawCC's AJ program course offerings for 2007 and found that the program only offered "7" AJ sections (AJ 101 (2), 103, 210, 220, 256, 280) and **not 8** sections as indicated on the data table for Fall 2007. Furthermore, there were 150 students enrolled for the 7 sections offered in Fall 2007, coincides with line 10 "Average Class Size" - "Efficiency Indicators" which lists an average class size of 21 (150/7 = 21.43).

In regards to "**Efficiency Indicators,"** line 17 "Number of low-enrolled (<=10) sections," indicates that there was "1" AJ section in Fall 2007, which had less than 10 students enrolled. Again, this writer checked the HawCC data for AJ program class size for 2007 and found that **there were no AJ sections with less than ten students enrolled. The lowest enrolled AJ section was AJ 220, which had a class enrollment of thirteen students.**

In regards to "Effectiveness Indicators," the AJ program was assessed as being "Unhealthy," despite the fact that in 2007 "Persistence (Fall to Spring)" was 82.61% (line 19), 15 AJ majors graduated in 2007, and 6 transferred to UHM, UHH or UHWO and the AJ program exceed the State standards in six of the seven Perkins indicators. Compare "Perkins – Campus Actual" to the "Perkins - State Standards": Highlighted areas exceed state standards.

Perkins Indicators for AJ program	Campus Actual	State Standards
1P1- Academic Achievement	82.76%	81.87%
1P2 - Vocational Achievement	93.1%	90.42%
2P1 – Completion	31.03	38.17
3P1 - Placement Employment/Education	100%	71.07%
3P2 – Retention Employment	100%	92.00%
4P1- Non Traditional Participation	61.54%	14.60%
4P2 – Non Traditional Completion	72.92%	12.91%

Only 2P1- Completion was below the State standard at 7.14%. Accordingly, it is unclear to this writer as to why the "Effectiveness Health" is determined to be "Unhealthy." In comparing AJ program Effectiveness Indicators to the Early Childhood Education (ECED), the AJ program data was comparable to the ECED program in regards to "Number of Degrees Awarded," and Perkins Indicators, yet the AJ program's effectiveness was determined to be "Unhealthy and ECED was determined to be "Cautionary."

In regards to "Overall Program Health," It is unclear to this writer as to why then the Effectiveness Health of the program was assessed to be "Unhealthy," given the facts that the UH data is faulty and provides no standards as to what is acceptable standards for all three program indicators. The only

section that has standards is the Perkins indicators, which provides "State Standards."

Accordingly, the following questions need to be answered by the UHCC system:

- Where does the UH system derive its data from for program data of CTE programs.

- Did the UHCC system have a process for developing standards for CTE program Demand, Efficiency and Effectiveness Health?

- What assessment tools are being used being used to determine the "Health" of CTE programs?

- Is the UHCC system taking into account the size and location of UHCC campus when making determinations for program health?

Strengths:

In regards to Efficiency Indicators, the average class size was 21 with a fill rate of 86.15%. Majors per FTE BOR faculty were 1 to 69 majors. This could also be perceived as a weakness as very few vocational FTE BOR appointed faculty have 69 student majors.

In regards to Effectiveness Indicators, the Persistence (Fall – Spring) for 2007 was 82.61%, an increase of 29.45% compared to 2006. The AJ program has performed exceptionally well, with the "Perkins- Campus Actual" (CA), surpassing the "Perkins – State Standards" (SS) indicators in six of the seven categories.

Weaknesses:

In regards to Demand Indicators, the program experienced a 9% decrease in program majors (69) for 2007 compared to 2006 which had 79 majors, and fulltime enrollment decreased slightly by 1% in 2007 compared to 2006.

As for Efficiency Indicators, there was only one "FTE BOR Appointed Faculty" for 69 program majors.

Significant Program Actions:

- The College entered into a memorandum of agreement with the Hawaii Police Department (HPD) to support the HPD's scholarship program, which provides reimbursement for tuition and books for AJ student majors, who are also part of HPD's Police Cadet Program.

- The AJ program received its second-year funding of $90,000 from State Department of Transportation - Safe Communities grant to continue the

Court Monitoring program (CMP). The CMP provides experiential learning and a monthly stipend of $100 for AJ student volunteers who monitor DUI cases in the Third Circuit District Courts in East Hawaii.

- The AJ Program entered in to an agreement with UH-Hilo to provide AJ course sections for UH-Hilo students to facilitate registration and tuition reimbursement at HawCC. A majority of HawCC AJ courses articulate to the UHH AJ program. The AJ 101 course articulates as a required course and all other AJ courses, except for AJ 290 B, C and D Practicum course, articulate as electives for the BA degree at UH-Hilo.

Part III. Action plan

- Increase enrollment for AJ program;
- Review AJ program curriculum;
- Assessment of AJ courses;
- Follow-up on data collection for program reviews;
- Request additional 1.0 FTE BOR appointed faculty in next Comprehensive Program Review.

Part IV. Resource Implications (physical, human, financial)

The AJ program needs an additional full-time faculty to assist the lone program faculty in teaching, program expansion and other program activities. Many CTE programs at HawCC have more than one FTE BOR appointed faculty for programs with less program majors.