Administration of Justice
Honolulu Community College
2008-2009 Annual Assessment Report
Covering the Fall 2008-Spring 2009 Semesters

College Mission Statement
Honolulu Community College’s mission is to:

- Serve the community as an affordable, flexible, learning centered, open-door comprehensive Community College that meets the post-secondary educational needs of individuals, businesses, and the community.
- Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission Statement
The Administration of Justice program's mission is to serve the community as a learning-centered, open door program that provides technical training to meet the demands of the industry and the needs of the individual. An open-exit option allows the students to identify their career objectives and participate in program exploration.

Part I: Quantitative Indicators for Program Review
(See Updated Data Sheets for All Instructional Programs)

Part II: Analysis of the Program

In reviewing the Annual Report of Program Data for Administration Justice (AJ) for the Academic Year 08 – 09 as well as the AJ Program enrollment numbers for the Fall, 2009 semester, progress is being made in improving the “overall health” of the program. While the numbers for most of the Demand, Efficiency, and Effectiveness indicators are encouraging, several areas need to be addressed in this academic year 09-10 and are described in Part III: Action Plan.

As for the areas of perceived improvement, several key elements contributed to the enhancement of the overall program. First, through the collaborative efforts of Gary Boydell, former dean of Tech II and Sam Rhoads, Tech II division chair, the mapping of our program and course SLOs was initiated and completed.

Second, as a result of discussions with former Dean Boydell and Sam Rhoads, the sequencing of our AJ course offerings according to specific career tracts has been proposed. This proposal will be more thoroughly discussed in Part III: Action Plan.

Third, an AJ Advisory Committee meeting was convened with members from the Honolulu Police Department (HPD). Several employer-generated ideas were offered to help improve our program. These ideas will be more thoroughly discussed in Part III: Action Plan.
Fourth, with the able assistance of Charles Anderson, our program continues to actively work with Farrington High School’s Law and Justice Academy. This academy has approximately 180 juniors and seniors who have expressed an interest in pursuing careers in the criminal justice field. The academy director at Farrington is very desirous of having us partner with them especially in the area of helping those students who expressed an interest in enrolling in our AJ program upon their graduation from Farrington.

Fifth, with the help of former Dean Boydell and Sam Rhoads, a Perkin’s mini-grant proposal is currently being finalized. If the request is granted, the funds will be used to purchase laptop computers as well as supporting software, etc. The laptop computers will be used during class for various assignments. This projected use of the laptops would fulfill one of the recommendations made by our AJ Advisory Committee which was that computer proficiency is a critical component of modern day law enforcement.

Part III: Action Plan

With the completion of the initial mapping project, the next action step will be to bring into alignment all of our course SLOs with our program SLOs. Along similar lines, since lecturers teach our evening courses, many of which are the same courses taught by the program’s one (1) full-time instructor, alignment of their SLOs is required for the sake of consistency.

Second, in order to further improve some of the program’s “Effectiveness Indicators”, the construction of career tracks within the AJ program would allow for the sequencing of courses (as well as core course requirements) to be tailored to better reflect the needs of a specific industry (e.g. law enforcement, courts, etc.).

Furthermore, based on personal conversations with students, within the program are students who have declared their major as being AJ but may have no real intent of obtaining an AAS degree in AJ from HCC. These students are enrolled in the program for various reasons like professional development, interest in exploring possible careers in criminal justice or for some other reason(s). For these students, the creation of certificate of achievement, academic subject certificate, or some other certificate program may be all that they want. The creation of these certificate programs will require additional input from our industry partners, students and HCC personnel. This initiative would increase the number of AJ students who earn some type of recognized document evidencing proficiency within specific areas of the AJ field.

Third, within the next several months, an AJ Advisory Committee meeting needs to be convened. Agenda items would include soliciting their help in crafting certificate programs with specific course requirements as well as continuing suggestions as to what our program needs to do to better prepare our students to compete effectively for the limited number of available career opportunities in the criminal justice field.

Fourth, our program has been invited to attend Farrington High School’s Induction Ceremony for their students participating in their Law and Justice Academy Program as
well as all their planning meetings. One initiative that is currently being worked on is a possible mentorship program in which some of their students would be mentored by our AJ students. Correspondingly, our AJ Club members have expressed a strong interest in being these mentors. Such an initiative would provide our program with a wonderful recruiting tool.

Fifth, based on our AJ Advisory Committee’s comments that many HPD applicants for employment appeared to be deficient in writing skills, serious consideration is being given to “splitting” our current AJ 138 course offering (Criminal Justice System Reporting and Communications) into two separate courses with one emphasizing writing proficiency and the other personal communication skills. Needless to say, both skills are vitally important to most professions. Along related lines, discussions have been initiated concerning the feasibility of partnering with an English and/or speech instructor in some type of community learning project.

SIXTH, as described in Part II above, if the Perkins mini-grant proposal is approved, discussions will be initiated with Sam Rhoads regarding the possibility of creating an ISC/AJ course to enhance computer skills.

**Part IV: Resource Implications (physical, human, financial)**

One implication is the time that is required to coordinate all of the non-teaching aspects of the program. With one (1) full-time instructor, the task has been daunting. However, with the ongoing help of Sam Rhoads and others, the focus continues to be to do the best we can with the resources we have.

**Part V: Strategic Planning Items**

As this time, there are no items ready for a definitive proposal for inclusion in the strategic plan.