I. Introduction.

The Administration of Justice Program (AJ) is a vibrant and successful professionally oriented program for its students, its faculty, and the university. The junior and senior students I spoke with appreciated their education within the major, were impressively clear about their plans for career and graduate or professional school, and were very positive about their UHH experience overall. Faculty were as enthusiastic about this program, both within and outside of Political Science. It is clear that the well trained faculty members are dedicated to outstanding instruction for AJ students, and are a core strength of the program. Finally, the university is greatly benefitting from the AJ program, as very few independent resources are necessary for the program, while it is very productive in student credit hour generation for the campus, and likely the majority of credit hours produced in Political Science (POLS).

Since being placed under the stewardship of Political Science in 2010, the program has seen remarkable growth since 2010 in a context of overall enrollment declines. AJ had stable enrollments averaging 60 in the 5 years prior to 2009, and has doubled in the 5 years since, becoming the largest interdisciplinary major on campus. While it is difficult to pinpoint the causes of that growth, and especially in relationship to declines in numbers of Political Science majors over the same period, the gains need be nurtured, fed, and sustained. Such gains can certainly be fragile for a major in a dynamic and changing higher education environment. Some careful faculty and administrative work on behalf of this program can ensure that its curriculum continues to provide an outstanding education for its majors while being a springboard for success for its graduates while meeting community economic development needs. Being able to persuasively defend academic programs as meeting community economic development needs, especially those programs with a professional orientation like AJ, is increasingly crucial for the support of citizens, state legislators and the federal government in a continually more challenging funding environment.

In preparation for this external review I received the Program Review and met on campus with a comprehensive list of constituents related to the program: Dean Hirokawa, Coordinator Young, Division Chair Curtis, Donnalyn Kalei from HCC, Vid Raatior and Desha Staley-Raatior from the Pacific Islander Student Center, visited the Writing Center, also met with Dr. Seri Luangphinith from the Program Review Advisory Committee, POLS faculty [in person or by phone], AJ affiliated department chairs and faculty, seven AJ students in both an independent meeting and in a class setting, and with Vice Chancellor Platz. Below my observations and recommendations are outlined accordingly. It should be understood that there are many recommendations below that I believe would enhance the experience of the AJ program for students. It will be important for program faculty and administrators to carefully assess which of these recommendations would beneficial for students in the context of practical time and resource constraints.
II. What is Administration of Justice, as an academic program? Analysis and Recommendations on Identity of the Program, Future Curriculum Development, and Leadership Structure.

The AJ program was created in 1991 and directed from 2006-2008 by Dr. Rick Castberg, now retired (note: I tried to call Dr. Castberg multiple times, but was unsuccessful in reaching him). Dr. Marusek’s program review indicates that the program was conceived originally as a 2 + 2 program with Hawai‘i Community College, for students planning to enter a broad spectrum of fields under the general heading of ‘administration of justice.’ (p.2) These fields are identified as, “... law enforcement, courts, corrections, probation, parole, human services, and graduate study in related fields of justice and governance. . . . This program is not designed to duplicate police academy or equivalent training but rather to supplement such training in occupations pertaining to the social sciences.”(p.1) The program was led by Dr. Sarah Marusek from fall 2009 through spring 2014, and Dr. Katherine Young recently became program Coordinator, fall 2014.

The content of the AJ curriculum has been more reflective of the approaches of program leadership than clearly articulated and defended principles. During the years of Dr. Castberg’s leadership the program requirements resembled many criminal justice programs, sometimes housed within Sociology departments or as independent programs; typically, but not exclusively, such programs lead graduates to the police academy with the benefit of a B.A., but also to many of the kinds of careers mentioned above. Since the 2011 program changes, AJ became more liberal arts focused on the concept of justice than in the earlier iteration, with the addition of Women’s Studies to the core, subtraction of a Business Writing course that apparently was not meeting student needs, and courses within the core and a host of electives that have led to more exposure to law, political science, and a liberal arts education; these changes have provided educational value to students, but are not inherently justified as important to the administration of justice as it had been previously conceived. The proposed updated Program Learning Outcomes (pp.9-11) are reflective of this newer approach. Hence, during my visit, I heard from a variety of constituents that were concerned that the curriculum was not developed in a sufficiently collaborative fashion, was too political science, liberal arts or theoretically oriented, and not meeting the needs of a particular kind of student who may be more vocationally focused; in contrast, others thought the program was appropriate, could use more theory, more Women’s Studies, more of an environmental focus so students might have opportunities in resource management or policing resource management, and concerns that the program should not be a “cop shop” [i.e., simply a pipeline to police academy training while ignoring the CAS liberal arts mission]. Multiple individuals weighed in on either side of this equation, demonstrating an identity crises for the program among faculty, while it is a very successfully enrolled program among students. I might add that the enrollment growth has taken place in the context of the program being housed in Political Science and during the years of the transition to a more liberal arts focused curriculum. Nevertheless, it was suggested by one constituent that the growth may be fragile if the program is inconsonant with student expectations, who may be expecting more of a criminal justice emphasis; and I think this is plausible. It is clear that there are significant difference in views among faculty and administrators about the appropriate foci for the AJ program. I would add that such a debates are common, with Sociologists often arguing that “Crim”


programs should be led by a liberal arts and theoretically oriented “Criminologist” rather than a professor of Criminal Justice whose program would be more vocationally and application focused.

My recommendation for moving the program forward with more consensus about its purpose and appropriateness of curriculum has several components. First, it should be noted that a B.A. in Administration of Justice is not the norm. A quick survey of the web reveals that these programs are usually A.A./A.S. programs from community colleges, and most prominent B.A. programs are from for-profit institutions. These programs are overwhelmingly criminal justice focused, promising careers in law enforcement and other careers similar to those mentioned above from the program review. Hence, there is a challenge here but also a great opportunity for the Administration of Justice program at UHH.

What is the University of Hawai‘i Hilo’s market niche for students? Why should community college students continue on to get a B.A. degree, rather than simply taking their A.A./A.S. degree from community college and attending a police academy? This is an important question to be able to answer: a considerable number of majors who transfer into AJ from community colleges, averaging 27 transfers per year, for the three years leading up to fall, 2012 [cumulatively, this is likely a majority of the majors].

The answers to these questions are revealed by student preferences among those I spoke with [a small number] and from Dr. Todd Belt’s survey. 6 of the 7 students I spoke with, and a plurality in Dr. Belt’s survey mentioned a first career choice of law enforcement. Further, all of those I spoke with interested in this career choice were interested in attaining a leadership position within a police department, or for instance, at the state or federal level. This is exactly the reason why a student should want a B.A. rather than an A.A., and be in need of a solid liberal arts education: to have the ability to move to a leadership position. A liberal arts education—both in skills [critical thinking, quantitative reasoning, communication, etc.] and content—trains graduates not only for their first career position, but for their second, third, etc., so that graduates continue to develop as life-long learners. However, that does not mean that the more specialized major should be the focus of learning the liberal arts; this is the work of a strong General Education program, especially for professionally oriented majors. A well trained professional with a liberal arts background is optimal in any field. I would presume that the pride of any professional program graduate at UHH and from the CAS is that these professionals also have a strong liberal arts background, likely premised on completing a GE program within the university. I would suggest that the curriculum, as well as marketing and recruitment for the AJ program, develop toward the idea of leadership as a niche market position for AJ at UHH.

A final premise for this discussion is that it takes place in a context of new federal gainful employment guidelines that will affect all of higher education under Title IV, or federal financial aid will be at risk: http://ifap.ed.gov/GainfulEmploymentInfo/

The guidelines suggest all degree programs will be affected:

In order to be eligible for funding under the Title IV programs, an educational program must lead to a degree (associate, bachelor’s, graduate, or professional) or prepare students for "gainful employment in a recognized occupation." In addition, virtually all programs - degree
and nondegree - offered by proprietary institutions must prepare students for "gainful employment in a recognized occupation." (Source: http://ifap.ed.gov/dpcletters/GEN1110.html)

This quote suggests that when implemented, tracking of graduates’ careers will need to be much more of a priority for all higher education institutions. These guidelines will be intrusive and perhaps costly, but they can also provide opportunities for programs like AJ.

AJ program leaders might start here in assessing their curriculum. Ask graduates what occupations they have been achieving, and how well were their educational needs met? Further, employers should be brought into the discussion: how well are AJ graduates prepared, what are their educational strengths and weaknesses, etc.? For a professionally oriented program, a survey of graduates, a needs assessment from their employers and related employers in the state is an excellent place to begin to know if the curriculum is meeting needs external to the campus discussion. This information in addition to continued student surveys/focus groups from Dr. Belt should provide the leadership of AJ with solid information to assess graduates’ needs, and begin to meet the coming federal reporting requirements; federal guidelines aside, such information is crucial the external validity of a program with a professional orientation aimed at the careers mentioned in the program review.

The recommendation to gain this data to inform curricular development leads to a number of process, structure, and leadership recommendations about the Administration of Justice program as well.

Given its growth, it is clear that the AJ program has been successfully housed in Political Science, and I would recommend that it remain so. Political Science provides an institutional home for the program, and experience shows that this can be an important variable for an interdisciplinary program’s viability; programs need institutionally structured stewardship, and UHH has a successful structure for the program in this respect. Further, that stewardship has been demonstrated by POLS faculty with the crucial step they took to distribute the AJ major advising load among them. The leadership from Dr. Castberg, Dr. Marusek, and now Dr. Young has led to a thriving program, and it is important to have a single program director who is responsible for the program, as opposed to collective responsibility from a steering committee. Political Science additionally provides courses important to the kinds of leadership roles AJ students are preparing for: intellectual exposure to political institutions [for a police chief who may have to testify before a city council, state legislature, or in court of law], to law, to public administration [the management of public institutions such as a police department] and public policy [setting the direction of that management]. However, the interdisciplinary nature of the AJ program and the need for community input regarding the program provides an excellent leadership opportunity for such a program coordinator. A reasonably sized advisory council [less than 10] should be formed from affected disciplines, a student representative, and relevant community constituents [E.g., an HCC faculty member? A local judge? TSA leadership from island airports? A police chief? A national park administrator? A representative from social services?]. A strong AJ advisory council would be tasked with providing input and helping the coordinator think through a principled approach to program learning objectives and consequent courses based on student needs [do they need an accounting or management course? More policing courses from HCC? An environmental policy course? Does the long
list of electives need be trimmed and restructured?], guiding Institutional Research for tracking graduates, and helping develop community relationships to place interns and job candidates.

In summary the core part of my recommendations about leadership structure and curriculum development is that the program should become more responsive to student/graduate and community needs, and this is particularly incumbent upon a professionally oriented program such as the Administration of Justice. The program presents a great leadership opportunity to for the AJ Coordinator to bring other disciplines and constituents into the conversation as a foundation for making more data informed decisions about the direction of the program. Indications are that Dr. Young is committed and quite capable of providing collaborative leadership for the program, with the support of Division Chair Curtis and Dean Hirokawa.

III. Recruitment to the Administration of Justice major.

Given the high percentage of community college transfers into the AJ major discussed above, this is likely a continued source for program growth and recruitment, particularly given the value added to an AJ degree of a B.A. as discussed. I had a brief conversation with Dr. Young about this and, given the resources and support from Admissions, she was interested to visit community colleges for recruitment. This idea would need be carefully assessed, given the time constraints of her existing job commitments and the expense of travel, however visits to other HCC campuses or even to community colleges in California with AJ programs have the potential to bring in new students. It is also possible that Admissions could achieve this through emphasis on the program in their recruitment strategies. In any event, there is a potential for payoff here for the program and university, but such an initiative would clearly necessitate administrative investment and support.

IV. Support for Administration of Justice Students: Co-Curricular and Academic Support

In the course of my review visit I was fortunate to visit both the Pacific Islander Student Center and the Writing Center in the Library. From the fall of 2015, 62 or roughly half of AJ students identified as Native Hawaiian or other Pacific Islander ethnic origin (Appendix E), on a campus that is overall 6% Pacific Islander [perhaps this number excludes the population of native Hawaiians?]. This unique ethnic mix was even identified by some campus community members as the reason for the dramatic growth in the AJ program: these students talk to one another, are a close community, and join their friends in the major. This unique ethnic mix of students in the major is something to be recognized, embraced, and supported for academic success.

With respect to academic support, the recent program assessment identified these students as struggling with academic writing, perhaps often as second language learners (pp.5-6). The review cites strategies such as workshops in the Kilohana Academic Success Center, Pacific Islander Student Center, and Kipuka Native Hawaiian Student center to solicit help with tutoring services, increase peer review, engage in drafting and revision strategies as well as requesting the TESOL Program to assist with writing difficulties for non-native English speaking students. These are solid strategies and should be embraced.
A few further recommendations might include: 1) AJ faculty more strongly mandating that students seek help from the Writing Center, Pacific Islander Student Center, or other tutorial services on campus; it was reported that Pacific Islander student are sometimes “too proud to seek help” when needed, and need an extra nudge from the authority of a faculty member to get appropriate help. This could take the form of a writing diagnostic at the beginning of all core courses in the major, or at the time a student might need to rewrite a paper, for instance. 2) Consider convening writing faculty from English to strategize with AJ faculty about writing strategies in courses. 3) Assess requiring a more appropriate writing course in the core of the major than the one that was previously part of the curriculum. 4) Ensure that Writing Intensive designated courses are focused on the particular needs the AJ student population. In sum, graduates from the program need excellent communication/writing skills and it is the responsibility and challenge of the AJ faculty and leadership to ensure the program provides every opportunity to succeed in this respect.

A second area of concern involves the academic culture of the AJ program with respect to students. Part of the point of having an academic home for students in their major (and this major in POLS) is to build academic community among majors. It would be very important to ensure that AJ students have appropriate extra- and co-curricular activities that build academic community. Field work and visits to sites of administration of justice [i.e., courts, police department, national parks, etc.] from classes, an AJ student club [or careful incorporation into the POLS Club], community service and speaker hosting opportunities, etc. are integral to student engagement, high retention rates, and a positive overall student experience of the major and campus.

Finally, and closely related, the AJ program faculty need find a means to sponsor far more internships for AJ students. At my own campus, Western State Colorado University, all criminal justice emphasis students in Sociology must do an internship before graduation (roughly 50-60 students in a smaller and equally remote community, though some do internships in Denver during the summer, which is about as remote from us as Honolulu is for Hilo students). This is challenging for faculty in the program, but it can be done and for great benefit for students with respect to practical experience (which they must research and write about) and subsequent job placement. The development of an internship program is also a task that an advisory council with key community constituents can be of assistance.

In summary, recommendations include a focus on responding to the writing assessment data from the program, intentional development of an academic culture in the program based upon strategic use of extra- and co-curricular activities, and finally, the development of an internship program. These activities imply a budget to promote student engagement and retention as well as the reputation of the program. It would not be unjust to dedicate a part of the POLS operating budget to AJ given the FTE generated by AJ students in POLS courses (it is possible this already happens, as I did not have the opportunity to discuss this with the POLS Chair or AJ Coordinator—though the program review states that there is no AJ budget).
V. Data needs for management of the Program.

The program review was somewhat “data poor” given that there is no course “alpha” for AJ courses aside from the AJ 101 course taught at HCC: the Quantitative Data (Appendix C) for the program review is essentially “zeroed out” for this reason.

Hence, it is difficult to ascertain how much FTE is generated by the AJ major credit hour production in POLS and other disciplines’ courses within the program; such a percentage of student credit hour generation also implies a cost as a percent of faculty FTE devoted to teaching AJ students in these courses. What is gained in credit hour generation and what are the costs of teaching the program? What is the impact of AJ students on class size? Are class sizes appropriate or do they need adjustment? Are their bottlenecks in course scheduling that prevent timely graduation or affect retention? What are retention rates in the major? What percent of AJ majors are double majors (~10% of AJ-POLS) overall?

On my home campus I asked Institutional Research (we also use BANNER), if such information was difficult to gain. I quickly received an e-mail back showing the FTE contributions to POLS courses at Western from students enrolled in other majors:

<table>
<thead>
<tr>
<th>POLS FTEs generation by major for 201302, 201303, and 201402</th>
<th>Sum of FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Anthropology</td>
<td>0.30</td>
</tr>
<tr>
<td>Art</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Biology</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Business Administration</td>
<td>0.30</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Communications and Theatre</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Computer Information Science</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Economics</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>English</td>
<td>0.30</td>
</tr>
<tr>
<td>Environment and Sustainability</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Exercise and Sport Science</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Geology</td>
<td>0.30</td>
</tr>
<tr>
<td>History</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Interdisciplinary Studies &amp; I.A.</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Major Not Declared</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.30</td>
</tr>
<tr>
<td>Music</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Political and Government</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Psychology</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Recreation &amp; Outdoor Education</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Sociology</td>
<td>0.30 0.10</td>
</tr>
<tr>
<td>Grand Total</td>
<td>0.30 0.10</td>
</tr>
</tbody>
</table>

I would suggest something like this is an important management tool for the POLS Chair, AJ Coordinator, and other administrators to understand how a major is contributing to other disciplines, identifying bottlenecks in the curriculum, calculating costs, etc. I would happy to provide more information from our institutional research person if that is helpful about this particular chart.

My understanding of this issue may be flawed because of the particular challenges of getting data for the AJ program and other interdisciplinary programs (I understand that there is more data support for department chairs). However, please consider that the recommendation is that there be more university data support for the AJ Coordinator and other program administrators as appropriate to
managing the program. Finally, and similarly, more administrative support is needed to update the Administration of Justice website, which remains out of date (program leadership, etc.).

VI. A note on Prelaw and Administration of Justice.

The Administration of Justice program review briefly discussed a “two tracts” idea for Administration of Justice students interested in law enforcement on the one hand (applied), and perhaps for more administratively oriented jobs or law school on the other (conceptual). Indeed, these “two tracts” already exist: Administration of Justice and Political Science. As discussed above, the AJ major, particularly with more emphasis on leadership, is appropriate to a B.A. degree in Administration of Justice. Many AJ students did mention an interest in law school in the survey administered by Dr. Belt. Probably a more narrowly and professionally oriented program is less beneficial to prelaw students that a liberal arts major such as Political Science or others. However, as the American Bar Association makes clear, what is more important than a particular major for prelaw are the “Core Skills, Values, Knowledge, and Experience,” identified as important for prelaw students:

http://www.americanbar.org/groups/legal_education/resources/pre_law.html

The recommendation here is that AJ students be carefully advised on this issue: a double major, a Political Science, or other degree may be more beneficial to the prelaw student in achieving the most important skills for law school than the Administration of Justice major. The AJ major clearly provides many, though not all, of the skills, values, knowledge recommended.

VII. Summary of Recommendations.

A. Identity of the Program, Future Curriculum Development, and Leadership Structure
   1. Survey and Tracking of AJ Program graduates to inform future curriculum development, potentially focused on niche of leadership in Administration of Justice.
   2. Community needs assessment to inform curriculum development in appropriate professional fields.
   3. Keeping AJ program housed in POLS given success of program since being moved there and positive stewardship of POLS faculty.
   4. Assess development of an Advisory Council to inform curriculum development that includes affected faculty, a student representative, and identified significant community members in appropriate professions.
      a. Advisory council might recommend curriculum development to program coordinator based on data surveys discussed above.
      b. Help guide institutional research for tracking graduates in compliance with coming new federal regulations.
      c. Assist in developing community relationships that benefit program students (internships, placement, etc.).

B. Recruitment: provide university support for community college outreach to recruit students for the program.
C. Co-Curricular and Academic Support.
   1. Respond to assessment data indicating an emphasis on writing assistance in the program is necessary.
   2. Intentionally develop an academic culture in the program through co- and extra-curricular activities that engage students and promote best practices for retention.
   3. Develop an internship program appropriate to promoting student/graduate success.

D. Data needs for management of the program.
   1. More institutional support of data needs for management of the program.
   2. Institutional support for website management.

E. Prelaw Advising
   1. Recommendation that two tracts are unnecessary—the applied and conceptual approaches to disciplinary content exist within Administration of Justice and Political Science, respectively.
   2. A careful assessment of prelaw advising in relation to Administration of Justice occur that accounts for prelaw standards from the American Bar Association.

In conclusion, I want to thank the many warm hosts during my campus visit for their kindness and thoughtfulness about the program. A special thanks to Dr. Young for accommodating me and my family’s visit as well as the many questions and requests that I had about the program. I sincerely hope that I have provided assistance to program faculty and administrators to help build an even more outstanding AJ program for UHH students. Apologies in advance for mistakes and misunderstandings on my part.

Sincerely,

Bill

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