

ADMINISTRATION OF JUSTICE

Instructional Program Review

Spring 2007

Prepared by:

Richard G. Cominos, Sr.

Administration of Justice Faculty Member

I. Program Description and Scope

A. Instructional Program

Our goal in the Ohlone College Administration of Justice Department is: Introduce the students to the American Criminal Justice System so they can leave the program with a general knowledge of how this system benefits both the constitutional rights of each individual as well as how it protects society in general. Students who desire to pursue a career within the system are expected to come away with a general foundation of the procedures involved to arrest and convict defendants, and attempt to understand the criminal mind. Depending on which AJ class taken the student will be exposed to one or more of the learning domains. (Affective, Cognitive, and Psychomotor.)

This program in the past has been more of the traditional vocational curriculum concentrating on preparing students for careers in the field of law enforcement. Although this program continues to do this, within the last four years, it also has incorporated intellectual study as it applies to the criminal justice system. The intellectual study of research methods in the psychological and sociological academic disciplines as they apply to the criminal mind. Previously 12 AJ courses were offered and currently 18 courses are offered. (See Attachment 1-AJ Courses Offered.)

Currently the core curriculum offers both the traditional two-year program to allow students to begin in any vocational law enforcement career as well as allowing students to pursue a four year degree. AJ students may concentrate at the four year level on careers in law, criminal profiling, forensic criminology, criminology or cyber crime. This will allow at either the local or federal level of law enforcement a career opportunity with a four year degree as required to begin such a career. (See Attachment 2-AJ Curriculum Guide 2007-2008.)

The future vision for the administration of justice program is still being decided. It is anticipated that after certain AJ courses have been completed, a more realistic on hands course will be offered. This would allow these students to apply the previous learned cognitive, affective and psychomotor outcomes in a manner which would test their critical thinking skills. This course would also be open to any working police officers, detectives or crime scene investigators who desire to practice their investigative and empirical crime scene methods and techniques while receiving college credit.

The manner in which this or these types of classes will be taught is where the dilemma happens to fall. Based on the course objectives a learning community or team teaching concept may not work out. Possibility, a DVD scenario lab/lecture class may be the best option. All of these methods have to be discussed between the AJ adjunct faculty, the AJ advisory board, and any social science faculty members interested in this concept and with the California Department of Justice Commission on Peace

Officer Standards and Training (POST). The main focus will be on having the students do most of the work with faculty present as mentors and evaluators.

B. Program Service

To provide faculty, staff, students, and general members of the community the knowledge that Ohlone College's Administration of Justice Department has change from the traditional vocational curriculum to an intellectual research curriculum as well. That our program needs and student needs are also applicable to current technology; always being mindful of how the history of our criminal justice system began and has evolved.

To provide influence on the legal and law enforcement communities at all levels and within all components of the criminal justice system, not only how it works but to try and understand the pressures and challenges such careers influence the personalities of our criminal justice employees. To allow general members of the community a better understanding of our justice system in conjunction with constitutional procedures and rights.

To have an effect on other community college traditional programs by attempting to set a newer standard of understanding as to, not only how to arrest and convict criminals, but to try and understand the diverse criminal minds. This approach is to ultimately try to identify potential criminals and prevent crimes from occurring.

II. Relationship to Ohlone College Mission and Goals

A mission of Ohlone College is to serve our diverse community by providing a convenient and cost effective manner to leaning, opening new avenues of cultural development, cross-cultural awareness, and acculturation. Further allowing students to seek various career paths via a two year program by obtaining an AJ certificate of achievement, or an A.A degree in AJ or transfer to a four year state college or university.

A couple of college core values are to promote team work and open communications and to value trust, respect and integrity.

The Administration of Justice Department is constantly concentrating on developing and presenting course material in conjunction with our college's institutional goals and values. To allow learning through a dialog of academic freedom, illustrating the importance of team work and emphasizing the importance of integrity, trust and respect. To illustrate these values as an extremely important aspect of dealing with members of the community and working within our governmental system of justice at any level, position, or component.

III. Student Learning Outcomes & Student Success in Reaching Outcomes

A. Teaching Objectives

1. To inform students of the rights and responsibilities of citizens and governmental officials.
2. To provide instruction for students to develop proper written and verbal skills and to introduce students to research methodology to determine factual information.
3. To instruct students in criminal justice procedures applicable to law enforcement and the workings of the criminal justice system as related to the general public.
4. To prepare students for careers as police officers, correctional officers, criminal analysts, private and public security officers, and related security fields, and to lay the groundwork for students who wish to pursue advanced careers in the criminal justice system, law, criminology, criminal profiling, criminal psychology, forensic criminalistics and cyber crime.

B. Student Learning Outcomes

1. Student will demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts and principles to law enforcement, courts and correctional settings.
2. Student will demonstrate the ability to apply appropriate investigative and forensic techniques to analyzing crime scenes, collecting and preserving evidence and preparing evidence and testimony for laboratory analysis and prosecution, by applying such techniques to mock crime scenes.
3. Student will demonstrate suitable mastery of perishable physical skills applicable to law enforcement in a safe and proficient manner.
4. Student will demonstrate an understanding of criminal psychology by historical events such as serial analyzing of killers, victims, and psychological and sociological theories.
5. Student will demonstrate an appreciation for the role of police within society by participating in role-playing scenarios involving police and community interactions, and other means of developing interpersonal skills.

C. Program Assessment of Outcomes

Depending on the type of course and its objectives and the particular instructor will determine which of the learning domains are present in evaluating the student success rates of achievement. They include a number of measurement techniques:

1. Objective exams.
2. Written essay tests.
3. On hands labs.
4. Written research papers.
5. Oral research presentations.
6. Class involvement such as but not limited to roll playing or debating AJ issues.
7. Student / Instructor consultations.
8. Comparing overall testing, class curve, from start to finish of semester.

Since this department is rather large with 18 courses offered at various times and some courses offered every other semester with others offered every semester it is difficult for this coordinator to precisely determine the overall success rates of our students. This program not only has a full time instructor/coordinator but also has currently 14 part time instructors. Some of the core courses are shared with part time instructors and the full time instructor. Either the full time instructor or part time instructors solely teach other courses.

General feedbacks from some students who have attained an A.A. degree in AJ and are currently working in the AJ field or who have transferred to a four-year institution have remained in touch with the coordinator. In doing so they have informed the coordinator that the foundation set forth by our program has greatly assisted them in the performance of their duties and or successfully completing their four-year degrees. This feedback is extremely general and it is not a requirement of this program to solicit such information.

Perhaps this coordinator will, on a voluntary basis, request to graduating students that they provide such information in the future to assist in the evaluation of this program.

D. Develop Methods of Assessment

In the past proper methods of assessment were not developed to determine if student academic or educational skills were lacking as to prevent students from successfully completing a course of study. This coming semester two or maybe three short questionnaires will be developed. Theses questionnaires will be a pilot sampling of student assessment.

These questionnaires will be used in four of the five courses taught by the full time AJ instructor. AJ 101 - Introduction to Criminal Justice, AJ 102 – Criminal Law, AJ 118 – Criminology and AJ 119 – Murder in America. Three of these courses are core with one being an elective and each encompasses two of the learning domains (attitudes and values; content and knowledge). Each course emphasizes each learning domain with some utilizing more cognitive than affective outcomes and visa versa depending on the course curriculum.

It is anticipated that three questionnaires will be used in all classes to obtain student feedback at the beginning, middle, and end of the semester. Hopefully these surveys will assist in measuring a student success rate or lack of success. Measure student expectations of the AJ instructor, and data analysis to illustrate both student and instructor strengths and weaknesses.

Questionnaires will revolve around the following:

1. Student reason(s) for attending Ohlone or specifically course(s) in AJ.
2. Student academic skills or lack of such skills.
3. Student expectations and goals both short and long range.
4. Student outside interests in working and hobbies compared to course load.
5. Student ability to understand or grasp course concepts.
 - a. Understand academic definitions
 - b. Understand working definitions to assist understanding of academic definitions and procedures.
 - c. Apply definition(s) to practical application in the field.
 - d. Ability to retain concepts and continually apply in different situations concerning same subject or topic.
 - e. Determine what if the student upon completion of the course learned anything.
 - f. *(If only one could develop a survey to measure desire and motivation to learn, then this instructor would be delighted.)*

Once these questionnaires are completed, in the next academic year, analyze the methodology used to determine student outcomes at various levels and how student profiles were obtained.

Such as:

1. Student achievement concerning learning outcomes.
2. Student lack of achievement concerning learning outcomes.
3. Comparison scale to evaluate student success or lack of student success based on student survey profiles.

This analysis should assist in also assessing instructor teaching strategies, curriculum revisions, student assignments as related to student learning outcomes, and determine if student outcomes appropriately met course objectives.

Once this analysis is completed the results will be shared with the Dean of Social Sciences and the AJ part time faculty members. This will allow all concerned to provide input, suggest revisions and collectively evaluate the AJ program. After this is completed AJ adjunct professors will be requested to conduct similar surveys in their courses in an attempt to achieve this program review's desired results. (See Attachment 3-*Student Questionnaire*.) Attachment 3 is the initial student questionnaire to be followed by two more.

IV. Evaluation of Changes from Previous to Current Program Review And Student Retention Levels

A. Changes from Previous to Current Review

Upon accepting the AJ full time instructor/coordinator position in Fall Semester 2000; at first it was decided to assimilate into this position by not changing anything in the program. To observe how the previous program was or was not meeting the needs of our AJ students, and if any outreach had been completed to retain or increase our AJ enrollment.

The program inherited was indeed a good traditional one however it needed enhancement to, not only maintain student levels but to increase these levels as well. During this early tenure it was decided to conduct outreach programs and build addition non-traditional AJ classes. These new classes were previously mention and the intent was to not only provide current law enforcement training but add a new curriculum geared to the intellectual study as applies to the criminal mind.

By focusing on researching and building these new courses this coordinator neglected the importance of measuring student retention levels. This information remains foreign and a short briefing is needed before the Administration of Justice Instructional Basic Program/Discipline Review Data can be interpolated compared and contrasted between academic years. It is intended that this information be provided so an accurate analysis can be conducted for the next program review. (See Attachment 4-*Ohlone College Instructional Basic Program/Discipline Review Data Sheet 2005-2006.*)

However an educated guess appears to show that our AJ student levels have remained somewhat constant. A number of students have expressed in interest in taking these new courses but ironically some of these new courses have had trouble filling.

B. Newly Added Courses Create Student Enrollment Dilemmas

As a result the AJ Advisory Board suggested a revised AJ Curriculum Guide. In lieu of a new guide, advisory board member and AJ adjunct professor Steven Osawa proposed a program matrix schedule of classes. This matrix would assist students in completing their academic courses, both general education and AJ courses, on time to meet certification or A.A. degree deadlines. This matrix plan would allow counselors, the coordinator and the social science dean to better serve students in meeting their graduation time lines. (See Attachment 5-*Proposed Administration of Justice Program Matrix Schedule.*)

This matrix will be introduced and discussed with the social science dean, and counseling staff to obtain their input on the fesability of this proposal soon after the start of next semester. Hopefully this plan will prevent some students from having to complete a required AJ course at another community college so they could graduate at their desired time. In the

past a number of AJ students needed to do this so they could fulfill their Ohlone AJ requirements, graduate on time and transfer to a four-year school.

V. Program Review And Dissemination Team Involvement

The original dissemination team, had to be changed midway through this process due to scheduling conflicts beyond this coordinator's control. As a result new members were selected.

Special thanks goes to Mikelyn Stacey, Dean of Language Arts, Library and Social Sciences; Darren Bardell, History Professor; Stephen Hanna, History, Computer Science, and AJ Adjunct Professor; Richard Keller, Alameda County Superior Court Judge, former Ohlone College Board Member and AJ Adjunct Professor; Lisa Beck, and Anthony Story, Ohlone College Students; and a special thank you to the AJ Advisory Board Membership. All of your suggestions, innovative ideas, support and general input was greatly appreciated. I look forward to working with you all again on our Administration of Justice Program and completion of its ultimate vision and mission statement.

Respectfully submitted,

Richard G. Cominos, Sr.



Ohlone College Administration of Justice Courses Offered



Course	Description
AJ-101 Administration of Justice	<i>History, philosophy, ethics, education, and training for professionalism in Administration of Justice.</i>
AJ-102 Criminal Law	<i>Philosophy of law, constitutional provisions, classifications of crime, and concepts of law as a social force.</i>
AJ-104 Criminal Evidence	<i>Legal aspects of evidence: origin, development, philosophy, and constitutional basis of evidence.</i>
AJ-106 Criminal Procedure	<i>Principles, procedures, responsibilities, roles, and relationships of all segments within the AJ system.</i>
AJ-107 Criminal Investigation	<i>The nature of general and specific crime investigation.</i>
AJ-115 Cyber Crime	<i>Forensic practices and technology used in combating computer-based crime, with an analysis of emerging case law in the field.</i>
AJ-116 Criminalistics	<i>Training of crime lab technician in photography, scientific analysis, identification, and comparison of physical evidence.</i>
AJ-117 Police and Society	<i>Emphasis on professional image and development of positive relationships between the AJ system and the public.</i>
AJ-118 Criminology	<i>The scientific study of the nature, extent, cause, and control of criminal behavior.</i>
AJ-119 Murder in America	<i>The causes and consequences of murder in America.</i>
AJ-120 Report Writing for Law Enforcement	<i>Techniques of accurate and thorough report writing for pre-service law enforcement and AJ students.</i>
AJ-123 Terrorism	<i>Structure and nature of domestic and international terrorism is discussed, and the roles of local law enforcement in national defense.</i>
AJ-131 Juvenile Justice	<i>The essence, cause, and forms of delinquency and the agencies' roles in delinquency prevention.</i>
AJ-132 Civil Law	<i>Covers contracts, personal and property rights, torts, marriage and family relations, enforcing protective orders, and the civil action.</i>
AJ-135 Drug Enforcement	<i>Identifying and recognizing narcotics and other dangerous drugs, and investigating and processing drug users and suppliers.</i>
AJ-140 POST Level III, Part I Laws of Arrest	<i>Covers legal concepts, evidence, and investigation for officers and those issuing citations.</i>
AJ-141 POST Level III, Part I Basic Firearms Qualifications	<i>Basic firearms training as prescribed by the Peace Officers Standards and Training (POST) curriculum.</i>
AJ-144 Leadership Skills Development	<i>Develop basic leadership skills useful in the public safety and private security sectors, and in preparation for supervisory positions.</i>
AJ-150 POST Level III, Part II Laws of Arrest	<i>In-depth course of study fulfilling the first of three police reserve training modules.</i>

Staff and Adjunct Faculty

Richard G. Cominos, Sr., Assistant Professor & Coordinator, Administration of Justice Department

Ken Berzin	Vincent Mastracci	Stacie Pettigrew	George Wilkinson
Allen Chan	Alan Mildwurm	Ray Samuels	Todd Young
Stephen Hanna	Steven Osawa	Craig Steckler	Frederick Zachau
Richard Keller	Susan Peterson	Peter Swanson	Dr. Patricia Zaja

For further information, visit the Ohlone web site at www.ohlone.edu

Proposed Matrix for Administration of Justice Students on Two (2) Year Track

The following proposed track is based upon a full-time student taking fifteen (15) units per semester planning upon matriculating and graduating after two (2) years and attending four (4) semesters with an Associate of Arts Degree in Administration of Justice.

The required core classes are:

AJ-101	Administration of Justice	3 units
AJ-102	Criminal Law	3 units
AJ-104	Criminal Evidence	3 units
AJ-106	Criminal Procedure	3 units
AJ-117	Police and Society	3 units
AJ-118	Criminology	3 units
Total:		18 units

Additional Requirements:

8-9 elective units from related Administration of Justice classes, Human Behavior/Psychology classes, Sociology classes, and Work Experience classes.

Total minimum required units for Administration of Justice Major: 26-27 units

Semester	#1	#2	#3	#4	
Class	AJ-101	Soc-101	AJ-106	AJ-***	
Class	AJ-102		AJ-118	AJ-***	
Class	Psych-101	AJ-104			
Class		AJ-117	AJ-***		
Class					

*** Elective classes Administration of Justice classes are marked with asterisks

Proposed Administration of Justice Program Matrix Schedule

The following is based on a four (4) year, eight (8) semesters, to cover the day and night programs. The day program has an overlapping and offsetting schedule to allow students who wish to complete the program in less than two (2) years. The optimum would be three (3) semesters with classes focused in Administration of Justice. However, it is recommended that students take classes in psychology and sociology to have balanced approach and understanding to the administration of justice profession.

Night classes are reflected in BOLD PRINT

Note: This is for the core class requirement only:

#1	#2	#3	#4	#5	#6	#7	#8
AJ-101	AJ-101	AJ-101	AJ-101	AJ-101	AJ-101	AJ-101	AJ-101
AJ-102			AJ-102			AJ-102	
	AJ-104			AJ-104			AJ-104
		AJ-106			AJ-106		
	AJ-117			AJ-117			AJ-117
		AJ-118			AJ-118		
AJ-101	AJ-102	AJ-104	AJ-106	AJ-101	AJ-102	AJ-104	AJ-106
AJ-117	AJ-118			AJ-117	AJ-118		

Elective classes may be taken in conjunction with required general education classes to fulfill graduation requirements or a certification of achievement.

#1	#2	#3	#4	#5	#6	#7	#8
AJ-107	AJ-115	AJ-116	AJ-119	AJ-123	AJ-131	AJ-132	AJ-135
AJ-144	AJ-131	AJ-132	AJ-135	AJ-120	AJ-107	AJ-115	AJ-116
#9	#10	#11	#12	#13	#14	#15	#16
AJ-119	AJ-123	AJ-131	AJ-132	AJ-135	AJ-107	AJ-115	AJ-116
AJ-144	AJ-120	AJ-119	AJ-123	AJ-131	AJ-132	AJ-135	AJ-107

7. What are your short term and long term goals?

Short term:

Long term:

I have none

8. Are you currently employed? Yes/No
If yes, what do you do and who is your employer?

And how many hours do you work?

9. How many units are you taking this semester? Circle one. 2, 3, 6, 9, 12, 15
or _____ units.
10. How many hours a week do you believe that you will need to dedicate to this class?
11. Why are you taking this course and what do you expect to learn from it?
12. What are your strengths and weaknesses as a student?

Optional:

13. What are your personal interests and hobbies?

14. Are you married? How many, if any, children do you have and how old are they?

15. Anything else you wish to add?

Do you grant your instructor permission to share your name with other instructors?

Yes/No *Please sign your name below if you grant your instructor permission.*

X_____