

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Administration of Justice
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Administration of Justice (21000)
- *Authority Code:* 45-Dean, Arts and Social Sciences
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

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. Currently 14 courses are offered.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - Career Entry (CTE)
 - University Transfer
- *State Your Program Mission/Purpose:*

See narrative above.

- *Briefly Describe Program Accomplishments:*

Students are now required to do PowerPoint presentations. To prepare for the presentations, students do academic research through credible websites. Their bibliographies are graded. The students are doing well in this aspect of the class. They develop oral presentation, which will help them be successful in transfer schools and professional life. The students are still for the most part not reading the book, and this has an impact on their test scores. Thirty-four Administration of Justice degrees have been awarded from Fall 2012 to Fall 2014.

- **Achievement and Resource Data Analysis:**

1. *Research Questions:*

1. Success rates are high across the department, and that is commendable. However, FTES and productivity have been in decline while FTEF has increased. What can be done to address declining enrollment and productivity?

- **Resource Assessment Summary:**

1. *Academic Year:* 2013-14
2. *Activity Center Fund 10 Budget Allocation:* \$156501.00
3. *FTES:* Fall: 33 Spring: 27 Summer: 0
4. *WSCH/FTEF:* Fall: 657 Spring: 534 Summer: 0
5. *Course Sections Offered:* Fall: 9 Spring: 8 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 4 Spring: 4 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 5 Spring: 4 Summer: 0

- **Human Resources:**

1. *# of FT Faculty:* 1
2. *# of PT Faculty:* 3
3. *# of Classified Staff:*
4. *# of Administrators:*
5. *% Faculty release/reassigned time:*
6. *Technology:*
7. *Physical Resources:*
 - General Classrooms

- **Program Analysis PSLOs - Student Learning:**

(Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

1. *PSLO Matrix:*

Course PSLO-1 PSLO-2 PSLO-3 PSLO-4

AJ 101	I	P	I	P
AJ 102		P	P	M
AJ 104		M	M	M
AJ 106		M	M	M
AJ 107	I	P	M	M
AJ 115		P	M	P
AJ 116		P	M	
AJ 117		M		
AJ 118	M	I		P
AJ 119	M	I	P	P
AJ 120			P	
AJ 121		P		P
AJ 123	P	I	I	P
AJ 131	P	I	P	P
AJ 135	P	P	P	P
AJ 144	I	P	I	P
PE 195A1				
PE 195A2				
PE 195A3				
PE 195A4				

2. *Please Indicate the PSLO(s) which you are reporting on:*

- Apply appropriate investigative and forensic techniques to analyze crime scenes, collect and preserve evidence for laboratory analysis, and maintain and preserve chain of evidence to prepare for testimony and to provide prosecution with evidence to convict.
- Examine historical and current events in criminal psychology such as analyzing psychological and sociological theories of killers/offenders and their victims,
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Examine the role of police within the United States.

- Examine the workings of the criminal justice system by applying definitions, concepts and principles to law enforcement, courts and correctional settings.

3. *Analyze and summarize your assessment findings â?? What in the data jumped out?*

AJ-101 Intro to AJ Pre/Post tests showed a significant increase in performance for all of the PSLO's.

AJ-102 Criminal Law also shows a similar increase which is particularly important to PSLO number four.

4. *Give examples of assessments used for your PSLO analysis:*

AJ-101 Introduction and AJ-102 assessments are available on the SLO Assessment website.

5. *Describe input from Program Advisory Committee (if applicable):*

Received feedback from Fremont Police Chief requesting that the AJ department enhance the curriculum to address mental health subjects in order to reduce police shootings involving the mentally ill.

6. *Comments:*

Due to change in instructor involving illness some of the classes were not as well taught as they could have been. Richard Cominos has since enhanced the lesson plans and provides better coverage of curriculum, concepts, theory, etc. Students have responded well to that and are now succeeding at a higher level. Enrollment decline is partly attributed to across-the-board enrollment decreases as well as the inconvenience of the construction. The opening of the new buildings should counter that trend. To address lower success rates among African-Americans, tutoring has been encouraged. Embedded tutoring will be implemented in AJ courses during upcoming terms.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Embedded tutoring will be implemented starting Spring 2016, including a comment in the syllabus and active attention to those who are struggling and those who are in a position to help them as embedded tutors.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Institutional Effectiveness
- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Career Technical Education (CTE) Related
- Increase Degrees/Certifications

How will you assess the effectiveness of your PIO:

Although embedded tutoring will be offered to all, we are looking for an increase in success for the African-American population in particular.

PIO Action Plan:

How will you accomplish this?

Comment about embedded tutoring in syllabus. Active attention to those who are struggling and those who are in a position to help them as embedded tutors.

What is your timeline?

Starting Spring 2016 as well as looking for opportunities to use this resource starting immediately.

Who is going to do this?

Richard Cominos, associate professor will implement the program in his courses and will mentor the adjuncts in AJ.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- Financial resources are already available for this program. Faculty will devote some time to it.

PIO Resources:

- Resource: People Time
Description: Faculty time invested in identifying those with a need and those who can be of assistance.

Attached Files:

- [AJ101Crit Think Exercise I - 2 \(3\).doc](#)