

## **UCC Program Review Committee Summary of Review**

**Home Department:** Applied Sciences and Professions (ASP) Department, University College

**Program Review:** Law Enforcement Technology (LET)

**Date of last review:** AY 2015-2016

**Date of this review:** AY 2023-2024

The following programs were included in this review:

- Associate of Applied Science degree in Law Enforcement Technology (A.A.S. Law Enforcement Technology).

**Recommendation:** This program is found to be in jeopardy but has all the capacity of being a viable program.

The UCC Program Review Committee requests a follow-up review in AY2026-27 focusing on the concerns expressed in the review report.

See report for commendations, concerns, and recommendations.

The report was forwarded to the program director and college dean. Their responses are attached.

**Ohio University**  
**Law Enforcement Technology Program**  
**Program Review Report - 2023**

Review Team

1. Patrick Oliver, Ph.D., Associate Professor of Criminal Justice, Cedarville University, Cedarville Ohio (external).
2. Matthew D. Talbert, Ph.D., Director School of Music, Ohio University (Internal).
3. Greg-Victor C. Obi, Ph.D., Associate Professor of Management, College of Business, Ohio University (Internal).

Summary

The Law Enforcement Technology (LET) program is an associate degree-granting program in the Applied Science and Professions department at the University College of Ohio University. On November 16, 2023, the review team met with faculty and students of the LET program. The committee earlier the same day met with the Chair of the department as well as the Dean of the University College.

Below is our report on the site visit and review.

**1. Curriculum:**

*a. Is the program able to deliver the required courses and electives for students to complete program requirements in a timely manner?*

Yes, the Law Enforcement Technology (LET) academic program is structured to be completed within two years by achieving 60 hours of academic credit. The faculty currently offers courses in a variety of subjects that are relevant to any aspiring entry-level criminal justice majors, aspiring police officers, and current police managers. The LET program has academic courses that focus on police-community relations, criminal law and procedures, political science, the court system, police management, corrections management, health and wellness electives, and law enforcement technology.

*b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?*

The program is attracting students in the major who are succeeding in the program. The program draws students who aspire to serve in the field of criminal justice and current practitioners in criminal justice seeking to enhance their professional development skills through higher education. Students interviewed onsite as a part

of the program review have indicated that the seamless academic design that allows the ability to get an associate degree and then a bachelor's degree is attractive to prospective students. Additionally, the potential hybrid nature of the academic courses allows students the flexibility to take courses around their schedule. Students may also complete their studies entirely online since all core courses are available in an asynchronous format.

Since the Fall Semester of 2019 and the Spring Semester of 2022, there has been a noticeable decrease in enrollments in the Law Enforcement Technology program. Long-term sustainability will require an increase in students. The question is how much has the COVID-19 Pandemic impacted enrollment and what is the process for recovery? Additionally, the impact and direction of online learning must be factored into the future of student recruitment and retention. It will be important to have sufficient resources and effective marketing to draw students to what appears to be an effectively packaged academic program.

*c. Are the financial resources sufficient to support the program? Is the distribution of faculty sufficient to support the program?*

At present, the LET program has three full-time faculty members: Dr. McKean, an Associate Professor with tenure (1.0 FTE), and two full-time instructional faculty members without tenure (0.80 FTE each). The allocation of faculty resources remains adequate given the current demand of student enrollments and program needs. If marketing strategies and strategic program actions are being considered, such as the implementation of accelerated pathways for criminal justice practitioners or the expansion of the program through online modalities create an upsurge in enrollment, then additional faculty resources should be considered.

## **2. Assurance of Learning:**

*a. Are pedagogical practices appropriate for students to meet the program learning outcomes?*

Yes, the pedagogical practices are appropriate for students to meet the program learning outcomes. To enhance the LET program's relevance and academic prestige, a multifaceted strategy tailored to the diverse needs of today's students should continue to be used. The program's success in interdisciplinary collaborations, such as with forensic chemistry and criminal justice, opens opportunities for further partnerships within the university. The LET program's collaboration with eCampus aims to expand course and program availability for all students, enhancing the program's inclusivity and adaptability.

The LET program works to maintain continuous program quality through evidence

gathered from instructors' courses and the University's Assessment Clearinghouse. Updates are made each term based on student feedback and to keep materials current. During this review period, assurance of learning is done by collecting and updating assessment documents and centralizing them in the University's database, streamlining access and comparison. Additionally, materials such as textbooks and lab resources were regularly updated to benefit students. Additionally, faculty members undertake the essential task of reviewing student materials for compliance with syllabus and course criteria, ensuring that the curriculum aligns with the LET program's established learning objectives and standards.

*b. Are the assessment policies and procedures appropriate? Are the assessment data used for program improvement?*

To ensure the effectiveness of student learning, the LET Program employs an assessment plan, as outlined below, which relies on both direct and indirect evidence-based learning outcomes. The program places a strong emphasis on the assessment of student achievement to drive continuous improvement efforts. The LET Seven-Year Class Completion Rates chart provided for the program review illustrates consistently positive completion rates for each course over the review period. While this data highlights successful course completions, the program goes further to assess student achievement of learning outcomes at the program level.

To assess student attainment of program-level learning outcomes, the program employs a comprehensive approach to collect, aggregate, and disseminate evidence. This process is integral to enhancing program quality continually. The LET assessment plan also includes direct evidence of student learning in the form of a Student Graduate Survey of Learning Outcomes, administered during the term when students apply for graduation that obtains student feedback that is documented in both a qualitative and quantitative format.

This survey is designed to be used as a tool for capturing students' perspectives on their learning experiences and provides essential insights to inform program enhancements. Through these assessment practices, the LET Program is demonstrating intentionality in the desire to monitor and improve the quality of its curriculum and instructional methods, ensuring that students achieve meaningful learning outcomes and are well-prepared for success in the field of law enforcement. It would be more helpful if the sample pool of respondents were higher, but the results still yield meaningful information.

### **3. Faculty:**

*a. Is the number and distribution of faculty sufficient to carry out the mission of the program?*

*How are the faculty workloads distributed to support delivering the curriculum?*

The number and distribution of faculty have been sufficient to achieve the mission of the program based on the current enrollment which is lower than desired at the current time (review comments from 1c). However, should enrollment return to their pre-Covid numbers then additional faculty resources should be considered. In terms of workload, each of the instructional faculty members has a workload expectation of 0.8, with a teaching load of five classes during both the fall and spring semesters. While some service to the campus and department is anticipated, LET faculty members are actively involved in campus and departmental committees, going above and beyond to contribute to the university community.

*b. Do the faculty have the appropriate minimal credentials to deliver the curriculum?*

Yes, all the faculty involved have at least the minimum academic credentials to teach in the LET program. Additionally, all of them have extensive practitioner experience in the field of criminal justice. The practical knowledge and experience in the field were verbalized as being very valuable and attractive by students interviewed during the program review onsite visit.

#### **4. Student Services:**

*a. Does the Program have an appropriate level of administrative services to support students?*

The LET program is offered through three regional campuses. Each of these campuses has adequate administrative services to support programs within the campus. While the administrative staff are not solely for the LET program, they remain meaningful, and adequate to meet the needs of each of the programs they support, including the LET program.

*b. Does the Program have an appropriate level of student academic services to support students?*

Yes, the program has the support of success advisers, recruitment managers, and media and marketing managers on each campus where the program is offered. Again, while these services are not exclusive to the LET program, they remain meaningful and adequate to meet the needs of each of the programs within their campus, including the LET program.

#### **5. Student Success:**

*a. Is the program using current and historic metrics to evaluate student success in*

*the program?*

Yes, the program demonstrated through their self-study documents to the reviewers that student's success is being measured using both historical and current methods. Indeed, the unique nature of the program is that most of the students are already employed in the relevant professional tracks of the program. Most of the current students are in the program to obtain college degrees to enhance their position at their workplace or plan for advancement in their careers.

*b. Is the program using current and historic metrics to evaluate student outcomes (i.e., employment data, licensure data)?*

The program maintains close contact with alumni and hence has updated data on the employment and career development of their past students.

*c. Are students able to move into discipline-related careers and/or pursue further academic work?*

Yes, as mentioned above, many of the current students and alums are in the various fields of law enforcement within and around Ross County Ohio, and its contiguous c counties. Most, if not all students are already working in one of the disciplinary tracks of the LET program. Or they gain employment soon after graduation.

**6. Resources and Facilities (If provided by the program):**

*a. Does the unit have appropriate program-specific resources to support student learning outcomes?*

Yes, as witnessed by the review team, there are adequate resources available for the program and its students to use. The program has demonstration dummies, forensic lab equipment and tools, and other resources to support student learning. It is important to point out though that such resources are consumables and there is a need for replenishment, as well as replacement of tools and equipment with more modern ones.

*b. Does the unit have appropriate program-specific facilities to support student learning outcomes?*

While some of these resources such as libraries, study rooms, café, computer

labs, gymnasiums, and classrooms are not specific to LET students alone, they are readily available to them. It is worth mentioning that on the Chillicothe campus, the program has program-specific classrooms.

## **7. Program Development/Improvement**

### ***a. Does the program identify areas of short-term development/improvement?***

The faculty members interviewed acknowledged the decrease in enrollment and showed openness to the committee's suggestions aimed at enhancing recruitment endeavors. There was a notable focus on fostering partnerships, and the committee acknowledged the significance of these connections. The interviewed faculty expressed interest in broadening partnerships with external agencies, exploring opportunities through graduates (for instance, collaborating with a program graduate who currently serves as a sheriff without an existing partnership), engaging with schools on the Athens campus, and considering a wider scope for recruitment strategies. Upon finishing the Law Enforcement Technology program, various career paths become available. It's important to focus on recruitment strategies that showcase these diverse opportunities.

### ***b. Does the program identify areas of long-term development/improvement?***

The LET program has identified the following long-term action plan items:

1. Meeting practitioner demands for an online LET associate degree that can be taken concurrently with the online Bachelor of Criminal Justice degree.
2. Marketing the program to criminal justice practitioners by enhancing the pathway for students to receive experiential credit for their existing law enforcement certification.
3. Pursuing interdisciplinary curriculum in de-escalation techniques with University departments such as communications, social work, and others based on emerging evidence-based research.

### ***c. Are the identified areas of short- and long-term development/improvement appropriate to support enhanced student success and/or assurance of student learning?***

The short- and long-term goals are appropriate and certainly have the possibility of enhancing the number of students and the quality of the LET program. These goals do not come without certain built-in challenges:

1. New partnerships take time to develop and cultivate.
2. Partnering with other schools on the Athens campus may take time to reimagine curricula, especially considering the lack of course variation

available to students in the LET program.

3. Accepting industrial credit (experience in the field) as transfer credits will take time to work through the proper university channels.

#### **8. Areas of concern:**

The faculty and students interviewed during the visit shared the following concerns, both with the program and the LET profession:

1. Course choices are limited.
2. Adjunct positions have been eliminated. These instructors, often currently employed by agencies, provided students with practical, real-world experience.
3. Faculty members are facing an unsustainable workload. They informed us they are teaching 4-5 courses per semester and exceeding their contractual obligations without compensation. Some expressed a desire for research but lacked the time due to their heavy workload.
4. Losing potential students to programs that more easily accept industrial credit/transfer credits.
5. Lack of existing interdisciplinary collaborations.
6. One Ohio realignment has redirected resources from Regional Campuses.
7. Lack of marketing/narrow scope of marketing the LET program.
8. In general, there is a reluctance toward Law Enforcement for various reasons (societal, compensation, quality of life, etc.), posing a significant challenge in recruitment efforts.
9. Agencies are extremely understaffed, resulting in the hiring of individuals without academic degrees. This reality makes it difficult to recruit students to join the LET program.

#### **9. Recommendations:**

Based on the self-study and site visit, the LET Program Review Team has the following recommendations:

1. Continuing the communication between administrators and stakeholders regarding the program's future (vision and sustainability) is essential. The faculty members champion the LET program, and both current students and alumni appear to benefit from the instruction. There is a notable unease concerning the program's future. Interviewees suggested the university look more holistically at the benefit of the program and the contributions to the vision/mission of the university, rather than solely examining the number of majors.
2. Explore the possibilities of rehiring adjuncts to alleviate some of the workload concerns addressed by the full-time faculty. This would also allow current, real-world experiences to be brought to students.



3. Begin exploring how feasible/likely it is to allow for a more seamless transfer credit process for those with industry experience.
4. Reimagine the recruitment and marketing of the program. Engage with local schools, foster new partnerships, and create a model of collaboration that is sustainable for the future.
5. Create certificate options (Corrections, Law Enforcement Studies) that would expand the number of interdisciplinary collaborations within the university.
6. Create a law enforcement advisory group to provide input and feedback on both the quality and scope of the LET Program as it considers future enhancements. This group could meet once each semester in person or virtually.

#### **10. Commendations:**

One of the most obvious strengths of the LET program is its dedicated faculty. These faculty members have gone above and beyond to ensure the students receive quality, up-to-date, relevant instruction.

We heard several success stories throughout our review. Graduates from the program are working as State Troopers, Sheriffs, Deputies, Probation Officers, etc. The current students and alumni all reported positive interactions with faculty and with the quality of their instruction. All the alumni interviewed shared that they would suggest the program to anyone interested in pursuing Law Enforcement Technology.

#### **11. Overall judgment: Is the program viable, in jeopardy, or non-viable?**

*Each program should be provided with a judgment (i.e., each major including their associated minors and certificates).*

*The Law Enforcement Technology (LET) program of Ohio University in our view is a lucrative program that is in jeopardy due to a lack of institutional support. The OHIO LET program could be viable with tailor-made purpose-driven institutional support. It is currently in jeopardy primarily because there is a mismatch between program entry requirements and the unique characteristics of the possible target recruits for the program. For example, currently, Ohio and the nation have a vast pool of law enforcement officers with no college degree who could be attracted to the program if field and work experience could be counted for credit for some of the courses. Also, the program will benefit from tailor-made recruitment efforts within the various law enforcement agencies.*

*Given the above our conclusion is that the program is currently in jeopardy but has all the capability of being a viable program for the university.*



Chubb Hall 140  
Athens, OH 45701-2979

T: 740.593.1935  
F: 740.593.0206  
university.college@ohio.edu  
www.ohio.edu/univcollege

January 29, 2024

Dr. Lijing Yang  
Chair, UCC Program Committee  
University Curriculum Council (UCC)

RE: UCC External Review, Law Enforcement Technology Program

Dear Lijing,

Thank you for the opportunity to respond to the UCC Program Review Report of the Law Enforcement Technology (LET) Program. We especially appreciate the hard work and insightful review provided by Dr. Matthew D. Talbert, Dr. C. Greg-Victor Obi, and Dr. Patrick Oliver (external reviewer).

### *Executive Summary*

On behalf of the LET faculty, we concur with the primary conclusion drawn by the external reviewers, as delineated in both the self-study and during the site visit, that the LET Program possesses the potential for viability, contingent upon receiving customized, purpose-driven institutional support. More precisely our belief substantiates the program's current state of viability, given the implementation of the reviewers' recommendations as outlined in their report is either already underway or in the active planning stage. To further support our belief, we will provide specific examples that highlight this ongoing support and its impact on the program's efficacy and viability in the remaining portions of our response. Lastly, our program viability is driven from the synergy between our associate degree majors and course enrollments based on collaborations with the Forensic Chemistry and Bachelor of Criminal Justice programs as well as opportunity analysis of the program for future growth<sup>1</sup>.

### *Concerns and Recommendations*

The UCC review team highlighted six recommendations and nine areas of concern with the first concern being limited course choices. This constraint, likely perceived by students and faculty as a reduction in elective options or preferred instructional modalities, is understandable in the context of the COVID-19 Pandemic's impact on higher education, reflecting economic factors beyond the program's control. As noted in the report, the LET program's seamless academic design that allows the ability to concurrently pursue an associate degree and then an accelerated bachelor's degree is attractive to prospective students. Additional enrollments, offer the potential to broaden both course offerings and delivery modalities. Ongoing dialogue with RHE scheduling administrators are focused on aligning instructional modalities more effectively with specific course content during this growth period. As evidenced by the course enrollments detailed for the academic year in this program review, asynchronous online delivery modalities remain the preferred student option for course delivery by with the exception of those involving corresponding labs (see Appendix). Opportunity analysis indicates the evolving market of in-career practitioners necessitates the flexibility of

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<sup>1</sup> *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*, Robert C. Dickeson, 2010. John Wiley & Sons, Inc.

asynchronous delivery. This is to accommodate the unique demands of the public safety industry, which operates on a non-traditional 24-hour a day, seven days a week schedule. Synchronous modalities might address the instructional requirements of scheduling administrators for traditional students situated across five regional campuses with low enrollments. Yet, historical course data indicates that even traditional students demonstrate a higher preference for asynchronous modalities. Without an adverse impact on non-traditional students.

Similarly, the concerns regarding the reduction of adjunct positions and the perceived unsustainability of faculty workload may require clarification. The LET program comprises three full-time faculty members: one tenured associate professor with a full-time equivalent (FTE) of 1.0, and two non-tenured, full-time instructional faculty members, each with an FTE of 0.80. All of the LET faculty possess practical, real-world experiences such as executive positions with municipal police, Ohio State Highway Patrol, and the Ohio Fire Marshall's crime laboratory. According to our workload policy, tenured faculty are expected to teach four courses per semester, while instructional faculty are assigned five courses. As indicated in the fall and spring course offerings of this academic year (Appendix), adjunct faculty (Ms. Tamela Dixon, LET 2600 Multicultural Policing), are employed as necessary to fulfill the requirements of the LET academic plan. Additionally, it is worth noting the program's tenured faculty member was granted a faculty fellowship leave for research in the current spring term.

The remaining concerns identified by the reviewers can be aggregated as the intersection of student concerns with academic credit for industry credentials, shifting student market toward online modality preferences driven by a growing practitioner market, and redirected regional campus resources. Although the OneOhio alignment continues to challenge institutional resource allocations, the relocation of the LET program to University College, Applied Sciences and Professions Department provided the administrative context and support necessary to sustain and broaden the program's viability as recommended by the reviewers. Under the leadership of University College Dean David Nguyen, a university wide workgroup was formed to reconsider the university's academic credit policies for industry credentials and work experiences. A draft revision of the university's policies was recently forwarded to the Educational Policy and Student Affairs (EPSA) committee for consideration as the beginning of the policy revision process. This comprehensive university policy revision would impact student success in programs across the university but also address the primary concern used by the review team in determining the LET program "...currently in jeopardy primarily because there is a mismatch between program entry requirements and the unique characteristics of the possible target recruits for the program." LET program faculty remain confident with the implementation of these initiatives currently underway, a follow-up review in a three-year timeline would yield a different outcome.

#### *Status Updates on Program Review Recommendations*

In their report, the LET Program Review Team outlined six pivotal recommendations, each at different stages of implementation at the time of their assessment. Foremost among these recommendations is the ongoing dialogue between administrators and stakeholders, emphasizing the integral role the LET program plays within the university community:

##### RECOMMENDATION 1:

*Continuing the communication between administrators and stakeholders regarding the program's future (vision and sustainability is essential). The faculty members champion the LET program, and both current students and alumni appear to benefit from the instruction. There is a notable unease concerning the program's future. Interviewees suggested the university look more holistically at the benefit of the program and the contributions to the vision/mission of the university, rather than solely examining the number of majors.*

The OneOhio alignment of the program to University College provides the pathway to continue to meet or exceed this recommendation in the immediate future. Additionally, strategic plans to increase collaboration with others based on emerging evidence-based research provides additional opportunities for long-term program development and improvement. Considering the ongoing nature of this recommendation, the strategic essence of these planned initiatives would ideally necessitate a three-year timeline to achieve full implementation.

RECOMMENDATION 2:

*Explore the possibilities of rehiring adjuncts to alleviate some of the workload concerns addressed by the full-time faculty. This would also allow current, real-world experiences to be brought to students.*

As highlighted elsewhere in this report and the Appendix, adjunct faculty members with practical experiences are currently employed when necessary to meet instructional demands and complement fulltime faculty. Additionally, each fulltime faculty member possesses prior practical experiences at executive levels.

RECOMMENDATION 3:

*Begin exploring how feasible/likely it is to allow for a more seamless transfer credit process for those with industry experience.*

Although this recommendation requires a high level of institutional and faculty support, I am pleased to report Dean Nguyen's Prior Learning Assessment workgroup submitted a draft policy to the EPSA committee for consideration January 31, 2024 that would enable the LET program to begin implementing academic credit for industry credentials as recommended.

RECOMMENDATION 4:

*Reimagine the recruitment and marketing of the program. Engage with local schools, foster new partnerships, and create a model of collaboration that is sustainable for the future.*

The draft policy from the Prior Learning Assessment workgroup, aimed at expanding Ohio University's policy on academic credit for industry credentials, is intricately connected to the marketing aspects of this recommendation. As previously reported, this recommendation is in progress and poised to furnish the essential tools required to address the market shift that is contributing to the recent decrease in student enrollments.

RECOMMENDATION 5:

*Create certificate options (Corrections, Law Enforcement Studies) that would expand the number of interdisciplinary collaborations within the university.*

The recommendation for interdisciplinary certificates and collaborations within the university community constitutes a fundamental aspect of the LET Program's Strategic Plan and is a key element in our opportunity analysis for future growth. Although the expansion of this recommendation beyond our existing certificates is currently in the planning stages, we are optimistic that communication within the university to develop interdisciplinary curricula on emerging market needs, such as de-escalation techniques, will generate interest from disciplines such as communications, social work, or others guided by emerging evidence based research.

RECOMMENDATION 6:

*Create a law enforcement advisory group to provide input and feedback on both the quality and scope of the LET Program as it considers future enhancements. This group could meet once each semester in person or virtually.*

Since the onset and mitigation of the COVID-19 pandemic and the realignment of the LET program to University College, the advisory groups convened intermittently. Before the OneOhio realignment, each campus offering the LET program had its own advisory group. The LET Program faculty agree with the reviewers that this program review presents an opportunity to reconceptualize the advisory group structure, aiming to more effectively meet the needs for both traditional and non-traditional students. The faculty expect to adopt a revised structure during the annual spring assessment of student learning outcomes meeting scheduled for May 2024.

In closing, I would again like to reiterate our gratitude to the review team for their comprehensive analysis. We are eager to begin or continue progress toward the implementation of these recommendations and address their highlighted concerns with the goal to enhance the educational experiences of our students.

Sincerely,

A handwritten signature in cursive script that reads "James McKean".

James R. McKean, Ph.D.  
Assoc. Professor and LET Program Coordinator  
Applied Sciences and Professions Department  
University College

## APPENDIX

### LET Program Fall/Spring 2023-24 LET Course Offerings by Major or Program Support

COURSE	CAMPUS	TERM	MODALITY	ENROLLMENTS
LET 1050 Ethics & Legal Issues	Athens*	FALL	HYBRID	50/65
LET 1450 Criminalistics	Athens*	FALL	SYNCHRONOUS	40/40
LET 1450 Criminalistics	Athens**	FALL	Online	39/40
LET 3500 Criminalistics for Forensic Chemists	Athens*	SPRING	Face to face	17/25
LET 3600 Chemistry and the Law	Athens*	SPRING	Face to Face	14/24
LET 4550 Forensic Science Capstone	Athens*	SPRING	Face to Face	13/20
LET 1050 Ethics & Legal Issues	RHE***	FALL	Online	35/35
LET 1050*** Ethics & Legal Issues	RHE***	SPRING	Online	34/35
LET 1100*** Police Role in Crime & Delinquency	RHE***	SPRING	SYNCHRONOUS	10/15
LET 1200*** Constitution & Criminal Law	RHE***	SPRING	ONLINE	28/35
LET 1500*** Police Patrol Procedures	RHE***	FALL	SYNCHRONOUS	4/25
LET 2450*** Law Enf Admin & Supv	RHE***	FALL	HYBRID	15/35
LET 2600*** Multicultural Policing	RHE***	FALL	ONLINE	35/35
LET 2600 Multicultural Policing	RHE***	SPRING	ONLINE (ADJUNCT INSTRUCTOR)	35/35
LET 2900*** Special Topics	RHE***	FALL	HYBRID	3/30
LET 2908*** Terrorism & Homeland Security	RHE***	SPRING	ONLINE	15/35

LET 3550 Criminal Justice Research Methods	RHE****	FALL	ONLINE	17/25
LET 3555 Quantitative Applications in Criminal Justice	RHE****	FALL	ONLINE	11/25
LET 4510 Mass Murder in the United States of America	RHE****	FALL	ONLINE	8/25
T3 4955 Police Legitimacy & Community Engagement	RHE****	FALL	ONLINE	21/35

\*Forensic Chemistry; \*\*CAS Forensic Studies Certificate; \*\*\*LET Course Major; \*\*\*\*Bachelor of Criminal Justice

## Law Enforcement Technology Review Response

March 5, 2024

From: David J. Nguyen, Dean of University College

Dear Dr. Yang,

Thank you to the external and internal reviewers for taking the time to conduct the review for the Law Enforcement Technology (LET) program. I appreciate the time they spent speaking with the LET faculty and students. I offer some thoughts and contexts associated with recommendations shared by the reviewers and program coordinator, Dr. Jim McKean.

In thinking about the curriculum, I concur with Dr. McKean's assessment that the role of industry-backed credentials unlocks a new market for Ohio University. In thinking about the role of Credit for Prior Learning/Prior Learning Assessment, many other institutions already recognize certain industry credentials and appropriately award credit to students. A specific example of opportunity is Ohio University-Chillicothe's partnership with the Pickaway-Ross Career Center to offer Basic Peace Officer Training. With recently passed Faculty Senate resolution to begin allowing these kinds of certifications to be recognized as college-level learning towards degrees, a whole new market opens for Ohio University. As Dr. McKean notes, there has been a shift in the kinds of students, who traditionally enrolled in LET-type programs. At present, we see more currently employed law enforcement personnel pursuing postsecondary education in law enforcement fields. By recognizing industry credentials, students can supercharge their academic experience by knowing that their previous professional work can count towards their LET degree.

Another area of optimism is the continued collaborations between the LET program and other areas like Forensic Studies and Criminal Justice. A substantial number of students complete both of these degree programs each year and there may be ways for the LET program faculty to encourage students in those courses to take LET electives should they meet their interest. In responding to the areas of concern. First, course choices may be limited but the faculty are actively exploring how some of their courses may fit into the BRICKS general education program at Ohio University. Doing so would increase exposure to these topics, students, and potential majors in the area.

Second, with respect to adjunct faculty, the faculty have full teaching loads, which are consistent with their contracts, and have considerable professional experience that make them exemplary instructors to connect practice and theory together. I would agree that some courses may be more popular than others, but I do believe the program coordinator works with the program faculty to identify balance in their teaching loads. Instructional faculty typically do not need to complete scholarly/creative activity or service activities as part of their responsibilities without appropriate forms of compensation.



Third, I would agree that we should explore more seamless transfer transition. The LET program already has several articulation agreements in place, so students know what credits would transfer to Ohio University. With the aforementioned Faculty Senate resolution about industry-backed credentials, there are more opportunities to think about how to onboard these kinds of students and bring them into the Ohio University ecosystem.

Fourth, while the market for these kinds of programs may prove challenging. There is a market for people for credentialed personnel seeking career advancement. The LET program can serve as a springboard into postsecondary education at the associate's level and with appropriate advising we can integrate these students into our existing relationships with Criminal Justice and Forensic Studies. There is a significant value proposition in marketing these kinds of 2+2 or accelerated bachelor's degree programs to people seeking to further their education and careers.

In thinking about the changes and commitment from the faculty, I am excited about what comes next with the LET program and look forward to supporting them on their next steps.

Sincerely,  
David J. Nguyen, Ph.D.  
Dean, University College