UCC Program Review Committee summary of review

Program – Law Enforcement Technology (RHE Chillicothe, Lancaster, Southern)

This program includes the following degrees, minors, and certificates:

- A.A.S. Law Enforcement Technology

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Date of last review – AY 2005

Date of this review – AY 2016

This review has been sent to program director and the relevant RHE deans. Their responses are attached.
University Curriculum Committee
Academic Program Review

Law Enforcement Technology (LET)
Ohio University – Regional Higher Education

Recommendation: Viable

Summary of Internal and External Reports

The Law Enforcement Technology program (LET) at Ohio University Chillicothe underwent an academic program review on January 28, 2016. The Academic Program Review Committee was comprised of two internal reviewers, Dr. David Castle (Ohio University Eastern History Department) and Dr. Orianna Carter (Ohio University Southern Biological Sciences) one external member, Dr. Patrick Oliver, Director Criminal Justice Program, Cedarville University OH.

After discussion, the reviewers opted to file two reports, one written by the internal reviewers (Dr.’s Castle and Carter) and one written by the external reviewer (Dr. Oliver). Both reports find the Law Enforcement Technology program viable. The internal and external reviewers concur on the strengths of the program, as well as its challenges.

It is the collective opinion of the reviewers that the LET program is not only a strong, academically sound program, but a valuable one in terms of the real world impact its graduates might have. Those students who take their LET degrees into the field as law enforcement employees will benefit from analytical, intellectual, and cultural skills that will enhance their job performance.
University Curriculum Committee  
Academic Program Internal Review

Law Enforcement Technology (LET)  
Ohio University – Regional Higher Education

Recommendation: Viable

Introduction & Process Overview

The Law Enforcement Technology program (LET) at Ohio University Chillicothe underwent an academic program review in January 2016. The Academic Program Review Committee was comprised of one external member, Dr. Patrick Oliver, Director Criminal Justice Program, Cedarville University, and two internal reviewers, Dr. David Castle (Ohio University Eastern History Department) and Dr. Orianna Carter (Ohio University Southern Biological Sciences).

On January 28, the team met with Marty Tuck, Dean of Ohio University Chillicothe, Associate Dean Brenda Phillips, LET Division Coordinator Dr. James McKean, LET’s three Group II faculty (including those residing at the Lancaster and Southern facilities via Skype), and six undergraduate students (four from Chillicothe; two from Lancaster). The team also had the opportunity to tour the facilities at the Chillicothe campus (Technology Business Development Center). No practitioner Group III adjuncts were present. Resources available for evaluation included the UCC Seven Year Review 2015 Report, Online Course Documentation, program website and its recruiting video trailer.

Ohio University’s LET program struck internal reviewers as a thriving program which is impressive considering the economic downturn impacting revenues and enrollments across Ohio University and Regional Higher Education. Notwithstanding this climate, since the last external report, LET major code AA5505 enrollments and its pre-Bachelor of Criminal Justice option have experienced a steady incline with the period from F2011 to F2015 showing student headcounts from 115 to 267, respectively (F2015 Institutional Data). LET is the second largest program on the Chillicothe campus and is drawing strong numbers at both Southern and Lancaster. It seems apparent to the reviewers that the addition of permanent Group II faculty at both those campuses has been a critical factor in this success.

This internal review report is divided into sections, beginning with an overview of the program’s mission and organizational structure and identifies the major programmatic challenges. Specifically we address expansion of the online program to other campuses, proportion of part time practitioner adjuncts to faculty, workload and integrating Group II faculty into the departmental governance structure. We identify institutionally-related challenges that influence the overall operation of the LET program with special attention focused on call number and
reciprocity agreements and the rationale of a University College based Criminal Justice program which does not staff discipline specific courses except through regionally based LET instructor expertise. The review concludes with commendations and programmatic recommendations.

PROGRAM REVIEW

The LET department was formally created in 1972 and offered to participating RHE campuses between 1984 and 1994. LET offers two distinct but associated programs: The Law Enforcement Technology Program Associates in Applied Science and the Southern Ohio Police Officer Training Institute Certificate in Basic Police Training. Both programs are designed to prepare individuals for the work force and to enhance the skills and abilities of those already employed in the field of criminal justice. Today the department is an esteemed Regional Higher Education program and OU-Chillicothe’s Dean reported it is their ‘top quality program’ with regards to enrollments, curricular development, campus fit, innovative technology and delivery format. According to Seven Year Review data, in the period from 2004 and 2014, Ohio University has awarded 327 (LET) degrees (OU-C 137; OU-S 75; OU-L 112; OU-E 1; OU-Z 2). LET serves the program’s 267 undergraduate *majors, while providing the only Forensic Chemistry and Criminal Justice courses and instructors teaching the Athens campus majors in those disciplines.

*See Institutional Challenge #3 for discrepancy in tabulating majors headcount.

Faculty Profile

The LET program is delivered from the Chillicothe, Lancaster and Southern campuses with a small, but extremely qualified full time staff of four (4) and a large body of practitioner adjuncts with field expertise. The LET Division Coordinator (DC), Dr. James McKean, is an Associate Professor with 28 years of law enforcement experience. For example, in 2005, McKean and three other chiefs of police were appointed to collaborate with the Department of Homeland Security on the development of Ohio’s Law Enforcement Response Plan. The DC and all three Group II faculty teach four (4) courses per semester.

In Chillicothe, the Group II faculty member holds a Juris Doctorate Degree. A Group III faculty part time member serves as the Basic Academy Commander for the Southern Ohio Police Training Institute’s certification program (SOPTI) with an Associate in Applied Science and continues to work in the field as a Special Agent to the Ohio State Highway Patrol Academy.

In Lancaster, the Group II faculty member holds a Master of Business degree and is a retired Major from the Ohio State Highway Patrol. In Southern, the Group II faculty member holds a
Master of Arts in Emergency Management and is a retired Captain of the Kentucky State Police. Both are designated Campus Directors.

To deliver the required content, LET utilizes a large contingent (21) of part time practitioner adjunct faculty (Group III) which draws from a pool of qualified professionals. These part-time faculty average 24 years of professional experience and all have a Ph.D., M.A., or J.D. The majority of these adjunct faculty have been teaching in the LET program for over eight years.

**Programmatic Practices**

**Teaching and Advising.** LET offers both face-to-face and online options to attain the Associates in Applied Science Law Enforcement Technology degree. LET also offers SOPTI certification on the Chillicothe campus through the Ohio Peace Officer Training Council. Workforce preparation is accomplished in partnership with the Ohio University Chillicothe Emergency Training Resource Center (ETRC). LET additionally provides courses and instructors for Athens programs in Criminal Justice (Research Methods and Quantitative Applications in Criminal Justice) and Forensic Chemistry (Ethics, Criminalistics and Evidence). Of note, LET instructors currently provide the only courses in Criminal Justice and Forensic Chemistry for Ohio University.

To aid in delivery of an academically rigorous online option for LET, Dr. McKean (DC), has implemented a Quality Matters rubric and comprehensive curricular process, which he in turn monitors among LET’s faculty and adjuncts.

The full-time faculty on Chillicothe (2), Lancaster (1), and Southern (1) advise all of the students in the LET and Criminal Justice programs on their respective campuses.

**Research and Creative Activity.**

**Service.** LET’s DC is responsible for orientation and mentoring of faculty, meeting with all program instructors during the academic semester, developing curricula, facilitating course objectives, program outcome assessments and instructor evaluations. While there is a large body of practitioner adjuncts to deliver LET coursework, this service load is typically only heavy when adding new faculty members or courses, as most have been teaching in the program for a number of years. To facilitate unity of purpose, attainment of course objectives and program outcome assessment, DC has prepared a resource manual. The DC participates in advising all LET majors and works with academic advisors and Campus Directors in order to facilitate current scheduling, clearances, staffing, peer review and to resolve any campus specific student issues. DC also provides advising to Forensic Chemistry students and assigned advisees in specialized studies with a criminal justice emphasis in Athens. To aid in effective online content
and process, DC has developed a full day workshop on Quality Matters, open to all campus faculty and adjuncts.

The DC remains a key personnel for Ohio University in matters of campus safety, harassment and serves as consultant to Ohio Association Chiefs of Police (OACP) and Commission on Accreditation of Law Enforcement Agencies (CALEA).

All faculty are actively involved in law enforcement activities and committee work. Program faculty participate extensively in community service including homeland security and emergency response for their respective regions. Student mentoring is reported as a high priority among the Campus Directors and the Southern and Lancaster Directors each hold a separate Group II 0.20 FTE contract dedicated to advising, recruitment and required committee work in campus safety. Faculty assist students in ongoing service learning opportunities to provide security at community events and serve as judges at state vocational schools to evaluate the policing skills of students in vocational law enforcement programs. Service efforts are extraordinary in value to service region and commitment.

Interdisciplinary Work. LET’s scholarship activity is directed in the area of interdisciplinary service learning, use of technology as a pedagogical aid in law enforcement instruction and comparative analysis of American and Asian student learning preferences. The LET program has represented Ohio University through DC’s Hong Kong Program, teaching criminal investigation at the Chinese University of Hong Kong.

LET collaborates with many campus departments such as Communication Studies and the Nursing Program, in which several publications on nursing and law enforcement is explored, i.e. forensic nursing practice. Psychology, social work and sociology aspects of law enforcement have also been explored with interdisciplinary input, for example public perception of the police.

Diversity of Faculty/Students. The current demographic profile of full time faculty in the LET program consists of three male and two female. With respect to racial diversity among full time faculty, attempts to recruit from a broad perspective have not as yet resulted in identifying any minority candidates qualified for the positions offered. The practitioner adjunct population diversity has increased from 5.7% to 20% between the years of 2008 and 2015, with a 16:3 male to female.

Student diversity at the regional campuses is observed across gender and age, but not specifically race. As reflected in the rest of Regional Higher Ed, the majority of undergraduate students are lower to middle class 18-22 yr old caucasian Ohioans. Slightly more than one-third of the LET majors identify as female (for example, 24 female to 41 male at the Chillicothe campus) and most are in-state residents. One exception is that the Southern campus resides on the Ohio River and has tuition reciprocity with Kentucky. Those ‘out-of-state’ enrollments represent the same
demographic. Individual campus headcount for F2016 are 65, 33, 43, 2, 2, totalling 147 (OU-C, OU-S, OU-L, OU-E and OU-Z respectively)(see Institutional Challenge #3).

LET consciously works to build a curriculum that will engage diverse students, and is working to create assessments that will help them to do better in this area.

Research, Scholarship, & Creative Activity

Scholarship. The LET program is in a somewhat unique situation in that its program-specific faculty (with the exception of Dr. McKean) are classified as Group II and Group III, and therefore have no contractual obligation to engage in research, scholarship, or creative activity. Dr. McKean’s record of research, scholarship and creative activity is exemplary; with a strong emphasis on interdisciplinary service learning. Group II faculty have been brought into these service learning activities, as well as being actively involved in their fields, including presentations, community work, and law enforcement networking. Specifically, Ms. Lisa Taylor has a high level of service-learning work with local Lancaster area agencies and community organizations. Dr. Rawn’s scholarship and service includes annual presentations and a recent publication. She authored a paper in the “Detonator” a forensic science publication focused on explosives as her research interests reside in arson and bomb investigations. She is highly active in state organizations serving as the Secretary of the State of Ohio Fire and Arson Investigator’s Association. The newest member of the full-time faculty, Mr. Stephens will begin to focus on service-learning opportunities with his students and establish a pedagogical research agenda to remain current with the discipline.

It should be noted that 48% of coursework required for the LET degree is in non-major required courses, ranging across Sociology, Political Science, Psychology, Math, English and Communications. The majority of these courses are taught by the regular full-time Ohio University faculty, representing a wide variety of research, scholarship, and creative activity.

External Support. NA. The LET program is for the most part a text based program.

Resources

Staffing. Faculty resources for the LET program consists of approximately twenty-five faculty members. Of those, four are full-time (one Group I and three Group II) and twenty-one are part-time adjunct faculty. These faculty teach 52% (33 credit hours) of the courses required for the LET major. The other 48% of the courses are non-major requirements, taught by regular faculty across multiple disciplines. The LET program has no program-dedicated support staff, but uses available division and university staff resources.
Physical Facilities. The LET program is headquartered in the Technology Business Development Center at the Ohio University Chillicothe campus. The physical facilities include a dedicated modern classroom, access to an up-to-date computer lab, a dedicated, well-equipped crime lab, access to a larger physics laboratory, and a conference room. The physical facilities at Chillicothe appear to be adequate for program needs. The reviewers did not tour facilities at the Lancaster or Southern campuses. However, both program directors were interviewed and did not indicate any deficits or need to improve the infrastructure.

Technology. The LET program appears to have the technological resources necessary to the program’s needs. The LET program use of technology is exemplary. The DC is recognized as an early proponent on the use of online learning for the rural campus access mission. This expertise is notable in recruiting trailers and strategies to monitor academic rigor across the campuses.

Undergraduate Program Review

Curriculum. The stated mission of the Law Enforcement Technology Program is to prepare students for the 21st century law enforcement organizations and related fields in criminal justice through the incorporation of the ideals, values, and desires of a multicultural community. The learning outcomes of the program are designed to align with the Office of Criminal Justice, 2009 Ohio Basic Peace Officer Task Analysis and the Academy of Criminal Justice Sciences Certification Standards for College/University Criminal Justice Associate Degree Programs. The internal reviewers find the program well-conceived and designed toward those objectives.

The LET program consists of five core courses, four courses in one of two tracks (Law Enforcement Management or Corrections Management), two LET electives selected from eighteen options, and ten to eleven additional required non-major courses. Through the leadership and guidance of the Division Coordinator, all of the LET course offerings have been structured to ensure consistency across the curriculum in terms of learning objectives, outcomes and assessments. All online versions of the LET courses maintain the same consistency and have integrated the standards of Quality Matters. Since the last review, there has been an emphasis on increasing writing requirements across the LET curriculum. The new Multicultural Policing core requirement and the imminent addition of an internship option (under electives) are both strong enhancements to the program.

Despite the wide variety of course delivery formats and instructors students might encounter within the program, none of the students interviewed felt there was variance in the quality of instruction in their coursework. All were enthusiastic about the program and had high praise for the faculty, lines of communication and mentoring they received.
Students. The students in the LET program reflect a mix of traditional, non-traditional, onsite, and distance students (for gender and ethnic diversity, please see page 4 in this report). Many students in the program work either part-time or full-time, enhancing the need for curricular flexibility, specifically online course options. Anecdotal evidence suggests that about half of LET majors continue their education beyond the associate degree, and the majority pursue a Bachelor of Criminal Justice.

Those with LET degrees who pursue employment in law enforcement are “highly qualified” compared to the minimum requirements needed to become a police officer in Ohio (usually a high school diploma or GED).

To date, there has been no systematic review by Ohio University of LET graduates in terms of job placement and/or career trajectory.

Students Taught in Service to Other Departments. The LET program offers more Tier II courses to the general student population than any other program on the Chillicothe campus. LET 1050: Ethics and Legal Issues and LET 2600: Multicultural Policing satisfy university-wide Tier II requirements and see a high number of non-majors in their course enrollments. Other LET courses are popular due to their interesting subject matter, such as LET 1200: Constitution and Criminal Law, and serve as electives for non-majors. As mentioned above, the LET faculty teach courses in the Forensic Chemistry and Criminal Justice programs.

PROGRAMMATIC CHALLENGES

Challenge #1 - Faculty workload. LET’s enrollment numbers and student-centered hands-on approach favors heavier faculty workloads than normal. The DC is responsible to carry the load for operations with only one full time faculty per campus and no support staff. There is an estimated 80% adjuncts covering LET’s coursework, and while the practitioner adjuncts are providing relatable field expertise, dedication to campus service is not anticipated from part time instructors. Additionally, advising loads are quite heavy among the full time faculty, approximately 75-100 students, with full teaching loads. Further, all full time faculty are actively engaged in campus and community safety, for example, emergency response and homeland security preparedness.

Challenge #2 - Faculty Communication. The program is geographically dispersed, which creates some barriers to faculty community and sense of shared ideas and problem resolution. Regional campus faculty gather together as a group only once per semester and as needed.

Challenge #3 - Curriculum. Some faculty reported LET would benefit by inserting more theory into the curricula and focus less on the applied skills. The program’s fully online course
option has proctored exams, but no capstone or ETS standardized test. An internship or capstone course is currently being pursued, though it was pointed out that an A.S. of 60 credit hours limits curricular additions. A passing grade on standardized test is not being considered as a requirement for graduation, and it was felt that students typically do not perform well on ETS-type exams when it is not a requirement. Thus, collecting test data is not considered to be useful toward understanding competencies upon degree completion.

Challenge #4 - Live and Online Equality. While the review finds the LET program academically and pedagogically sound, there may be some questions related to the educational experience of majors taking live versus online courses. This is not a criticism of the educational quality of the online offerings, but a question of equal experience. For example, students taking Introduction of Criminalistics and Forensic Science (LET 1450) at the Chillicothe campus are able to have “hands on” use of the well-equipped “crime lab ” under the direct instruction of a faculty member. Those students who take the online version of LET 1450, or perhaps even at another campus, have a replicated, but different, experience. Ensuring an equal academic experience for all majors across multiple campuses and between live and online classes presents a challenge.

INSTITUTIONAL CHALLENGES

Institutional Challenge #1 - Maintaining Program Coordinator’s Control Over LET Faculty. A seminal concern is the desire by at least one of the other campuses offering LET courses to offer course content in Athens-based baccalaureate programs by Athens full-time faculty who lack a terminal degree, or possess a terminal degree with no background in criminal justice, and as such, have not been cleared by the RHE Program Coordinator to instruct LET courses. The LET content delivered through its online schedule has solid enrollments. At least one of the other campuses has indicated a desire to offer these online courses as a means of revenue enhancement. The DC emphasizes how LET 3550 Criminal Justice Research Methods and LET 3555 Quantitative Applications in Criminal Justice were developed with the UCC to provide BCJ students a criminal justice option in these sub requirements, and not for economic reasons. Over the last eight years an overriding theme in the program was to increase the academic rigor of the faculty and program. It is deemed counterproductive to the curricular process to permit full-time faculty to teach these two courses who lack a terminal degree and are not fully qualified as determined by the Program Coordinator.

Institutional Challenge #2 - Tuition Reciprocity for Kentucky Students limited to Courses with Southern Campus Call Numbers. Ohio University has a reciprocity agreement with Kentucky that allows Kentucky-based students to take courses at Ohio University’s Southern campus at in-state (Ohio) tuition rates. This reciprocity does not apply when Kentucky-based LET majors at the Southern campus take online LET courses with call number originating from other Ohio University campuses. This financial hardship may discourage potential LET majors at
Southern by additional tuition costs (not borne by their LET classmates) for Kentucky-based LET majors at Southern.

**Institutional Challenge #3 - Accurate Counting and Reporting of LET Majors.** Students pursuing the Bachelors of Criminal Justice, previously enrolled in LET major code AA5505, under a two plus two arrangement, are now recognized under the Pre-BCJ major code ND2210. The new pre-BCJ majors code was approved this past year and Institutional Research data does not currently, and may not in the future, capture data on pre-majors enrolled in LET. This conversion from its original structure (LET two years, completed in Athens as BCJ) ultimately skews student numbers participating in the LET program. As such, internal reviewers were unable to confirm actual LET headcount. However, anecdotal evidence provided by DC suggests this explains why the 267 students enrolled in F2015 is not fully represented by the headcount of 147 under LET major code. For example, DC’s advisee list shows 66 students are enrolled in LET and another 24 students are enrolled as pre-BCJ majors in Chillicothe.

**Institutional Challenge #4 - Overload Policy.** The administrative decision to eliminate campus-wide overload teaching (as a fiscal measure) at the home campuses of the full-time LET faculty can limit curricular flexibility. For example, one Group II faculty member would like to offer short, one credit hour workshops on important subjects/skills, but cannot due to current restrictions on overload teaching.

**RECOMMENDATIONS**

**Program Recommendations #1 and #2:**
In order to ease the workload, it is recommended that LET consider the hire of one additional full time faculty member, for the purpose of contributing course instruction across the campuses to indirectly assist DC in oversight responsibilities and ultimately, to enhance communications from home campus to all other campus locations.

**Program Recommendations #3 and #4:**
While the LET program’s course structure, in terms of syllabi, quality matters, breadth of topics and instructional expertise is impressive, investigating standard testing as part of the final capstone is recommended. Another consideration would be to establish a systematic review of student success, including job placement or career trajectory. This strategy is suggested to further validate its academic rigor, law enforcement training rank in the state and nationally, and to embellish recruiting strategies. In terms of an equal educational experience among all majors (online and live), the curriculum should be vetted any potential discrepancies in the quality of experience and solutions devised to remedy those found.
**Institutional Recommendation #1.** In order to ensure the quality and consistency of the LET curriculum, the LET Program Coordinator must retain final authority on who is cleared to teach LET courses.

**Institutional Recommendation #2.** The reciprocity agreement with Kentucky regarding in-state tuition rates for Kentucky-based students taking courses at Ohio University’s Southern campus should be renegotiated to reflect the reality of the online environment or a Southern course number could be used for Southern students enrolling in an online LET course that originates from another campus. If the second option is employed, all efforts should be made to maintain current practice in terms of headcount, FTE, and fiscal allocations.

**Institutional Recommendation #3.** Reviewers recommend devising a method which tabulates student data in a more straightforward and accessible format for future program reviews, identifying those which are true LET majors and those enrolled in pre-BCJ.

**Institutional Recommendation #4.** Allow the full-time LET faculty to occasionally pick up an additional class in situations where it would serve student needs and allow for curricular enhancements, such as short courses and workshops on specific and relevant topics requiring greater focus than possible in the general curriculum.

**COMMENDATIONS**

The Law Enforcement Technology program is deemed to be viable. In the opinion of the reviewers, not only is this a strong, academically sound program, but a valuable one in terms of the real world impact its graduates might have. Those students who take their LET degrees into the field as law enforcement employees will benefit from analytical, intellectual, and cultural skills that will enhance their job performance.

The review team also commend (1) the service provided to the law enforcement community; (2) its synergy with the Bachelors of Criminal Justice; (3) development of a curriculum that was visionary in its online conception and technology implementation; (4) pragmatic in its offering courses which meet a multitude of Tier II requirements and; (5) dedicated faculty whose mission is clearly committed toward preparing our next generation of law enforcement officials.
University Curriculum Committee
Academic Program External Review

Law Enforcement Technology (LET)
Ohio University – Regional Higher Education

Recommendation: Viable

Mission of the Law Enforcement Technology Program

The mission of the Law Enforcement Technology (LET) program is to prepare students for a professional career in law enforcement and related fields in the criminal justice profession. The LET Associate in Applied Science Degree is a two-year program consisting of 60 to 62 semester credit hours. A full time student typically takes a range of 9 to 15 credit hours per semester. By fall of 2015, the LET program had 222 majors distributed among five campuses: Athens, Chillicothe, Eastern, Lancaster (including Pickerington center), and Southern (including Proctorville center). Enrollment is predominantly Caucasian, with males outnumbering females by a ratio of two to one, a significant improvement from the nine to one ratio in the program’s early years. The LET program has two distinct but associated programs: The Law Enforcement Technology Program leading to an associate of applied science degree and the Southern Ohio Police Officer Training Institute (SOPTI), which is a training academy, offering both basic peace officer training as well as advanced training to area departments. Both programs prepare and/or enhance work force knowledge and skills primarily relevant to law enforcement with applicability to the broader field of criminal justice depending on the track selected by the student.

Program Review Process Overview

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On January 28, the team met with Marty Tuck, Dean of Ohio University Chillicothe, Associate Dean Brenda Phillips, LET Division Coordinator Dr. James McKean, LET’s three Group II faculty (including those residing at the Lancaster and Southern facilities via Skype), and six undergraduate students (four from Chillicothe; two from Lancaster). The team also had the opportunity to tour the facilities at the Chillicothe campus (Technology Business Development Center). No practitioner Group III adjuncts were present. Resources available for evaluation included the UCC Seven Year Review 2015 Report, Online Course Documentation, program website, and its recruiting video trailer.
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**Faculty Profile**

The LET program is delivered from the Chillicothe, Lancaster and Southern campuses with a small, but extremely qualified full time staff of four (4) and a large body of practitioner adjuncts with field expertise. The LET program is delivered at Chillicothe online. The LET Division Coordinator (DC), Dr. James McKean, is an Associate Professor with 28 years of law enforcement experience. For example, in 2005, McKean and three other chiefs of police were appointed to collaborate with the Department of Homeland Security on the development of Ohio’s Law Enforcement Response Plan. The DC and all three Group II faculty teach four (4) courses per semester.

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**Teaching and Academic Advising**

LET offers both face-to-face and online options to attain the Associates in Applied Science Law Enforcement Technology degree. LET also offers SOPTI certification on the Chillicothe campus through the Ohio Peace Officer Training Council. Workforce preparation is accomplished in partnership with the Ohio University
Chillicothe Emergency Training Resource Center (ETRC). LET additionally provides courses and instructors for Athens programs in Criminal Justice (Research Methods and Quantitative Applications in Criminal Justice) and Forensic Chemistry (Ethics, Criminalistics and Evidence). Of note, LET instructors currently provide the only courses in Criminal Justice and Forensic Chemistry for Ohio University.

Academic advising is done solely by the Group II faculty members that coordinate the LET program at Lancaster and Southern as part of their roles as Campus Directors. Each Group II faculty member is responsible for the academic advising for all of the students in the program at their respective campus.

A significance accomplishment of the LET program involves the innovative and creative use of technology to actively engage students. In addition to using Blackboard and creative PowerPoint games as pedagogical aids for classroom instruction, the LET Program Coordinator submitted a proposal to purchase student Personal Response System technology for faculty use. This technology integrates with PowerPoint software to enable the instructor to create interactive PowerPoint slides. This external reviewer considers this to be a program strength to be adopted to the degree possible by Group II and Group III faculty members.

**Program Review History and Data**

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The SOPTI program is a peace officers’ training academy. The purpose of the academy (SOPTI), is to prepare individuals to become certified as a police officer in the State of Ohio. The Ohio Peace Officers Council for the State of Ohio has granted the SOPTI program certification.

**LET Program Resources**

**Staffing.** Faculty resources for the LET program consists of approximately twenty-five faculty members. Of those, four are full-time (one Group I and three Group II) and twenty-one are part-time adjunct faculty. These faculty teach 52% (33 credit hours) of the courses required for the LET major. The other 48% of the courses are non-major requirements, taught by regular faculty across multiple disciplines. The LET program has
no program-dedicated support staff, but uses available division and university staff resources.

Physical Facilities. The LET program is headquartered in the Technology Business Development Center at the Ohio University Chillicothe campus. The physical facilities include a dedicated modern classroom, access to an up-to-date computer lab, a dedicated, well-equipped crime lab, access to a larger physics laboratory, and a conference room. The physical facilities at Chillicothe appear to be adequate for program needs. The reviewers did not tour facilities at the Lancaster or Southern campuses. However, both program directors were interviewed and did not indicate any deficits or need to improve the infrastructure.

Technology. The LET program appears to have the technological resources necessary to the program’s needs. The LET program use of technology is exemplary. The DC is recognized as an early proponent on the use of online learning for the rural campus access mission. This expertise is notable in recruiting trailers and strategies to monitor academic rigor across the campuses.

LET Program Coordinator Profile

At the time of the self-study, LET Program faculty Program Coordinator is James R. McKean, a group I faculty member, he has also served as the Commandant of the Southern Ohio Police Officer Training Institute. Dr. McKean had a distinguished career in law enforcement prior to joining the faculty at Ohio University that included 28 years of law enforcement experience that included 13 years as chief of police of Grove City, Ohio. It is interesting to note that he earned both his Associate Degree of Applied Science in Law Enforcement Technology, Masters of Arts in Public Policy and Management, and Ph.D. in Higher Education all from Ohio University. He therefore is currently overseeing the LET program that he graduated from.

Programmatic Practices

Teaching and Advising. LET offers both face-to-face and online options to attain the Associates in Applied Science Law Enforcement Technology degree. LET also offers SOPTI certification on the Chillicothe campus through the Ohio Peace Officer Training Council. Workforce preparation is accomplished in partnership with the Ohio University Chillicothe Emergency Training Resource Center (ETRC). LET additionally provides courses and instructors for Athens programs in Criminal Justice (Research Methods and Quantitative Applications in Criminal Justice) and Forensic Chemistry (Ethics, Criminalistics and Evidence). Of note, LET instructors currently provide the only courses in Criminal Justice and Forensic Chemistry for Ohio University.
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The full-time faculty on Chillicothe (2), Lancaster (1), and Southern (1) advise all of the students in the LET and Criminal Justice programs on their respective campuses.

**Research and Creative Activity**

**Service.** LET’s DC is responsible for orientation and mentoring of faculty, meeting with all program instructors during the academic semester, developing curricula, facilitating course objectives, program outcome assessments and instructor evaluations. While there is a large body of practitioner adjuncts to deliver LET coursework, this service load is typically only heavy when adding new faculty members or courses, as most have been teaching in the program for a number of years. To facilitate unity of purpose, attainment of course objectives and program outcome assessment, DC has prepared a resource manual. The DC participates in advising all LET majors and works with academic advisors and Campus Directors in order to facilitate current scheduling, clearances, staffing, peer review and to resolve any campus specific student issues. DC also provides advising to Forensic Chemistry students and assigned advisees in specialized studies with a criminal justice emphasis in Athens. To aid in effective online content and process, DC has developed a full day workshop on Quality Matters, open to all campus faculty and adjuncts.

The DC remains a key personnel for Ohio University in matters of campus safety, harassment, and serves as consultant to Ohio Association Chiefs of Police (OACP) and Commission on Accreditation of Law Enforcement Agencies (CALEA).

All faculty are actively involved in law enforcement activities and committee work. Program faculty participate extensively in community service including homeland security and emergency response for their respective regions. Student mentoring is reported as a high priority among the Campus Directors and the Southern and Lancaster Directors each hold a separate Group II 0.20 FTE contract dedicated to advising, recruitment and required committee work in campus safety. Faculty assist students in ongoing service learning opportunities to provide security at community events and serve as judges at state vocational schools to evaluate the policing skills of students in vocational law enforcement programs. Service efforts are extraordinary in value to service region and commitment.

**Interdisciplinary Work.** LET’s scholarship activity is directed in the area of interdisciplinary service learning, use of technology as a pedagogical aid in law enforcement instruction and comparative analysis of American and Asian student learning preferences. The LET program has represented Ohio University through DC’s Hong Kong Program, teaching criminal investigation at the Chinese University of Hong Kong.
LET collaborates with many campus departments such as Communication Studies and the Nursing Program, in which several publications on nursing and law enforcement is explored, i.e. forensic nursing practice. Psychology, social work and sociology aspects of law enforcement have also been explored with interdisciplinary input, for example public perception of the police.

Diversity of Faculty/Students. The current demographic profile of full time faculty in the LET program consists of three male and two female. With respect to racial diversity among full time faculty, attempts to recruit from a broad perspective have not as yet resulted in identifying any minority candidates qualified for the positions offered. The practitioner adjunct population diversity has increased from 5.7% to 20% between the years of 2008 and 2015, with a 16:3 male to female.

Student diversity at the regional campuses is observed across gender and age, but not specifically race. As reflected in the rest of Regional Higher Ed, the majority of undergraduate students are lower to middle class 18-22 yr. old Caucasian Ohioans. Slightly more than one-third of the LET majors identify as female (for example, 24 female to 41 male at the Chillicothe campus) and most are in-state residents. One exception is that the Southern campus resides on the Ohio River and has tuition reciprocity with Kentucky. Those ‘out-of-state’ enrollments represent the same demographic. Individual campus headcount for F2016 are 65, 33, 43, 2, 2, totaling 147 (OU-C, OU-S, OU-L, OU-E and OU-Z respectively).

LET consciously works to build a curriculum that will engage diverse students, and is working to create assessments that will help them to do better in this area.

Faculty Mentoring

Mentoring activities for all full and part-time faculty members teaching in LET program are performed by the program coordinator, who meets with part-time faculty to coordinate issues of syllabus, course evaluation, and new emerging issues in the discipline, typically once per quarter or more often when a new faculty member is added. The emphasis is on outcome assessments within mentoring process. The LET Coordinator has prepared a draft resource manual, based on the book "Classroom Assessment Techniques: A Handbook for College Teachers" by Thomas A. Angelo and K. Patricia Cross, in order to promote classroom outcome assessment techniques by adjunct faculty.

The LET Program Coordinator, who is responsible for mentoring program faculty members, meets with program instructors during the academic semesters to discuss program activities and directions.
Curriculum

The LET program faculty currently offer courses in a variety of subjects that are relevant to the police officer, with a focus on community oriented policing, problem oriented policing, strategic thinking, and crime prevention.

The program curriculum sequence commences with an introductory course in the philosophy and history of law enforcement. A sequence of LET courses is devoted to constitutional law and includes courses in evidence, arrest, and search and seizure. Other course topics include juvenile delinquency, interviewing and report writing, criminalistics (the correct process for collecting evidence), police patrol, cybernetics (information delivery and problem solving), police community relations, administration and supervision, vice and narcotics, criminal investigation, and traffic enforcement and investigation. Several of these courses offer a practical component, examples of which are: Criminalistics, in which crime scenes are constructed and students practice crime scene investigation; and Criminal Investigation in which the students practice conducting interviews and interrogation techniques then write a police report.

This external reviewer also concurs with the internal reviewer’s acknowledgment of the Program Coordinator’s effort to obtain input and feedback through utilizing a student survey and advisory board. The results revealed areas of opportunity and improvement. Students suggested more diverse course selection in topical areas whereas the Advisory Board indicated a need for additional courses in ethics, leadership, and criminal justice research. Proposals have been submitted to add laboratory components to Criminalistics, Cybernetics, and Criminal Investigation, and to develop new courses in “Justice, Crime, and Ethics,” “Criminal Justice Research Methods,” and “Law Enforcement Administration, Management, and Leadership.”

Scholarship

Scholarship. The LET program is in a somewhat unique situation in that its program-specific faculty (with the exception of Dr. McKean) are classified as Group II and Group III, and therefore have no contractual obligation to engage in research, scholarship, or creative activity. Dr. McKean’s record of research, scholarship and creative activity is exemplary; with a strong emphasis on interdisciplinary service learning. Group II faculty have been brought into these service learning activities, as well as being actively involved in their fields, including presentations, community work, and law enforcement networking. Specifically, Ms. Lisa Taylor has a high level of service-learning work with local Lancaster area agencies and community organizations. Dr. Rawn’s scholarship and service includes annual presentations and a recent publication. She authored a paper in the “Detonator” a forensic science publication focused on explosives as her research interests reside in arson and bomb investigations. She is highly active in state organizations serving as the Secretary of the State of Ohio Fire and Arson Investigator’s Association. The newest member of the full-time faculty, Mr. Stephens will begin to
focus on service-learning opportunities with his students and establish a pedagogical research agenda to remain current with the discipline.

It should be noted that 48% of coursework required for the LET degree is in non-major required courses, ranging across Sociology, Political Science, Psychology, Math, English and Communications. The majority of these courses are taught by the regular full-time Ohio University faculty, representing a wide variety of research, scholarship, and creative activity.

External Support. NA. The LET program is for the most part a text based program.

The program coordinator engages in scholarship by the use of technology as a pedagogical aid in law enforcement instruction. This scholarship stream connects his teaching and service role. The external reviewer along with the internal reviewers acknowledge the collaboration made by the program coordinator with other regional campus faculty that resulted in several service learning projects. These projects and other activities resulted in at least five presentations nationally or internationally and one paper published in a peer reviewed journal.

**PROGRAMMATIC CHALLENGES**

**Challenge #1 - Faculty workload.** This external reviewer, concurs with this finding as indicated by the internal reviewers. They noted that, LET’s enrollment numbers and student-centered hands-on approach favors heavier faculty workloads than normal. The DC is responsible to carry the load for operations with only one full time faculty per campus and no support staff. There is an estimated 80% adjuncts covering LET’s coursework, and while the practitioner adjuncts are providing relatable field expertise, dedication to campus service is not anticipated from part time instructors. Additionally, advising loads are quite heavy among the full time faculty, approximately 75-100 students, with full teaching loads. Further, all full time faculty are actively engaged in campus and community safety, for example, emergency response and homeland security preparedness.

This external reviewer suspects that the multiple and varied work responsibilities for full-time faculty, and the significant course load being covered by adjuncts can only have a negative impact on the quality of student learning.

**Challenge #2 - Faculty Communication.** The internal reviewers indicated that since the program is geographically dispersed it creates some barriers to having a faculty community and sense of shared ideas and problem resolution. This external reviewer believes that decentralization of the program certainly has great advantages, however, communication can be difficult with full-time faculty and adjunct faculty if communication is not planned on a regular cycle each academic semester.
Challenge #3 - Curriculum. Some faculty reported LET would benefit by inserting more theory into the curricula and focus less on the applied skills. This external reviewer concurs with this feedback based on the content areas recommended by the Academy of Criminal Justice Sciences certification standards for associate degree programs in higher education. A moderate modification in the areas of criminology (criminal theory), victimology, and juvenile justice (see recommendation #2). It is important to note that based on the track chosen by the student (Law enforcement management track or corrections track) students are limited to courses only in their area of concentration.

A point of information is that the Academy of Criminal Justice Sciences certification standards for an associate degree program require that full-time faculty teach all core courses and deliver at least two-thirds of the teaching in an associate degree program.

The program’s fully online course option has proctored exams, but no capstone or ETS standardized test. An internship or capstone course is currently being pursued, though it was pointed out that an A.S. of 60 credit hours limits curricular additions. A passing grade on standardized test is not being considered as a requirement for graduation, and it was felt that students typically do not perform well on ETS-type exams when it is not a requirement. This external reviewer strongly recommends the use of a capstone course or some overall student performance measure of learning in the LET program. This overall assessment of student learning can only enhance both teaching effectiveness and reaccreditation assessment by the Higher Learning Commission.

Challenge #4 - Live and Online Equality. Both the internal and external reviewers find the LET program academically and pedagogically sound, there may be some questions related to the educational experience of majors taking live versus online courses. This is not a criticism of the educational quality of the online offerings, but a question of equal experience. For example, students taking Introduction of Criminalistics and Forensic Science (LET 1450) at the Chillicothe campus are able to have “hands on” use of the well-equipped “crime lab” under the direct instruction of a faculty member. Those students who take the online version of LET 1450, or perhaps even at another campus, have a replicated, but different, experience. Ensuring an equal academic experience for all majors across multiple campuses and between live and online classes presents a challenge.

This external reviewer suggest that the LET program might find it more equitable and more efficient to offer only certain courses in an online learning platform only for all students. Additionally, the Academy of Criminal Justice Sciences certification standards for an associate degree program require that programs/ courses available to students via distance technology or other means should be comparable.
Commendations

The LET program should be commended for its effectiveness in the following academic and administrative areas:
1. The ability to attract students interested in the law enforcement and corrections profession to its program from the southeast Ohio region;
2. Its demonstrated success in its mission of educating and graduating a significant number of law enforcement professionals;
3. Its ability to provide as seamless opportunity for those graduating from SOPTI to obtain an associate or bachelor’s degree at Ohio University, after being introduced to the institution by the basic peace officer training academy, with approximately half of the students continuing their education beyond the associate degree;
4. For developing the ethics and research courses in cooperation with the Forensic Chemistry program;
5. The hiring of three group II faculty members and giving two of them oversight of the program at the satellite campuses, this improved the quality and effectiveness of the program’s oversight at these campuses;
6. The development of a curriculum that was visionary in its online conception and technology implementation, particularly with the use of “Quality Matters” as a benchmark to evaluate the delivery of online education;
7. Having a program coordinator with the clear vision and work ethic to achieve outstanding overall performance with special emphasis on his integration of service learning scholarship activities that have been demonstrated to be pedagogically effective.
8. The use of multiple adjunct faculty to add job-related knowledge and experience to the learning environment. Additionally, this strategy makes practitioner mentors available for the student population.
9. For the innovative use of technology to engage students. Specifically, the use of Blackboard and creative PowerPoint games to as pedagogical aids for classroom instruction.
10. For its development and use of an academic advisory board of criminal justice practitioners to provide input and feedback on both the quality and scope of the LET academic program.

This internal reviewer concurs with the findings of the internal reviewers that the Law Enforcement Technology program is deemed to be viable. It is the collective opinion of the reviewers, not only is this a strong, academically sound program, but a valuable one in terms of the real world impact its graduates might have. Those students who take their LET degrees into the field as law enforcement employees will benefit from analytical, intellectual, and cultural skills that will enhance their job performance.

RECOMMENDATIONS
Program Recommendation #1
This external reviewer concurs with the internal reviewers that in order to ease the workload, it is recommended that LET consider the hire of one additional full time faculty member, for the purpose of contributing course instruction across the campuses to indirectly assist DC in oversight responsibilities and ultimately, to enhance communications from home campus to all other campus locations. Additionally, this external reviewer suggest that the group I faculty hire should be based on the academic needs of the academic program, which are contingent on any course additions or curricula revision.

The Academy of Criminal Justice Sciences certification standards for an associate degree program state that faculty workloads and assignments allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research and service compatible with the mission and purposes of the program and institution. This professional academic standard suggests that workload modifications be made for LET faculty.

Program Recommendation #2
The LET program should consider adding courses, specifically, criminology (criminal theory), victimology, and juvenile justice. These courses will provide an additional scholarly academic background in the field of criminal justice and are compatible with the Academy of Criminal Justice Sciences certification standards for associate degree programs in higher education. Three course that might be eliminated to make room for these courses are Vice and Narcotics Control, Traffic Enforcement Education and Engineering, and Unarmed Self-Defense. These course are technical and applied in their content.

Program Recommendation #3
To help sufficiently staff the program with academic faculty as previously suggested or as the program grows, seek to hire a full-time minority group I faculty member. The increase of diversity in the faculty has been through the use of adjunct faculty members. While there is certainly a benefit to the hiring of minority adjunct faculty, the program will benefit from the commitment of a full-time faculty member from the perspective of scholarship and research along with a focus on the recruitment, retention, and mentoring of minority students. The lack of a current full-time minority faculty member in the LET program is evidence that a cultural-based program perspective is not being provided that would enhance program decision-making.

Program Recommendation #4
The LET program should develop a more formal written student advising policy and procedure for it students. Student advising is a critical academic function for academic success, student retention, graduation rates, and professional preparation. This formal student advising program should focus primarily on the following areas: registration, course selection for graduation; career planning; internships; academic effectiveness; and student mentoring.
Program Recommendation #5
The LET program should set regularly scheduled faculty meetings for all full-time faculty members. It is recommended the full-time faculty meet at least twice a month during a semester to provide input and feedback on administrative, faculty academic, and student matters. This is a bit of a geographical challenge due to the decentralization of the campuses, but it is highly likely to be worth the investment of time and effort.
April 18, 2016

Dr. David Ingram
Chair, Program Review Committee
University Curriculum Council (UCC)

Dear Dr. Ingram:

Thank you for sending the draft of the program review document for the Law Enforcement Technology (LET) Program offered on the Ohio University Chillicothe (OU-C), Lancaster and Southern campuses, and the opportunity to respond to the review. We especially appreciate the hard work and insightful review provided by Dr. Orianna Carter, Dr. David Castle and Dr. Patrick Oliver (external reviewer).

We strongly concur with the findings of the external reviewers that the associate of applied science in Law Enforcement Technology (LET) program is viable. Since the previous program review by the University Curriculum Council, I can attest, as the tenured Regional Higher Education (RHE) Program Coordinator of the LET Program, to the efforts of program faculty, campus administrators and students to continuously improve the programmatic quality and meet the recommendations and concerns of the previous review. This effort has resulted in an increase in student diversity, instructor diversity, academic rigor and curricular changes to prepare students for criminal justice positions in an increasingly diverse and socially complex environment. As of this writing, students graduating with an LET degree have fulfilled 21 general education requirements—equalling the highest among associate degree programs offered by the university. As the campus deans acknowledged, the LET program is a 2 + 2 degree program working collaboratively with the Athens-based Bachelor of Criminal Justice degree as well as providing curricular content to the Athens-based Forensic Chemistry program. Additionally, we direct the Southern Ohio Police Training Institute to provide a certification option to meet student aspirations. We remain committed to maintain this quality and address the concerns and recommendations identified by the review team.

The UCC External Review team identified four programmatic challenges in their onsite assessment that I would like to address. First, the reviewers expressed concerns with faculty workload. Since the last program review, a full-time Group 2 faculty member was added at each of the campuses offering the LET program—Chillicothe, Lancaster and more recently Southern. While it may appear that the workload remains heavy, online advising technology, these new faculty resources
and support from student services enables faculty to meet this challenge at the current levels of student enrollments. We would concur with the deans to increase the FTE of these Group 2 faculty to 1.0 FTE for additional instruction reducing the ratio of courses taught by adjunct faculty. Although the LET program is administered on three regional campuses, we operate with a high degree of communication and collaboration. The addition of a monthly SKYPE meeting between LET faculty would increase communication and alleviate the challenges expressed by the reviewers. In terms of additional instruction in theory-based courses, each LET course is text-based and incorporates theory to varying degrees in the course learning outcomes. For example, in LET 1100 Police Role in Juvenile Procedures, students explore theories such as rational choice to understand and respond to juvenile crime. This is difficult to fully demonstrate to reviewers in the limited time they have to examine brief course descriptions. Also, as a 2 + 2 degree, the baccalaureate degree is heavily grounded in theory.

Another challenge identified by the reviewers relates to the quality of the online courses as compared with the face-to-face sections. Currently, clearance to teach online emanates from Chillicothe—the home campus of the LET program and RHE System Program Coordinator. Each instructor desiring to teach online, regardless of campus, completes quality matters training before a clearance is granted according to established policy. This insures consistency in the delivery of online courses. Further, to mitigate this challenge and concern by the review team, the RHE Program Coordinator recommends the associate deans do not schedule LET 1450 Criminalistics in an online format as this course generated the concern raised by the reviewers. In lieu of the online delivery, the RHE Program Coordinator will recommend an OULN delivery with labs provided at Chillicothe, Lancaster and Southern for those students needing a distance delivery option.

The UCC External Review team identified four institutional challenges in their report. The deans collectively responded to each of these challenges in their letter to the UCC. I would like to add to their response regarding two of these challenges—maintaining shared governance curricular control for faculty instructing in the LET program and accurate reporting of LET majors. Since the inception of the LET program in 1972 at the Chillicothe campus and the expansion of the program to the Lancaster and Southern campuses, there has been a concern about maintaining consistency in instruction and program learning outcomes across the regional system. This concern was met by establishing a shared governance course clearance process similar to the process used by associate deans for Athens-based programs. Historically, curriculum vitae for prospective instructors in the LET program were forwarded for review to the RHE Program Coordinator along with a “Staffing and Approval form” by the campus associate dean. [see Appendix 1] After review, the RHE Program Coordinator forwarded the form to the Campus Dean for signature. Once faculty received their course clearances, the associate deans were responsible for scheduling and staffing sections. With the addition of the two Group 2 faculty at the Lancaster and Southern campuses, the LET program continued to follow this process with the Campus Directors at Lancaster and
Southern collaborating with the RHE Program Coordinator to insure consistency in instructional credentials.

The concern expressed by the reviewers emanates from the turnover in deans and associate deans not aware of the historical process but believe that the course clearance process is campus specific and resides under the purview of the associate dean’s "scheduling and staffing function." Clearly, this belief could result in inconsistent delivery across the regional system and erode the quality of the LET program. I would point out that if an associate dean needs to "schedule and staff" a course for an Athens-based program, they are not at liberty to use instructors who have not been cleared to instruct by a shared governance function from Athens-based faculty and chair of the home department in Athens. For associate degree programs, I would assert that the process is the same with the home department represented by the regional campus of the RHE Program Coordinator and respective campus dean as has been the historical practice since the inception of the program in 1972. [see Appendix 1] The maintenance of this shared governance function is critical to the viability of the LET program and the consistency of course delivery across the regional campus system. At least one other regional campus has expressed an interest in delivering LET 3550 Criminal Justice Research Methods and LET 3555 Quantitative Applications in Criminal Justice for economic reasons by instructors outside of LET without practitioner experiences or faculty who lack a terminal doctorate degree. Since these two courses were approved by the UCC as options to fulfill sub-requirements of the baccalaureate program, it is critical to maintain the appropriate clearance credentials. Finally, the RHE Program Coordinator is the only full-time tenured faculty member responsible for the coordination of the program across the system and thus should be the faculty signatory along with the campus dean.

Although the reviewers identified the accounting of LET majors as problematic, I would suggest it is more of an unintended consequence of the creation of the ND2210 pre-BCJ degree. The pre-BCJ degree provides for a smooth transition to the associate degree program. Tabulating LET majors and pre-BCJ majors provides an accurate and realistic profile. At some point, the pre-BCJ major will complete the requirements for the associate degree, declare the AA5505 major and continue their studies toward the BCJ.

RECOMMENDATIONS

I would like to respond to the program recommendations of the external reviewers.

Program Recommendations #1 and #2:

In order to ease the workload, it is recommended that LET consider the hire of one additional full time faculty member, for the purpose of contributing course instruction across the campuses to indirectly assist DC in oversight responsibilities and ultimately, to enhance communications from home campus to all other campus locations.
Since the last UCC 7-Year Review, a Group 2 position was added at each of the campuses offering the LET Program. This recommendation should be included in the long-term strategic personnel plan should enrollments increase at OUC by 20% above current levels. In the interim, it could be feasible to increase the FTE of the existing Group 2 faculty member from .80 to 1.0 FTE to assist with advising and decrease the ratio of adjuncts teaching required courses.

**Program Recommendations #3 and #4:**

*While the LET program’s course structure, in terms of syllabi, quality matters, breadth of topics and instructional expertise is impressive, investigating standard testing as part of the final capstone is recommended. Another consideration would be to establish a systematic review of student success, including job placement or career trajectory. This strategy is suggested to further validate its academic rigor, law enforcement training rank in the state and nationally, and to embellish recruiting strategies. In terms of an equal educational experience among all majors (online and live), the curriculum should be vetted any potential discrepancies in the quality of experience and solutions devised to remedy those found.*

The RHE Program Coordinator conducted a feasibility study to implement the ETS standardized test for the AA5505 associate degree program. Site visits to Kent State University revealed inconsistent standardized test scores that adversely impacted the usefulness of this assessment to validate learning outcomes for either state or national comparisons due to student apathy with the standardized testing. In lieu of testing, the RHE Program Coordinator and Campus Directors formulated a series of “evidence-based” program assessments including number of students placed in criminal justice positions, internships and other course-based assessments.

Currently, the course clearance process administered by the RHE Program Coordinator for LET faculty delivering content online requires specific training in the principles of Quality Matters to ensure a consistent educational experience. Further, faculty delivering an online class are required to add the RHE Program Coordinator to their online class for additional support, to aid with consistent delivery and provide follow-up support on an annual basis.

*Institutional Recommendation #1. In order to ensure the quality and consistency of the LET curriculum, the LET Program Coordinator must retain final authority on who is cleared to teach LET courses.*

Since the inception of the LET Program in 1972 and the transition to the current RHE Program Coordinator in 2003, the RHE Program Coordinator has completed "Staffing Request or Approval Forms" co-signed by the Dean of the Home College of the RHE Program Coordinator to ensure faculty scheduled or staffed by campus Associate Deans possess the required qualifications to instruct in the program (See attached example). This process for two-year associate degree programs is consistent with the principles of shared governance and faculty curricular control.
articulated in the Ohio Board of Regents Two-Year Associate Degree manual and exercised by faculty curricular committees for Athens-based baccalaureate programs.

Institutional Recommendation #2. The reciprocity agreement with Kentucky regarding in-state tuition rates for Kentucky-based students taking courses at Ohio University's Southern campus should be renegotiated to reflect the reality of the online environment or a Southern course number could be used for Southern students enrolling in an online LET course that originates from another campus. If the second option is employed, all efforts should be made to maintain current practice in terms of headcount, FTE, and fiscal allocations.

RHE campus deans are in the process of revising the tuition rates for all courses delivered through distance learning.

Institutional Recommendation #3. Reviewers recommend devising a method, which tabulates student data in a more straightforward, and accessible format for future program reviews, identifying those, which are true LET majors, and those enrolled in pre-BCJ.

The implementation of the pre-BCJ (ND2210) major permits a smooth transition for students enrolled in AA5505 to matriculate to the BCJ degree. In the past, students completing AA5505 applied for admission to the BCJ degree and could not schedule classes until officially admitted at times creating financial aid issues. In practice, students cannot graduate with a pre-BCJ degree but will change their major to BCJ once they complete the required associate degree, as this is a 2 + 2 program. To facilitate the accurate tabulation of majors, future reviewers should aggregate the data for declared AA5505 majors and pre-BCJ majors to more fully understand the enrollment data. As illustrated in the report, adding the LET majors and pre-BCJ majors for each of the campuses results in data consistent with enrollments and degrees granted.

Institutional Recommendation #4. Allow the full-time LET faculty to occasionally pick up an additional class in situations where it would serve student needs and allow for curricular enhancements, such as short courses and workshops on specific and relevant topics requiring greater focus than possible in the general curriculum.

Currently, LET faculty can propose to instruct LET 2900 Special Topics from 1 to 15 credit hours on specific or relevant topics with the approval of the Campus Associate Dean. To maximize enrollments, LET faculty are encouraged to develop these courses as "dual-enrollment" options with a non-credit option for delivery to criminal justice practitioners within our service area as well as students.

In conclusion, I would again thank the external reviewers for such a thorough review and look forward to implementing these recommendations and meeting their expressed concerns to the benefit of our students.
Sincerely,

James R. McKean, PhD
Associate Professor and RHE Program Coordinator
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April 14, 2016

Dr. David Ingram  
Chair, Program Review Committee  
University Curriculum Council (UCC)

Dear Dr. Ingram:

Thank you for sending the draft of the program review document for the Law Enforcement Technology (LET) Program offered on the Ohio University Chillicothe (OU-C), Lancaster and Southern campuses, and the opportunity to respond to the review. As you know completion of this two year degree program leads to an Associate in Applied Science degree. We would like to thank Drs. David Castle and Orianna Carter who served as the internal reviewers for the program review; and Dr. Patrick Oliver for his expertise and perspectives as the external reviewer for the program. We greatly appreciate such a complete and thorough review of the program provided by these individuals.

We would very much agree with the reviewers that the LET program is “viable”. Considering the quality of students, program faculty, strength of the curriculum, program facilities and alignment with the mission of our campuses and career opportunities in our service regions; we strongly feel the LET program is one of the strongest associate degree academic programs currently offered on the regional campuses. In addition, the synergy which occurs between the LET program, the Southern Ohio Police Training Institute (SOPTI) and the Bachelors of Criminal Justice (BCJ) degree program offered on regional campuses provides area students a number of options to begin successful careers in the law enforcement field.

We feel a great deal of the credit for the past and recent success of the Regional Higher Education (RHE) LET program should be given to Dr. James McKean, the Program Coordinator. As described in the review report and in the program self-study, Dr. McKean is a highly experienced former Police Officer and has extensive leadership experience in law enforcement as the former Chief of Police from the Grove City, Ohio Police Department. Dr. McKean also has extensive academic experience as both a faculty member and as the Associate Dean of the Chillicothe Campus from 2011-2013. In our opinion, the LET program is very fortunate to have an individual of his caliber and experience to serve as a faculty member, leader and coordinator of the program.
While we feel the LET program has many strengths, two qualities which stand out is Dr. McKean’s efforts to constantly evaluate the curriculum of the program and make changes in order to keep the program current, an example being the recent addition of the Multicultural Policing course. Such curriculum innovations greatly benefit the graduates of the program in securing law enforcement positions, their effectiveness in these positions and advancing their professional careers. In addition, Dr. McKean has been highly innovative in designing the LET program for on line/distance delivery. He has been proactive in recognizing an untapped student market and a need to offer the program in a distance format, and he has been insistent that the quality of the curriculum which is offered on line is not compromised from the “face to face” delivery of the courses.

Before we respond to the challenges, commendations and recommendations of the reviewers, we would like to address two misconceptions found in the review report. First, there is mention in the report on more than one occasion of an “LET Department”. To clarify, LET on the regional campuses should only be considered an academic program. For example, the program as it exists on the Chillicothe Campus (the largest of the LET programs), is housed within the Applied Sciences and Professions (AS&P) Academic Division. There is no LET department on the campuses which offer the program. Second, Dr. McKean is referred to in the report as the “LET Division Coordinator”. While Dr. McKean is currently the Division Coordinator of the AS&P Division on the Chillicothe Campus, his role as the leading faculty member of the LET academic program is due to his position as the RHE System and Chillicothe Campus Academic Program Coordinator.

Considering the continued growth of the LET program, the reviewers expressed concern regarding faculty workload and lack of support staff for the program. The reviewers recommended that an additional faculty member be hired to support the growth of the program, particularly in the area of student advising. We agree that if the program continues to grow it will put a strain on some of the LET faculty, in particular the program coordinators who are responsible for student advising. However, we are not convinced hiring of another full time faculty member is warranted to address this issue.

The group II LET faculty member on the OU-C campus is currently part time (0.8 fte). One possibility to address this concern would be to increase the fte value of this (group II) position to full time with the extra responsibilities being in the area of student advising. Since LET courses are also taught on the Athens campus in support of the BS in Forensic Chemistry program, another possibility to address the issue is to explore a shared faculty position between RHE and the Department of Chemistry and Biochemistry to offer LET courses on the main and regional campuses and serve as a student academic advisor.

There was a statement made in the report regarding Overload Policy which referred to an administrative decision to eliminate campus wide overload teaching for fiscal reasons. The concern was faculty do not have the ability to offer special topics courses/workshops in addition to their normal workload as such course offerings would enhance the program. While there has been a concerted RHE initiative to offer courses more efficiently, in order to reduce
overload and costs of hiring adjunct faculty; there was never an initiative to totally eliminate overload teaching for faculty. Our collective position is that we would be open to offering special topic courses in LET as long as these courses garner significant enrollment and are economically feasible for our campuses.

The reviewers recommended that the LET RHE System Program Coordinator have final authority on who is cleared to teach LET courses. We very much agree with this recommendation as the program coordinator is in the best position to evaluate an individual’s qualifications to teach a particular course. However, it is important to note that course scheduling and staffing of courses on the regional campuses is the ultimate responsibility of the campus associate dean. It is therefore important that all academic program coordinators within RHE be willing to work with the campus associate deans and maintain a reasonable degree of flexibility in staffing of the course offerings on the individual campuses.

In regards to addressing the issue of reciprocity with Kentucky, the reviewers recommended that the agreement should be renegotiated to reflect the reality of the online environment. The regional campus deans have discussed this issue and have developed a process for situations in which the reciprocity students choose to take an online course at one of the other regional campuses. With proper advising, this process is expected to correct the issue.

The reviewers also have made recommendations related the use of standardized testing as a final capstone requirement for the LET program, the introduction of more “theory” into the curriculum and assurances that students who complete on line LET courses are provided the same experiences, particularly laboratory experiences, as students who complete these courses in a face to face format. As these issues relate to the pedagogy of the LET curriculum, we feel they will be best addressed by Dr. McKean in his program review response.

Finally, the reviewers made the recommendation to devise a clearer method to track and identify students who are “true” LET majors and not completing the curriculum as part of the BCI requirement. We can see how a more specific means of identifying LET students would be advantageous, particularly for the program review process. As this is an issue best addressed by the Registrar or Institutional Research Offices we are willing to help address this issue in any way we can be of assistance.

In conclusion, we very much appreciate the efforts of the program reviewers to assess the Law Enforcement Technology degree program offered on the Chillicothe, Lancaster and Southern campuses and the opportunity to respond to their findings and recommendations. This process will be invaluable to the program as it plans for the future.
Sincerely,

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