

### **3.7 Academic Program Review Criminal Justice/Pre-Law 2009-2014**

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

Our mission at Carl Albert State College is "To provide affordable, accessible and exceptional education that fosters student success."

The pre-law program is divided into two areas. The first area is pre-law and is designed for students entering the legal profession. The second area is the option in criminal justice and is designed for those entering the criminal justice system or program. Both program and option award associate degree and offer for transfer opportunities into four-year programs.

The Criminal Justice option was add to the degree in 1995 and at that time the college entered into an agreement with the Council of Law Enforcement Education and Training (CLEET). This is the licensing authority for Oklahoma law enforcement. The agreement allows Carl Albert State College to offer within the criminal justice program all curriculum and objectives by CLEET and in areas of basic law enforcement education and training.

While pre-law allows students transfer options to four year universities, the option in criminal justice allows students to receive a degree that prepares them for state examination and licensing. This greatly increases employment opportunities for these students in the areas of law enforcement following either two-year associate or four year baccalaureate studies.

The pre-law program is linked to the CASC mission and goals as follows:

- To provide a background of general education courses that students may transfer to bachelor degree-granting institutions;
- To give students the knowledge and skills needed to earn an associate of arts degree;
- To prepare students to meet their academic goals and personal growth potential;
- To permit students and their employers to benefit from CLEET certification agreements with state agencies and educational institutions;
- To develop and refine the knowledge and skills in students completing

specific courses for purposes of special interest or job enrichment; and

- To enhance the educational and economic life of the community by offering students who are job ready and who show an appreciation of human values and ethics in a global society

### **3.7.5 Process (Internal/External Review):**

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

The Oklahoma Council on Law Enforcement Education and Training (CLEET) requires institutions offering the Collegiate Officer Program to go through an accreditation process. This accreditation is reviewed biennially by CLEET upon the institution submitting and updated request. CASC has maintained its accreditation in good standings since 1995.

CLEET, which regulates the Collegiate Officer Program, is continually updating and changing the criminal justice curriculum. These required changes have affected some courses that are offered. CASC has changed the criminal investigation course to a 4 hour course to accommodate the material. We have also combined the Criminal Law I & II classes into one course, Criminal Law for Law Enforcement CJ 2224.

Since the last review Multi-Media has been added to all classrooms. This adds the possibility and access to various programs and current events involving the justice system.

### **A. Centrality of the Program to the Institution's Mission:**

The program provides a background of general education courses that students must take in order to finish the degree and then may transfer to bachelor degree-granting institutions; or simply earn an associate of arts degree. The program also allows the student to compete in the law enforcement job market where additional officers are always in demand.

While the Criminal Justice courses are not offered in an online format all the general education courses are, thus supporting the online program at CASC. In addition some criminal justice courses are taught on the Sallisaw campus as well as all general education courses.

The program permits the student and their employers to benefit from CLEET certification agreements. This also enhances the educational and economic life of the community by offering students who are job ready and who show an appreciation of human values and ethics in a global society.

**B. Vitality of the Program:**

**B.1. Program Objectives and Goals:**

The goals and objectives of the pre-law program are:

- To provide an educational program in pre-law that prepares students for a baccalaureate program or juris doctorate studies; and
- To prepare students who enroll in the criminal justice option for successful completion of the state examination.

**B.2 Quality Indicators (including Higher Learning Commission issues):**

Criminal Justice as well as Pre-Law students who wish can take an Associate Degree to the university level are consistently being placed in upper level classes using the knowledge gained in class at CASC.

Criminal Justice students that have opted to complete the Collegiate Officer Program are given the opportunity to take their state exam in order to obtain police officer licensing. Over the past five academic years only one graduating student from the Collegiate Officer Program has failed to obtain a license.

**B.3. Minimum Productivity Indicators:**

Time Frame (e.g.: 5 year span)	Head Count	Graduates
09-10	141	14
10-11	159	13
11-12	139	15
12-13	133	19
13-14	127	18

**B.4. Other Quantitative Measures:**

**a.** Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

- |   |
|---|
| <ul style="list-style-type: none"> <li> <p><b>Criminal Justice 1113 Introduction to Criminal Justice.</b> Students examine the historical development of criminal justice, police functions, trial procedure, constitutional law, imprisonment, probation and parole, and government agencies. This course is required for the Pre-Law option.</p> <p>2009-10    45 Enrolled</p> <p>2010-11    56</p> <p>2011-12    90</p> <p>2012-13    99</p> <p>2013-14    83</p> </li> </ul>  |
| <ul style="list-style-type: none"> <li> <p><b>Criminal Justice 1123                      Criminal Law for Law Enforcement 1123</b> is an introductory class for Criminal Justice majors. It will examine substantive criminal law defining common law, statutory crimes and punishment. They will also examine the nature of the criminal acts of substantive criminal law, defining the necessary elements and punishments of each act. This course is required for the Pre-Law option.</p> <p>2009-10    25</p> <p>2010-11    19</p> <p>2011-12    30</p> <p>2012-13    23</p> <p>2013-14    24</p> </li> </ul> |
| <ul style="list-style-type: none"> <li> <p><b>Criminal Justice 2023                      Criminal Procedure.</b> Rules, Principles, and concepts governing the enforcement of arrest, search, and seizure. Procedural controls incidental to the investigation of criminal offenses, arrest, search, and seizures in the administration of justice.</p> <p>2009-10    22</p> <p>2010-11    33</p> <p>2011-12    28</p> </li> </ul>  |

2012-13 22

2013-14 16

- Criminal Justice 2123 Criminal Justice Community Relations. Basic concepts and principles of community relations with major emphasis on understanding human beings and how to utilize this information in a practical way.

2009-10 16 Enrolled

2010-11 25

2011-12 19

1012-13 19

2013-14 23

- Criminal Justice 2133 Patrol Operations. The role of patrol operations in the law enforcement organization are studied. Skills, knowledge, and theories necessary for efficient patrol work are included.

2009-10 13 Enrolled

2010-11 9

2011-12 24

2012-13 19

2013-14 23

- Criminal Justice 2224 Criminal Investigation. The role of the crime laboratory in the law enforcement organization, scientific crime detection, recording the crime scene, collection, and identification and transporting of evidence are covered in this course.

2009-10 15

2010-11 16

2011-12 19

2012-13 19

2013-14 23

- Criminal Justice 2253 Police Traffic Services. Analysis of the police role in

<p>highway traffic safety activities. Theories, structure, and process of enforcement, engineering, and education in accident investigation and loss reduction.</p>	
2009-10	12
2010-11	12
2011-12	23
2012-13	17
2013-14	19
<ul style="list-style-type: none"> <li>▪ <i>Guided Electives in Criminal Justice:</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Criminal Justice 2140 Selected Topics in Criminal Justice. This course deals with various topics designed to approach issues in criminal justice based on students' needs. <b>This class is only taken by those seeking police officer licensing.</b></li> </ul>	
2009-10	8
2010-11	3
2011-12	7
2012-13	5
2013-14	4
<p><b>PRE-LAW DEGREE</b></p>	
<p>There are no classes taught exclusively for the Pre-Law Degree. The two required classes for pre-law majors are included above and are Introduction to Criminal Justice and Criminal Procedure. Pre-Law and Criminal Justice share two required courses- both listed above.</p>	

**b. Student credit hours by level generated in all major courses that make up the degree program for five years:**

CJ 1113	2009-10 – 135CPH
	2010-11 – 168
	2011-12 - 270
	2012-13 - 297
	2013-14 - 249
CJ 1123	2009-10 - 75 CPH
	2010-11 - 57

	2011-12 - 90
	2012-13 - 69
	2013-14 - 72
CJ 2023	2009-10 - 66 CPH
	2010-11 - 99
	2011-12 - 74
	2012-13 - 66
	2013-14 - 48
CJ 2123	2009-10 - 48 CPH
	2010-11 - 75
	2011-12 - 57
	2012-13 - 57
	2013-14 - 69
CJ 2133	2009-10 - 39 CPH
	2010-11 - 27
	2011-12 - 72
	2012-13 - 57
	2013-14 - 69
CJ 2224	2009-10 - 60 CPH
	2010-11 - 64
	2011-12 - 76
	2012-13 - 76
	2013-14 - 92
CJ 2253	2009-10 - 36 CPH
	2010-11 - 36
	2011-12 - 69
	2012-13 - 51
	2013-14 - 57

**c. Direct instructional costs for the program for the review period:**

Salary and benefits for one fulltime instructor and one adjunct for 2009 to 2014.....	247,333.95
Travel.....	2,500.00
Supplies.....	2,000.00
TOTAL.....	251,833.95

**d.** The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

None of the Criminal Justice courses are included in any other degree plan.

**e.** A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Bob Hendricks	B.S. Criminal Justice Master of Management	Northeastern Okla. State Univ. Webster Univ.
Margret Nicholson	B.S. Psychology Juris Doctorate	Univ of Texas Univ. Okla.
Tony Lewis	B.S. Social Science	Mid America

**f.** If available, information about employment or advanced studies of graduates of the program over the past five years:

Students who participate in the CJ/Pre-Law program are a mixture of transfer students and students who enter directly into the law enforcement field. CASC is creating the process to better track transfer rates and employment rates.

**g.** If available, information about the success of students from this program who have transferred to another institution:

Not available at this time.

**B.5. Duplication and Demand:**

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

**B.5. Duplication and Demand Issues:**

*Address Duplication:*

The program is a general transfer degree, however most two and four year institutions have this degree but the demand supports any perceived duplication.

*Address Demand:*

The U.S. Bureau of Labor Statistics (BLS) reported that, from 2008 to 2018, police officer jobs were ex-expected to increase by 10%, with job growth directly related to population growth. The report went on to say that employment opportunities could be increased by obtaining undergraduate degrees in law enforcement.

**B.5.a.** Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The number of students enrolling from year to year, as you can see above, hold their own from year to year. We have increased in the number of graduates in the last five year but only minimally.

**B.5.b.** Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

The state of Oklahoma has some 8,000 police officers some of which are retiring, resigning and being terminated every day. Departments today cannot adequately perform the required duties with less manpower than their current staffing levels, so these officers are replaced. In addition from projections talked about in B.5. law enforcement jobs are expected to increase by 10%.

**B.5.c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

N/A

**B.5.d.** Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Students are often ask to assist in functions and events both on and off campus; examples are concerts, ball games, annual festivals, etc. Faculty in the criminal justice program are occasionally called upon to deliver presentations on active school shooters, and to teach in reserve officers academies.

**B.5.e.** The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

16 week traditional format only

**B.6. Effective Use of Resources:**

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Carl Albert is located in a rural area and about 78% of our students are receiving some sort of Financial aid. This does help the college in providing a fully stocked library, tutoring, multi-media classrooms and access to modern computer labs.

\*Low Producing Program Reviews follow a different format and template.

**Institutional Program Recommendations:** (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

<b>Recommendations</b>	<b>Implementation Plan</b>	<b>Target Date</b>
Addition of a Technical Writing Class in addition to Comp I and II	Fall 2015	Review after Fall 2015 (assessment)
Track students who transfer and are immediate employed	Follow 2015 graduation	Report as part of annual assessment.

**Summary of Recommendations:**

	<b>Department</b>	<b>School/College</b>	<b>Institutional</b>
<b>Possible Recommendations:</b>			
Expand program (# of students)			
Maintain program at current level	Yes	Yes	Yes
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/  
Program Head \_\_\_\_\_  
(Signature)

Date \_\_\_\_\_

Dean \_\_\_\_\_  
(Signature)

Date \_\_\_\_\_