

AN EVALUATION OF THE POLICE SCIENCE PROGRAM  
OF LORAIN COUNTY COMMUNITY COLLEGE

by

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## ABSTRACT

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This evaluation focuses upon the police science graduates of Lorain County Community College (LCCC) who have received an associate degree in applied science. The two primary goals of this program are: (1) to prepare students for transfer to four year colleges; and (2) to provide students with technical police related courses which will enable them to function satisfactorily as police officers.

The purpose of this study was to interview graduates to determine if they are satisfied with the police science program and to ascertain whether the program's two main objectives are being met. Graduates that transferred to four year colleges were asked if they felt LCCC had adequately prepared them for the transition. Graduates that were either already police officers or those that entered law enforcement after graduation were asked if the program had prepared them to perform the basic tasks required of police officers.

Since all graduates of this program were to be interviewed and they were widely dispersed geographically, it was determined that the most appropriate method of gathering information was through the use of the mailed, self-administering questionnaire. After development of the survey instrument, a pre-test was administered to five police science graduates. As a result of the pre-test, revisions were made and the revised questionnaire was mailed to all 176 graduates of this program. Within two weeks after the initial mailing a follow-up letter was sent to those who had not responded.

As a result of the initial mailing and follow-up, 115 questionnaires were completed and returned. Seven questionnaires were returned as not deliverable by the U.S. Post Office. The useable return percentage was 68.

The results of this study indicate an overwhelming majority of the graduates were satisfied with the police science program. However, the graduates did recommend some modifications which they believe would make the program more responsive to their needs.

## ACKNOWLEDGEMENTS

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## CHAPTER I

### INTRODUCTION

This research concerns itself with the police science program at Lorain County Community College (LCCC). LCCC is a fully accredited two year college located in Elyria, Ohio. It grants associate degrees (two year degrees) in science, business, art, and general studies. Graduates of the police science program receive an Associate Degree in Applied Science.

The primary objectives of this research are: (1) to determine the present employment and educational status of the police science graduates of LCCC; (2) to seek suggestions from these graduates relevant to improving the police science curriculum; (3) to determine any difficulties encountered by these graduates while attending LCCC which could be alleviated by LCCC; and (4) to develop recommendations to improve LCCC's police science program.

#### Definitions

The following are definitions of terms to be used throughout this study.

In-service: Refers to those employed in law enforcement or a related field.

Law Enforcement: Refers to those employed in police,

security, or investigative functions of political subdivisions, including local, state, and federal governments and higher educational institutions.

Pre-service: Refers to a person with no experience in law enforcement or a related field.

Related Field: Refers to the areas of juvenile delinquency, probation, parole, and corrections.

In addition to these definitions it is necessary to say that while LCCC entitles its law enforcement educational program - Police Science - other colleges utilize various other titles such as: Police Administration, Law Enforcement, Criminal Justice, or Criminology. Therefore when this author refers to educational programs in law enforcement, the reference includes all of these various entitled programs.

#### Police Science Program At LCCC

The associate degree program in police science was begun at Lorain County Community College in 1967.

In January 1967, Lorain County Community College received Federal Grant #117 from the Office of Law Enforcement Administration, United States Department of Justice, to plan and develop a police science degree program.

A study was made of police science degree programs offered in Ohio and adjacent states. Additional study was made of programs of other two year colleges in the nation. Because of the diversity of technical course offerings, the frequency of law enforcement courses offered at fifty-five two year colleges in the nation

were tabulated and compared with the frequency of law enforcement courses offered at two year colleges in Ohio and Pennsylvania.

With the data obtained, a survey was made of police agencies which could be serviced by Lorain County Community College. One purpose of the survey was to establish whether a need for a police science degree program existed in this area. From the responses it appeared there was a need. Another purpose was to determine which courses the police administrators and command personnel felt should be included in a curriculum and which courses the patrolmen and sergeants believed should be included.

Survey results indicated that command personnel felt a need for courses which best supported the administration. Patrolmen and sergeants requested courses which would have application in the field. This tended to indicate, in general, that command personnel had lost touch with practitioners and were not fully aware of the problems in the field.

After careful evaluation of all pertinent facts, a curriculum was developed. Its construction was based on the following premises: (1) the community college serves the needs of the community in education and technical training; (2) the curriculum must meet the standards of the college and the Ohio Board of Regents; (3) the curriculum should provide a viable program which meets the needs of its students; and (4) the police must provide training and orientation for their own personnel concerning basic police tasks.<sup>1</sup>

Graduates of this program have increased in number from just three in 1969 to forty-six in 1976. The total number of students who have graduated from this program stands at 176.<sup>2</sup>

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<sup>1</sup>Interview with Mr. George Rosbrook, Director of the Police Science Program at Lorain County Community College.

<sup>2</sup>See Appendix "A" for graphic illustration of police science graduates yearly from 1969-1976.

The police science program offers students technical police subjects such as: accident investigation, traffic law enforcement, criminal law, photography, criminal investigation, and criminalistics. In addition, it provides students with a liberal education by requiring courses in psychology, sociology, English, political science, speech, and physical science. The program also permits the selection of some electives. The total number of quarter hours required for police science students to graduate with an associate degree in applied science is ninety-six.<sup>3</sup>

According to Mr. George Rosbrook, Director of LCCC's police science program, there are two main objectives. First, to provide students with technical police related courses to enable them to operate as police officers. Secondly, to prepare students for transfer to four year colleges and universities.

This study seeks to find out what the graduates of this program are doing today. Are the two main objectives of the program being fulfilled? Are the graduates employed? What is their present employment? Are they continuing their college education beyond the associate degree? Also, some of the sub-groups such as: in-service, pre-service, graduates not employed in law enforcement or

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<sup>3</sup>See Appendix "B" for a description of LCCC's police science curriculum.

a related field, and those graduates not employed were compared to ascertain if certain significant differences exist. Graduates were also asked to evaluate the education they received at LCCC and to recommend suggestions for improving the police science curriculum. As this research unfolded, additional questions were developed and some proposed questions were altered.

Since there are a large number of police science graduates of this program and they are widely dispersed geographically, a survey instrument was developed and utilized to gather data in assessing their current status and views of the program.

#### Law Enforcement Educational Programs In the U.S.

Although educational programs in law enforcement have existed in the U.S. since 1929 when the University of Southern California offered advanced degrees in public administration (with a specialization in law enforcement) and Michigan State began offering a Bachelor of Science degree in police administration in 1935, the greatest increase of law enforcement programs in colleges did not occur until the mid-1960's.<sup>4</sup> In 1960 only twenty-six colleges offered fulltime law enforcement programs and

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<sup>4</sup>Charles W. Tenney, Jr., Higher Education Programs in Law Enforcement and Criminal Justice, PR 71-2 (Washington: Government Printing Office, 1971), p. 1.

twenty-two of them were in California.<sup>5</sup> By 1965 the number had risen to sixty-four and by 1968 there were 261.<sup>6</sup> As of July 1, 1969, 395 institutions offered a program of courses directly related to law enforcement.<sup>7</sup>

The 1975-76 Law Enforcement and Criminal Justice Education Directory reports there are a total of 1245 educational programs in law enforcement at various technical schools, community colleges, colleges, and universities in the United States.<sup>8</sup> A wide range of degree options are available, such as: associate degree (two years of college); bachelor degree (four years of college); master's degree (one to two years beyond the bachelor degree); and the doctorate (approximately three years beyond the master's). Also, there are a variety of disciplines which are emphasized at the various institutions, ranging from the technical aspects of law enforcement to those stressing the importance of political science, sociology, psychology, planning, or administration.

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<sup>5</sup>Tenney, Jr., p. 1.

<sup>6</sup>Ibid.

<sup>7</sup>Ibid.

<sup>8</sup>See Appendix "C" for a listing of the number of law enforcement and criminal justice degree programs available by states.

## CHAPTER II

## THE PROBLEM

Assessment of College Programs in Law Enforcement

Since the vast majority of college programs in law enforcement were begun in the mid-1960's it was not surprising to find that little research has been conducted to assess what happens to the graduate of these programs after graduation. An inquiry made with "The ERIC Clearinghouse For Junior Colleges" (University of California), a repository for documents relating to community or junior colleges, requesting information on follow-up studies of police science programs revealed:

A search of our documents indicates that you are entering virgin territory with your follow-up study of the graduates of your police science program. We located only one document on the students of such programs (ED 118 183) and this is a survey of current students, not graduates.<sup>9</sup>

Another inquiry, directed to the National Criminal Justice Reference Service (Washington, D.C.), a national repository of various criminal justice information, did not reveal any knowledge of follow-up studies of police science graduates. A perusal of indexes of masters theses

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<sup>9</sup>Letter of reply dated December 1, 1976 from "ERIC Clearinghouse for Junior Colleges," University of California, Los Angeles, California.

and doctoral dissertations revealed only one follow-up study of college educational programs in law enforcement. This was a study in 1972 of the graduates of Michigan State University's School of Criminal Justice. Several colleges in Ohio which have law enforcement programs were contacted and only Lakeland Community College (Mentor, Ohio) indicated they have recently conducted a follow-up on all their law enforcement graduates.

Two authors have suggested that assessment of college education programs in law enforcement should be conducted. Charles W. Tenney says, "... to the best of the writer's knowledge there has not previously been any attempt made to determine what happens to the student following graduation."<sup>10</sup> Mr. Tenney is specifically concerned with the student that graduates from the various college programs in law enforcement. Merlyn D. Moore, who conducted a survey of all criminal justice graduates of Michigan State University, says, "Surprisingly, this writer knows of no criminal justice school that has conducted research of this kind."<sup>11</sup> Both of these men express surprise that little inquiry has been made into what becomes of graduates of law enforcement programs from

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<sup>10</sup>Tenney, Higher Education Programs, p. 60.

<sup>11</sup>Merlyn D. Moore, "A Study of the Placement and Utilization Patterns and Views of the Criminal Justice Graduates of Michigan State University." (unpublished Ph.D. dissertation, Michigan State University, 1972), p. 5.



various institutions of higher learning. Mr. Moore suggests that additional research be conducted for the purpose of comparative analysis.

### Statement of the Problem

It is important to find out what has happened to the police science graduates of LCCC to ascertain if the curriculum is meeting their needs. Their views concerning the police science curriculum should provide valuable insight on how the curriculum should be structured to prepare students for employment in law enforcement or to prepare them for transfer to a four year college.

Charles Saunders suggests, "Careful evaluation of existing programs is needed before criteria can be established for judging their adequacy."<sup>12</sup> His reference to "existing programs" concerns the various college educational programs for police. He believes that the adequacy or effectiveness of law enforcement educational programs cannot be judged without careful evaluation of each program. One way to evaluate the effectiveness of LCCC's police science program is to find out what has happened to the graduate. These graduates will be in a position to reflect on their educational experience at LCCC and to indicate whether the program has met their needs.

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<sup>12</sup>Charles B. Saunders, Jr., Upgrading The American Police (Washington: The Brookings Institution, 1970), p. 101.

L. L. Medsker suggests, "... evaluation of educational program effectiveness is meaningful only after it is known whether educational programs served their intended purposes."<sup>13</sup> If the police science graduates of LCCC are able to function satisfactorily in the employment they were prepared for or if they performed successfully at a four year college, the two primary objectives of this program, then it can be inferred that the program has met its intended purposes.

This research focuses upon the student that has graduated from LCCC's police science program. These former students will be in a position to judge the effectiveness of the program. They are the recipients of its strengths, as well as its weaknesses. If these graduates have been successful in obtaining employment in law enforcement or a related field, if they have successfully transferred to a four year college, if they have been promoted, or if they have achieved some success while employed in law enforcement or a related field, then it can be inferred that LCCC's police science program has contributed to their successes. Graduates were also asked to point out weaknesses in the program.

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<sup>13</sup>L. L. Medsker, "Strategies For Evaluation of Post-Secondary Occupational Programs," (University Park: The Pa. State University, 1971), p. 7.

### Importance of the Problem

This evaluation is needed not only at LCCC but also at other institutions offering similar programs. Many of these programs are of recent vintage (mid-1960's) and relatively few evaluations have been conducted to determine their effectiveness. Evaluations should be conducted periodically to ascertain if law enforcement programs at colleges are meeting their intended objectives and the needs of their students who will apply the principles learned at the various institutions. The needs of the students, as related to their employment needs or their preparation for further education, should be of paramount importance to institutions in planning their curriculums.

The information revealed by LCCC's police science graduates should be carefully considered in future planning of the police science curriculum. A survey of the participants of a program is one of the steps which can be taken by institutions to judge the adequacy of their programs.

## CHAPTER III

### METHODOLOGY

A major purpose of this study is to obtain feedback from graduates of LCCC's police science program to ascertain whether the program fulfilled its objectives and met the students needs. Since LCCC's police science program has been in existence for nine years and it has been graduating students for seven years, many of these graduates will have had time to obtain employment in law enforcement or a related field, or to have completed further college education, or to have achieved other alternatives. These graduates should be in a position to report on the program's strengths, as well as its weaknesses. Since a review of the literature revealed few longitudinal surveys of all graduates of law enforcement programs, it is believed this study will contribute towards filling this void.

#### Hypotheses

The following are hypotheses that were developed and explored in this study:

Hypotheses I. A majority of graduates, if they had it to do over again, would choose the police science curriculum.

Hypothesis II. A majority of graduates, who were not employed in law enforcement or a related field when they graduated from LCCC, intended to enter law enforcement or a related field.

Hypothesis III. A significant number of pre-service graduates will express dissatisfaction with their initial employment after graduation from LCCC.

Hypothesis IV. The majority of graduates employed in law enforcement or a related field will believe they were more adequately prepared to perform their employment tasks than those they observed in similar positions who had either less college education or none at all.

Hypothesis V. The majority of graduates will feel that all law enforcement personnel or those in a related field should possess an associate degree.

Hypothesis VI. A significant difference will be found between in-service and pre-service personnel concerning their opinions about the police science curriculum.

Hypothesis VII. A majority of graduates will indicate they have not continued their education beyond the associate degree.

Hypothesis VIII. The majority of those graduates who do continue their education beyond LCCC will feel they were adequately prepared by LCCC for the transition.

Hypothesis IX. A majority of students employed in law enforcement or a related field will believe their education at LCCC has helped them to become more knowledgeable in their respective fields.

Hypothesis X. A significant difference will be found between those employed in law enforcement or a related field and those not employed in these areas, concerning difficulties they experienced in arranging work schedules while attending LCCC.

Hypothesis XI. In the category of in-service personnel, the police science program will attract primarily individuals with relatively few years of law enforcement or related field experience.

Hypothesis XII. Overall, graduates will report they were satisfied with the police science curriculum.

#### Population

The population from which the sample was drawn included all police science graduates of LCCC from 1969 through 1976. There have been 176 graduates from this program during this period.

#### Method Of Gathering Data

The text, Educational Research, recommends that a survey instrument be used to gather data from many persons

dispersed over a large geographical area.<sup>14</sup> Graduates of LCCC's police science program number 176 and many of them are dispersed throughout the state of Ohio. Since personally contacting each graduate would be prohibitively time consuming and quite expensive, the survey method was utilized.

A survey questionnaire was developed and mailed to all graduates to gather information for this research. Careful consideration was given to the development of questions which would elicit information essential to the objectives of this study. Assistance was solicited from faculty members, administrative members, and research specialists at LCCC and from the researcher's graduate committee members in the development of the questionnaire. The questionnaire consists of four sections: (1) General Background Information; (2) Educational Information; (3) College Education Beyond LCCC; and (4) Employment.<sup>15</sup> A pretest of the instrument was given to five police science graduates who live in communities near LCCC. The purpose of the pretest was to determine if any difficulties would arise in the graduates understanding or interpreting the questionnaire. Revisions were made accordingly.

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<sup>14</sup>Walter R. Borg and Meredith D. Gall, Educational Research, (New York: David McKay Co., Inc., 1974), pp. 187-210.

<sup>15</sup>See Appendix "D" - Questionnaire.

A cover letter signed by Mr. George Rosbrook, Chairman of the Public Service Careers Division of LCCC, was included with the questionnaire.<sup>16</sup> Since Mr. Rosbrook has been in charge of the police science program from its inception in 1967, it was felt the return rate would be increased and his former students would be more responsive to him.

The school (LCCC) files were checked for the police science graduates most recent addresses. Also, inquiries were made of LCCC students, staff, and faculty in an effort to bring the current addresses of the graduates to as high a degree of accuracy as possible.

On October 29, 1976, 176 questionnaires were mailed to all of the graduates of LCCC's police science program. Included with this initial mailing was a letter signed by Mr. Rosbrook which briefly explained the objectives of the study and the importance of each graduate completing and returning the questionnaire. A stamped, self addressed return envelope was also enclosed.

After approximately two weeks a follow-up letter, along with a questionnaire, was sent to those graduates who had not yet responded.<sup>17</sup>

Only seven of the graduates addresses could not be ascertained and these were returned by the U.S. Post

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<sup>16</sup>See Appendix "E" - Cover Letter.

<sup>17</sup>See Appendix "F" - Follow-up Letter.



Office as being undeliverable. As a result of the mailing and follow-up, 115 questionnaires were completed and returned. The useable return percentage was 68 percent.

### Analysis Techniques

The data from the respondents' questionnaires was coded and punched on I.B.M. cards. The manipulation of data was made through the use of a computer. Descriptive survey tables were produced illustrating frequency and percentage distributions. The statistical analysis utilized was the chi-square test.<sup>18</sup> The level of significance was set at the .05 level or less.<sup>19</sup> The Statistical Package for the Social Sciences (SPSS) was used to obtain descriptive statistics, frequency distributions, and cross tabulations of the data.<sup>20</sup>

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<sup>18</sup>Dean J. Champion, Basic Statistics For Social Research, (Scranton, Pa.: Chandler Publishing Co, 1970), pp. 130-36. Recommended for single sample populations when conducting social research.

<sup>19</sup>Champion, Research, pp. 83-84. Commonly used level of significance in social research is .05.

<sup>20</sup>N. H. Nie, D. H. Bent, and C. H. Hull. Statistical Package for the Social Sciences, (New York: McGraw-Hill Book Co., Inc., 1970), pp. 343.

## CHAPTER IV

## DATA ANALYSIS AND FINDINGS

The survey population consisted of 176 police science graduates who graduated from LCCC between 1969 and 1976. Seven questionnaires were returned by the U.S. Post Office as undeliverable. One-hundred eighteen completed questionnaires were returned, of which 115 were returned in time for the computer analysis.

The data collected is presented in two sections. The first section summarizes the respondents' replies to the forty questions contained in the survey instrument. The second section restates each hypothesis, summarizes those questions which show data relating to the hypothesis, and then indicates whether the hypothesis is accepted or rejected.

Summary of the Survey InstrumentPart I. General Information

1. Age:	<u>Age</u>	<u>Number</u>	<u>Percent</u>
	20	6	5.2
	21	9	7.8
	22	10	8.7
	23	8	7.0
	24	7	6.1
	25	10	8.7
	26	8	7.0
	27	9	7.8
	28	6	5.2
	29	3	2.6

<u>Age</u>	<u>Number</u>	<u>Percent</u>
30	3	2.6
31	1	.9
32	4	3.5
33	3	2.6
34	3	2.6
35	6	5.2
37	2	1.7
38	2	1.7
39	3	2.6
41	1	.9
43	2	1.7
47	1	.9
48	1	.9

\*Two persons did not respond.

\*\*Mean age is 28.4 Median age is 26.4.

2. Sex:		<u>Number</u>	<u>Percent</u>
	Male	94	82
	Female	21	18

3. Race:		<u>Number</u>	<u>Percent</u>
	Black	2	2
	Spanish	2	2
	White	111	96

4. What is your annual salary?		<u>Number</u>	<u>Percent</u>
	Less than \$5000	23	20
	\$5000 - \$6999	5	4.3
	\$7000 - \$8999	8	7
	\$9000 - \$10,999	15	13
	\$11,000 - \$12,999	22	19.1
	\$13,000 - \$14,999	18	15.7
	\$15,000 - \$16,999	13	11.3
	\$17,000 - \$18,999	5	4.3
	\$19,000 or more	6	5.2

## Part II. Educational Information

5. Why did you enroll at LCCC?		<u>Number</u>	<u>Percent</u>
(1) To obtain an Associate Degree and obtain initial employment in law enforcement or a related field.....		49	42.6
(2) To obtain an Associate Degree and continue employment in law enforcement or a related field.....		44	38.3

	<u>Number</u>	<u>Percent</u>
(3) To obtain an Associate Degree and transfer to another college or university.....	45	39.1
(4) Other.....	2	1.7

\*Twenty-five graduates indicated multiple reasons for enrolling. Nine graduates selected (1) and (3). Sixteen graduates selected (2) and (3). The number and percent for each reason is in relationship to all respondents.

6. While attending LCCC how many quarters were you enrolled as a full-time student (12 or more hours per quarter) and how many part-time (11 or fewer hours per quarter)?

- (1) Full-time: 95 students reported attending one or more quarters full-time.
- (2) Part-time: 56 students reported attending one or more quarters part-time.

7. If you had it to do over again, would you choose Police Science as your major?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	99	86.1
(2) No.....	14	12.2

\*Two respondents failed to answer this question.

- (1) More Than Adequate
- (2) Adequate
- (3) Not Adequate

	<u>(1)</u>	<u>(2)</u>	<u>(3)</u>
8. The variety of courses were.....	40 35%	70 61%	5 4%
9. The introduction to the various areas of knowledge in law enforcement was...	34 30%	78 68%	3 2%
10. The depth of the various areas of knowledge required in law enforcement was.....	23 21%	71 64%	17 15%
11. The information regarding career opportunities in law enforcement was.....	13 12%	42 37%	58 51%
12. The emphasis on practical application of course material was.....	29 25%	60 53%	25 22%
13. The opportunity to learn about job skills required in law enforcement was.....	18 16%	64 57%	30 27%

	<u>(1)</u>	<u>(2)</u>	<u>(3)</u>
14. The theoretical explanation of the skills required in law enforcement was.....	34 30%	78 68%	2 2%
15. The number of elective courses was....	28 24%	64 56%	23 20%
16. Overall, my satisfaction with courses in the Police Science curriculum was.....	42 37%	72 63%	0 0

\*In questions 8-16 some persons did not answer some of these questions.

17. Are there any additional skills or areas of knowledge that you feel should be added to the Police Science curriculum at LCCC?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	71	64.5
(2) No.....	39	35.5

18. Are there specific areas of training or knowledge that you feel should be eliminated from the Police Science curriculum at LCCC?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	19	17
(2) No.....	90	83

19. Are there any courses you feel could be altered in the Police Science curriculum at LCCC?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	35	35
(2) No.....	64	65

20. Did you encounter any major difficulties while attending LCCC which you believe the College could alleviate for other students?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	27	23.5
(2) No.....	88	76.5

\*In questions 17-20 some persons did not answer some of these questions.

21. Have you continued your college education beyond the Associate Degree in Police Science?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	50	45.5
(2) No.....	60	54.5

\*Five graduates failed to answer this question.

Part III. College Education Beyond LCCC

22. Are you currently a student?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	25	51
(2) No.....	24	49

\*One graduate failed to answer this question.

23. What college or university did/are you attending?

<u>College or University</u>	<u>Number</u>	<u>Percent</u>
University of Cincinnati.....	4	8
Baldwin Wallace College.....	1	2
Heidelberg College.....	15	30
Youngstown State University.....	6	12
Northwestern University.....	2	4
University of Dayton.....	3	6
Eastern Kentucky State University.....	3	6
Kent State University.....	3	6
Bowling Green State University.....	2	4
Akron University.....	3	6
Cleveland State University.....	1	2
Nova University.....	1	2
Alvernia College.....	1	2
Lorain County Community College.....	4	8
University of Buffalo.....	1	2

24. What is/was your major?

<u>Major</u>	<u>Number</u>	<u>Percent</u>
Criminal Justice.....	11	23.4
Psychology.....	15	31.9
Police Management.....	1	2.1
Law Enforcement.....	9	19.1
Corrections.....	1	2.1
Business.....	1	2.1
Technical Education.....	3	6.4
History.....	1	2.1
Fire Science.....	1	2.1
Public Administration.....	1	2.1
Police Science.....	2	4.3
Sociology.....	1	2.1

\*Three graduates failed to answer this question.

25. How many credit hours have you completed beyond the Associate Degree?

<u>Quarter Hours</u>	<u>No.</u>	<u>% (or)</u>	<u>Semester Hours</u>	<u>No.</u>	<u>%</u>
3.....	1	4	20.....	2	18.2
4.....	1	4	40.....	1	9.1
5.....	1	4	50.....	4	36.4
6.....	1	4	60.....	1	9.1
10.....	2	8	70.....	2	18.2
18.....	1	4	80.....	1	9.1
20.....	1	4			
28.....	1	4	Mean - 50.9		
30.....	1	4	Median - 51.25		
31.....	1	4			
43.....	1	4			
45.....	1	4			
52.....	1	4			
60.....	1	4			
80.....	1	4			
86.....	1	4			
90.....	3	12			
93.....	1	4			
96.....	1	4			
99.....	2	8			

Mean - 51.2

Median - 46.25

\*Fourteen graduates failed to answer this question.

26. Have you earned any additional degrees?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	29	58
(2) No.....	21	42

If yes, what degree(s)?

(1) Bachelor's.....	29	100
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27. How does your grade point average (GPA) at LCCC compare with your GPA for courses taken after you graduated from LCCC?

	<u>Number</u>	<u>Percent</u>
(1) GPA at LCCC lower.....	7	15.2
(2) GPA about the same.....	34	73.9
(3) GPA at LCCC higher.....	5	10.9

\*Four graduates failed to answer this question.

28. Do you feel you were adequately prepared at LCCC to make the transition to a four-year institution?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	44	95.7
(2) No.....	2	4.3

\*Four graduates failed to answer this question.

#### Part IV. Employment

29. On the average, how many hours per week were you employed while attending LCCC?

	<u>Number</u>	<u>Percent</u>
(1) None, not employed.....	13	11.3
(2) Less than 15 hours.....	3	2.6
(3) 15 - 20 hours.....	16	13.9
(4) 21 - 25 hours.....	8	7
(5) 26 - 30 hours.....	10	8.7
(6) 31 - 35 hours.....	6	5.2
(7) 36 - 40 hours.....	28	24.3
(8) 41 hours or more.....	31	27

30. Type of agency?

	<u>Number</u>	<u>Percent</u>
(1) Federal.....	1	1.3
(2) State.....	5	6.3
(3) Local.....	51	64.6
(4) Private.....	22	27.8

If law enforcement field:

(1) Patrolman.....	27	50
(2) Sergeant.....	8	14.8
(3) Lieutenant.....	3	5.6
(4) Chief of Police.....	2	3.7
(5) Other.....	14	25.9

If law enforcement related:

(1) Corrections.....	1	6.2
(2) Probation.....	0	0
(3) Other.....	15	93.8

\*Twenty-three graduates failed to answer - type of agency.



31. How long had you been employed in this position when you graduated from LCCC?

<u>How Long</u>	<u>Number</u>	<u>Percent</u>
(1) Less than one year.....	22	23.7
(2) 1 - 4 years.....	35	37.6
(3) 5 - 8 years.....	28	30.1
(4) 9 - 12 years.....	4	4.3
(5) 13 - 16 years.....	2	2.2
(6) 17 years or more.....	2	2.2

\*Nine graduates failed to answer this question.

32. Did you experience difficulties in arranging your work schedule to facilitate your attendance at LCCC?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	30	30.6
(2) No.....	68	69.4

\*Four graduates failed to answer this question.

33. Type of agency? (After graduating from LCCC)

	<u>Number</u>	<u>Percent</u>
(1) Federal.....	3	3.3
(2) State.....	6	6.7
(3) Local.....	60	66.7
(4) Private.....	21	23.3

If law enforcement field:

(1) Patrolman.....	34	55.7
(2) Sergeant.....	9	14.8
(3) Lieutenant.....	2	3.3
(4) Chief of Police.....	3	4.9
(5) Other.....	13	21.3

If law enforcement related:

(1) Corrections.....	1	5.9
(2) Probation.....	1	5.9
(3) Other.....	14	82.4

\*Twelve graduates failed to answer - type of agency.

34. Were you satisfied with your initial position after graduation?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	62	64.6
(2) No.....	34	35.4

\*Nineteen graduates did not respond to this question.

35. Did you have difficulties finding employment?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	31	33.3
(2) No.....	62	66.7

\*Twenty-two graduates did not respond to this question.

36. Could LCCC have provided more assistance in helping you find employment?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	37	43.5
(2) No.....	48	56.5

\*Thirty graduates did not respond to this question.

37. Since graduating from LCCC I have:

	<u>Number</u>
(1) Received incentive pay for my Associate Degree...	33
(2) Passed a promotional exam.....	26
(3) Been assigned to a specialized bureau.....	15
(4) Been promoted.....	25
(5) Changed employment.....	24

38. Do you feel your college education at LCCC benefitted you personally in becoming a better police officer?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	65	60.7
(2) No.....	1	0.9
(3) Does not apply to me.....	41	38.4

\*Eight graduates did not respond to this question.

39. Do you believe all police officers should be required to possess or obtain an Associate Degree in Police Science?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	95	84.8
(2) No.....	17	15.2

\*Three graduates did not respond to this question.

40. Do you believe your college education at LCCC prepared you more adequately for employment in law enforcement or a related field than most other non-college educated persons in similar positions?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	100	97
(2) No.....	3	3

\*Twelve graduates did not respond to this question.

Hypotheses and Related Data

Hypothesis I. A majority of graduates, if they had it to do over again, would choose the police science curriculum.

Table 1

Question 7. If you had it to do over again, would you choose Police Science as your major?

	Number	Percent
(1) Yes.....	99	87.6
(2) No.....	14	12.4

If no, what would you have chosen as your major?

	Number
Business.....	4
Education.....	1
Elementary education.....	1
Electronics-communications.	1
Nursing.....	1
Public or police administration.....	1
General studies.....	1
A major I could use to get a job.....	1
Fire science.....	1
No other choice given.....	2

\*Two graduates did not respond to this question.

An overwhelming majority (87.6%) of graduates indicated they would again choose the police science program if they had it to do over. Therefore, Hypothesis I was accepted.

Hypothesis II. A majority of graduates, who were not employed in law enforcement or a related field when they graduated from LCCC, intended to enter law enforcement or a related field.

Table 2

Graduates Not Employed In Law Enforcement or  
a Related Field Upon Graduating From LCCC

Question 4. Why did you enroll at LCCC?

	<u>Number</u>	<u>Percent</u>
(1) To obtain an Associate Degree and obtain initial employment in law enforcement or a related field.....	49	73
(3) To obtain an Associate Degree and transfer to another college or university.....	17	25
(4) Other.....	1	2

A substantial majority of graduates not employed in law enforcement or a related field indicated their intention to gain initial employment in law enforcement or a related field upon graduating from LCCC. Therefore, Hypothesis II was accepted.

Hypothesis III. A significant number of pre-service graduates will express dissatisfaction with their initial employment after graduation from LCCC.

Table 3

Pre-service Graduates

Question 34. Were you satisfied with your initial position after graduation?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	23	55
(2) No.....	19	45

Although a majority (55%) indicated they were satisfied, the 45% indicating their dissatisfaction represents

nearly one-half of those pre-service graduates responding to this question. This rather large number of dissatisfied pre-service graduates should not be ignored. This is an area which needs further research to determine what role the college might play in helping to reduce this rather large percentage of dissatisfaction among pre-service graduates in their initial employment. Therefore, since those dissatisfied in this category closely approach 50% of the respondents, Hypothesis III was accepted.

Hypothesis IV. The majority of graduates employed in law enforcement or a related field will believe they were more adequately prepared to perform their employment tasks than those they observed in similar positions who had either less college education or none at all.

Table 4

Employed in Law Enforcement  
or a Related Field

Question 40. Do you believe your college education at LCCC prepared you more adequately for employment in law enforcement or a related field than most other non-college educated persons in similar positions?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	61	97
(2) No.....	2	3

\*Fourteen graduates did not respond to this question.

The overwhelming majority of those employed in law enforcement or a related field indicated their belief they

were better prepared to perform their employment tasks than those they observed in similar positions who had either less college education or none at all. Therefore, Hypothesis IV was accepted.

Hypothesis V. The majority of graduates will feel that all law enforcement personnel or those in a related field should possess an associate degree.

Table 5

Question 39. Do you believe all police officers should be required to possess or obtain an Associate Degree in Police Science?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	74	82
(2) No.....	16	18

\*Fifteen graduates did not respond.

A substantial majority of graduates indicated in the affirmative that all law enforcement personnel should possess or obtain an associate degree. Therefore, Hypothesis V was accepted.

Hypothesis VI. A significant difference will be found between in-service and pre-service personnel concerning their opinions about the police science curriculum.

Table 6

Question 8. The variety of courses were:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	18	41
(2) Adequate.....	24	54.5
(3) Not adequate.....	2	4.5

<u>Pre-service</u>		
(1) More than adequate..	13	27
(2) Adequate.....	33	69
(3) Not adequate.....	2	4

\*Twenty-three did not respond.

\*\*The chi-square value of 2.057 with two degrees of freedom was not significant at the .05 level.

Question 9. The introduction to the various areas of knowledge in law enforcement was:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	13	30
(2) Adequate.....	30	68
(3) Not adequate.....	1	2

<u>Pre-service</u>		
(1) More than adequate..	15	31
(2) Adequate.....	31	65
(3) Not adequate.....	2	4

\*Twenty-three did not respond.

\*\*The chi-square value of 0.319 with two degrees of freedom was not significant at the .05 level.

Question 10. The depth of the various areas of knowledge required in law enforcement was:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	8	19
(2) Adequate.....	28	67
(3) Not adequate.....	6	14

<u>Pre-service</u>		
(1) More than adequate..	10	22
(2) Adequate.....	27	59
(3) Not adequate.....	9	19

\*Twenty-seven did not respond.

\*\*The chi-square value of 0.659 with two degrees of freedom was not significant at the .05 level.

Question 11. The information regarding career opportunities in law enforcement was:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	8	19
(2) Adequate.....	16	38
(3) Not adequate.....	18	43

<u>Pre-service</u>		
(1) More than adequate..	3	6
(2) Adequate.....	17	36
(3) Not adequate.....	28	58

\*Twenty-five did not respond.

\*\*The chi-square value of 4.095 with two degrees of freedom was not significant at the .05 level.

Question 12. The emphasis on practical application of course material was:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	10	23
(2) Adequate.....	20	47
(3) Not adequate.....	13	30

<u>Pre-service</u>		
(1) More than adequate..	12	25
(2) Adequate.....	26	54
(3) Not adequate.....	10	21

\*Twenty-four did not respond.

\*\*The chi-square value of 1.084 with two degrees of freedom was not significant at the .05 level.

Question 13. The opportunity to learn about job skills required in law enforcement was:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	7	17
(2) Adequate.....	27	64
(3) Not adequate.....	8	19

<u>Pre-service</u>		
(1) More than adequate..	6	13
(2) Adequate.....	25	53
(3) Not adequate.....	16	34

\*Twenty-six did not respond.

\*\*The chi-square value of 2.547 with two degrees of freedom was not significant at the .05 level.

Question 14. The theoretical explanation of the skills required in law enforcement was:



<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	17	39
(2) Adequate.....	27	61
(3) Not adequate.....	0	0
 <u>Pre-service</u>		
(1) More than adequate..	12	26
(2) Adequate.....	34	72
(3) Not adequate.....	1	2

\*Twenty-four did not respond.

\*\*The chi-square value of 2.569 with two degrees of freedom was not significant at the .05 level.

Question 15. The number of elective courses was:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	12	27
(2) Adequate.....	27	61.5
(3) Not adequate.....	5	11.5
 <u>Pre-service</u>		
(1) More than adequate..	12	25
(2) Adequate.....	27	56
(3) Not adequate.....	9	19

\*Twenty-three did not respond.

\*\*The chi-square value of 0.970 with two degrees of freedom was not significant at the .05 level.

Question 16. Overall, my satisfaction with courses in the Police Science curriculum was:

<u>In-service</u>	<u>Number</u>	<u>Percent</u>
(1) More than adequate..	18	42
(2) Adequate.....	25	58
(3) Not adequate.....	0	0
 <u>Pre-service</u>		
(1) More than adequate..	17	35
(2) Adequate.....	31	65
(3) Not adequate.....	0	0

\*Twenty-four did not respond.

\*\*The chi-square value of 0.172 with one degree of freedom was not significant at the .05 level.

In questions 8-16, no statistically significant differences were found between in-service and pre-service graduates and their opinions regarding the police science

curriculum. Considerable dissatisfaction was expressed by both in-service and pre-service graduates concerning the information regarding career opportunities in law enforcement. Therefore, Hypothesis VI was rejected.

Hypothesis VII. A majority of graduates will indicate they have not continued their education beyond the associate degree.

Table 7

Question 21. Have you continued your college education beyond the Associate Degree in Police Science?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	50	45.5
(2) No.....	60	55.5

\*Five did not respond.

A majority of the graduates did indicate they had not continued their college education beyond the associate degree. However, when comparing the categories of pre-service and in-service it was found that 54% of in-service persons continued their college education beyond the associate degree while only 26% of pre-service persons continued. Therefore, Hypothesis VII was accepted.

Hypothesis VIII. The majority of those graduates who do continue their education beyond LCCC will feel they were adequately prepared by LCCC for the transition.

Table 8

Question 28. Do you feel you were adequately prepared at LCCC to make the transition to a four-year institution?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	44	96
(2) No.....	2	4

\*Four did not respond.

Question 27. How does your grade point average (GPA) at LCCC compare with your GPA for courses taken after you graduated from LCCC?

	<u>Number</u>	<u>Percent</u>
(1) GPA at LCCC lower....	7	15
(2) GPA about the same...	34	74
(3) GPA at LCCC higher...	5	11

\*Four did not respond.

Nearly all those graduates who continued college beyond LCCC expressed the belief that they had been adequately prepared by LCCC to make the transition to a four-year college. Eighty-nine percent indicated their grade point average (GPA) was either the same or higher than their GPA while attending LCCC. In addition, twenty-nine graduates reported they have successfully completed bachelor degrees. Therefore, Hypothesis VIII was accepted.

Hypothesis IX. A majority of students employed in law enforcement or a related field will believe their education at LCCC has helped them to become more knowledgeable in their respective fields.

Table 9

Question 40. Do you believe your college education at LCCC prepared you more adequately for employment in law enforcement or a related field than most other non-college educated persons in similar positions?

	<u>Number</u>	<u>Percent</u>
(1) Yes.....	61	97
(2) No.....	2	3

\*Fourteen did not respond.

The overwhelming majority of those employed in law enforcement or a related field believed they were more knowledgeable in their respective fields than others they observed in similar positions who had either less college or none at all. Therefore, Hypothesis IX was accepted.

Hypothesis X. A significant difference will be found between those employed in law enforcement or a related field and those not employed in these areas, concerning difficulties they experienced in arranging work schedules while attending LCCC.

Table 10

Question 32. Did you experience difficulties in arranging your work schedule to facilitate your attendance at LCCC?

<u>Law enforcement or related</u>	<u>Number</u>	<u>Percent</u>
(1) Yes.....	28	45
(2) No.....	34	55
<u>Others</u>		
(1) Yes.....	2	6
(2) No.....	34	94

\*Four did not respond.

\*\*The chi-square value of 15.006 with one degree of freedom was significant at the .05 level.

A statistically significant difference was found between those employed in law enforcement or a related field and those not employed in these areas concerning difficulties they experienced in arranging work schedules when they attended LCCC. A noticeable difference was found in the large percentage (45%) of those employed in law enforcement or a related field who expressed difficulty in arranging their work schedules while attending LCCC, as opposed to only two persons outside these areas who experienced difficulties. Therefore, Hypothesis X was accepted.

Hypothesis XI. In the category of in-service personnel, the police science program will attract primarily individuals with relatively few years of law enforcement or related field experience.

Table 11

In-service Personnel

Question 31. How long had you been employed in this position when you graduated from LCCC?

	<u>Number</u>	<u>Percent</u>
(1) Less than 1 year....	10	16
(2) 1 - 4 years.....	17	27
(3) 5 - 8 years.....	27	44
(4) 9 - 12 years.....	4	7
(5) 13 - 16 years.....	2	3
(6) 17 years or more....	2	3

\*Eight did not respond.

Since a career in law enforcement or a related field often consists of 25-30 years, individuals with relatively few years will be categorized as those employed eight years or less. Those employed eight years or less at the time of their graduation make up 87% of the in-service personnel responding to this question. Therefore, Hypothesis XI was accepted.

Hypothesis XII. Overall, graduates will report they were satisfied with the police science curriculum.

Table 12

Question 16. Overall, my satisfaction with courses in the Police Science curriculum was:

	<u>Number</u>	<u>Percent</u>
(1) More than adequate...	42	37
(2) Adequate.....	72	63
(3) Not adequate.....	0	0

\*One did not respond.

Not a single graduate expressed the belief that the police science curriculum was not adequate. Therefore, Hypothesis XII was accepted.

## CHAPTER V

## CONCLUSION

Summary

This study was conducted in cooperation with the Public Service Careers Division of Lorain County Community College (LCCC), Elyria, Ohio. The evaluation focuses on LCCC's police science graduates who have received an Associate Degree in Applied Science. The objectives of the study were: (1) to determine the present employment and educational status of the police science graduates of LCCC; (2) to seek suggestions from these graduates relevant to improving the police science curriculum; (3) to determine any difficulties encountered by these graduates while attending LCCC which could be alleviated by LCCC; and (4) to develop recommendations to improve LCCC's police science program.

Because of the large number of graduates and their wide geographic dispersion, a survey questionnaire was developed and utilized to gather data. The questionnaire was pre-tested, revised, and then mailed to all (176) of LCCC's police science graduates. Within two weeks, a follow-up letter was sent to all non-respondents. As a result of the initial mailing and follow-up, 118 questionnaires were completed and returned. One hundred fifteen were returned in

time for the computer analysis. The useable return percentage was 68 percent.

The statistical analysis utilized was the chi-square test and the level of significance was set at the .05 level or less. The data received from the respondents was coded and placed on I.B.M. cards. The Statistical Package for the Social Sciences (SPSS) was used to obtain descriptive statistics, frequency distributions, and cross-tabulations of the data.

### Observations

#### General Information

1. The overall sample was relatively young. (76% were 33 years of age or younger and 50% were 26 or younger)
2. Most respondents were male. (82%)
3. The racial make-up was overwhelmingly white. (96%) Only two graduates were black and two were Spanish.
4. A considerable portion of the graduates reported their income between \$9,000. and \$16,999. (59%)

#### Educational Information

1. The largest number of graduates were in the pre-service category when they entered LCCC. (43%) In-service represented 38% and 17% were persons who intended to get an associate degree and transfer to a four-year college. Twenty-five graduates indicated multiple reasons for enrolling at LCCC.
2. Overall, graduates were generally satisfied with LCCC's police science curriculum. (37% believe it is more than adequate and 63% answered adequate)



3. Majority dissatisfaction was expressed by graduates when asked whether information regarding career opportunities in law enforcement was sufficient. (51%)

Three other questions concerning the police science curriculum revealed substantial dissatisfaction:

- (1) was the emphasis on practical application of course material sufficient? (22% said no)
- (2) was the opportunity to learn about job skills required in law enforcement sufficient? (27% said no)
- (3) was the number of elective courses sufficient? (20% said no)

4. A majority of graduates indicated their belief that additional skills or areas of knowledge should be added to the police science curriculum. (64.5%)

Some of the suggested additions include: more practical problems, self-defense, pistol marksmanship, on the job experiences, internship programs, court procedure and criminal law, refresher courses, typing, public relations, human relations, more psychology, dealing with stress, more physical training, computer course related to police use, problem solving, search and seizure, more photography and criminalistics, and report writing.

5. A large number of graduates indicated their belief that some courses should be altered in the police science curriculum. (35%)

Some of the suggested alterations include: some photography and criminalistic labs are over-crowded, color photography is a must, use more audio visual aids, criminal law should include court room procedures, use of guest lecturers (judges, police officers, attorneys, etc.), criminalistics too technical in some respects, the basic science courses should be more related to law enforcement, management courses could be taught better, juvenile delinquency should be only one quarter, combine traffic laws and accident investigation, tailor English courses to police writing and communications, and more emphasis on people management.

6. Many graduates responded in the affirmative when asked if they encountered any major difficulties while attending LCCC which they believe the College could alleviate. (23.5%)

Some of their difficulties encountered include: counselors should get together with instructors to make sure the right classes are taken, improvement in counselling is needed, more counselling concerning job requirements, more consideration should be given to students who work and have schedule conflicts, schedule classes to meet work schedules of police, offer the same English (psychology, sociology, etc.) both days and evenings so police on swing shifts can attend classes no matter what shift they are working, times of classes, difficulty in scheduling some classes, have courses available days and evenings, some required courses were offered only once a year, some instructors should teach day and evening courses, all courses should be offered every quarter, all the damn paper work at registration time, travel difficult at times (offer more off-campus courses), have a course that tells what police work is really like, and help with housing for students not from the Lorain-Elyria area.

#### College Education Beyond LCCC

1. The majority of respondents did not continue college beyond LCCC's associate degree. (45.5%)

The two most frequently attended colleges beyond LCCC were Heidelberg College (30%) and Youngstown State University (12%).

Twenty-nine (58%) of those who continued college beyond LCCC have completed a baccalaureate degree.

2. Of those that did continue college beyond LCCC, 51% are currently students.

It was found that 54% of the in-service persons continued college beyond LCCC while only 26% of the pre-service persons continued.

3. Most graduates that continued college beyond LCCC felt they were adequately prepared by LCCC to make the transition to a four-year college. (96%)

They also indicated that their grade point average (GPA) after transferring to another college was equal to or higher than their GPA at LCCC.

## Employment

1. A majority of graduates were employed full-time while attending LCCC. (51%)  
  
Only 11% were unemployed and 38% were employed part-time while attending LCCC.
2. A considerable majority of in-service personnel were employed 8 years or less when they graduated from LCCC. (87%)
3. A considerable number of in-service persons expressed difficulty in arranging their work schedules while attending LCCC. (45%)
4. A majority of graduates were satisfied with their initial position after graduation from LCCC. (65%)  
  
A large percentage of pre-service graduates, however, were dissatisfied with their initial position after graduation from LCCC. (45%)
5. A large percentage of graduates expressed their belief that LCCC should have provided them with more assistance in finding employment. (43.5%)

Some of their recommendations include: develop a program to aid students in securing employment, arrange for job interviews, set up a list of referral agencies looking for graduates in police science, mail out lists of job openings in law enforcement, contact private industry and related services, more help from LCCC's placement office, advertise jobs available, let us know where and what police departments are giving civil service tests, list jobs open, list civil service exams and dates they are to be given, work closer with law enforcement agencies, more bulletins on upcoming civil service tests, send employment notices from police departments, establish a police science placement bureau, run a continuous ad in law enforcement journals requesting information about openings in law enforcement field, provide more literature about openings in the law enforcement field, develop a job information board, and give more direction on where to look for employment.

6. Thirty-three graduates (29%) reported receiving incentive pay for their associate degree; 26 graduates (23%) reported passing a promotional exam; 15 graduates (13%) reported being assigned to a specialized bureau; 25 graduates (22%) reported being promoted; and 24 graduates (21%) reported changing employment since graduating from LCCC.
7. The overwhelming majority of law enforcement employed graduates believe their education at LCCC benefitted them personally in becoming better police officers. (98%)
8. Most graduates believe an associate degree should be a minimum requirement for police officers. (85%)

### Recommendations

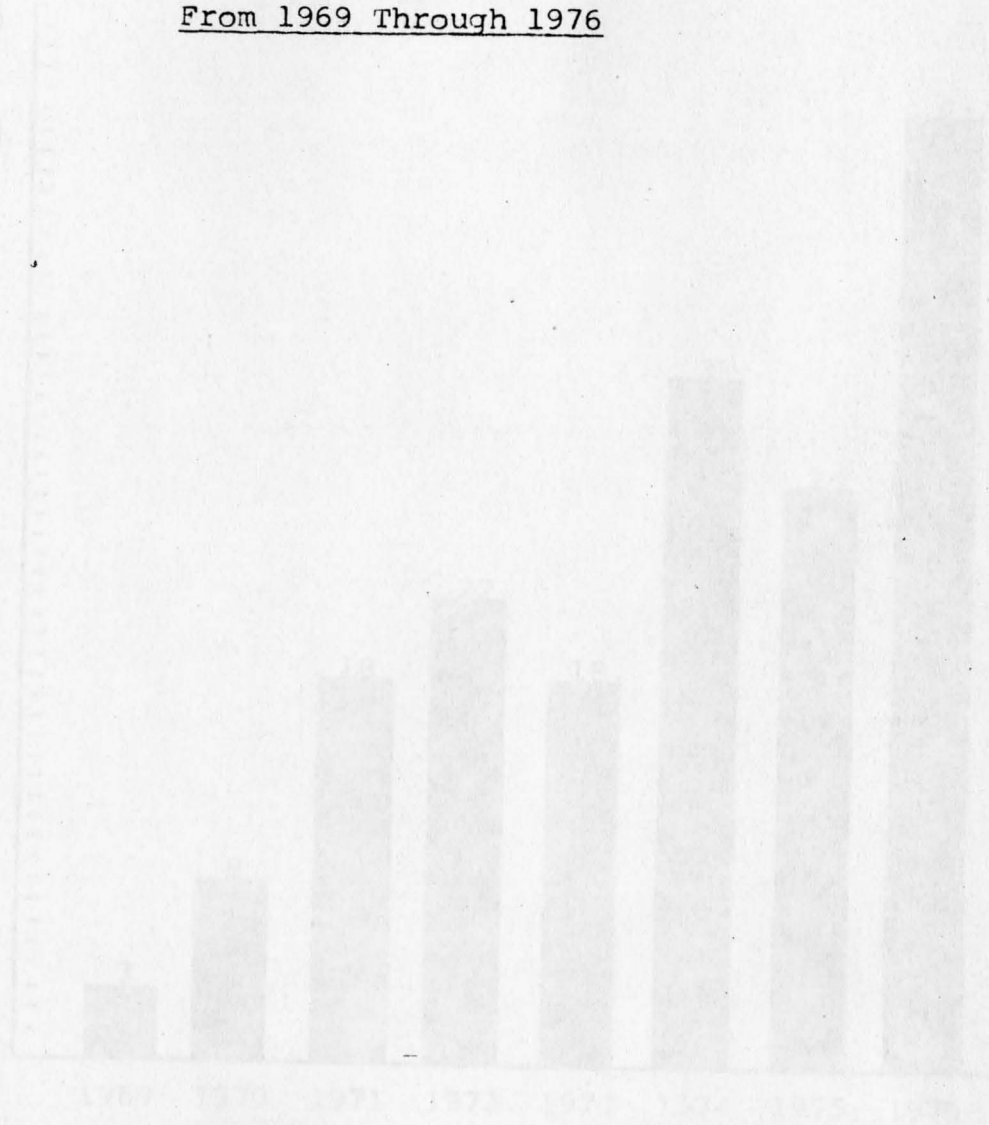
The police science program at LCCC seems to be successful and to have been well planned. Most of the graduates surveyed were satisfied with the program. However, as one of the respondents replied, "The police science program is a good program because it is not stagnant." Therefore, it is important that the program retain its flexibility and from time to time initiate appropriate changes to meet the needs of its students.

There were, however, several weaknesses revealed in this study which were mentioned in Observations. Mr. Rossbrook, the program's director, has given his assurance that the results of this study will be considered in future planning of the police science curriculum. Also, some of the concerns such as scheduling of classes and placement of graduates will be forwarded to the appropriate departments within LCCC for their consideration.

Suggestions for additional research include: (1) surveying employers of LCCC's police science graduates to ascertain their perceptions of the graduates' abilities; (2) conduct a comparison between LCCC graduates employed in law enforcement or a related field and similar employees who do not have an associate degree; and (3) conduct additional research of other college law enforcement programs to provide data for comparative purposes.

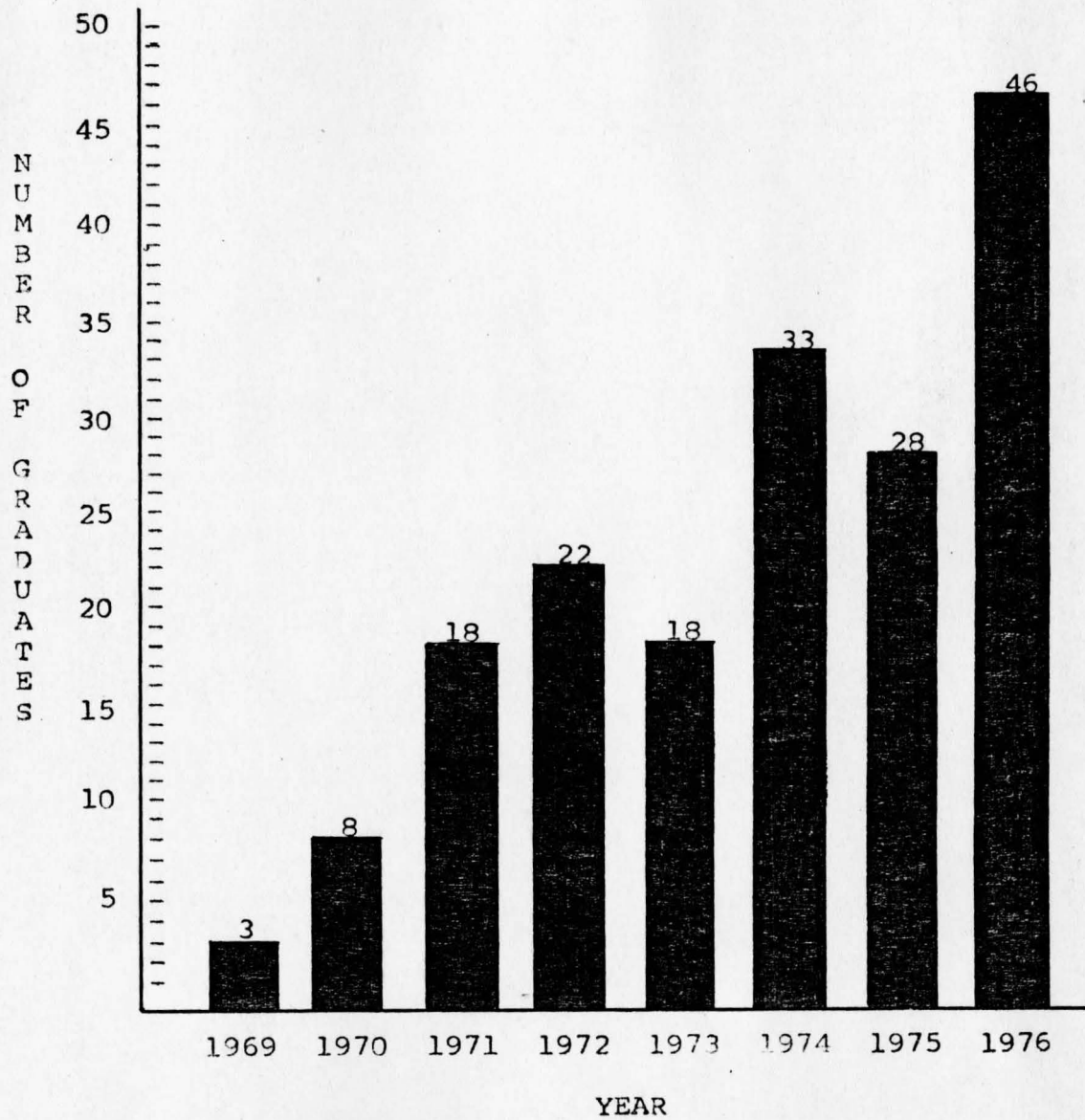
## APPENDIX A

Graphic Illustration of Police  
Science Graduates at LCCC  
From 1969 Through 1976



## LCCC POLICE SCIENCE GRADUATES

1969 - 1976







LORAIN COUNTY COMMUNITY COLLEGE  
POLICE SCIENCE OPTION

<u>FIRST YEAR</u>	<u>Class Hours</u>	<u>Lab Hours</u>	<u>Credit Hours</u>
<u>First Quarter</u>			
Physical Topics	2	2	3
Foundations of Criminal Justice	3	0	3
Photography I	2	2	3
Introduction to Investigation	3	0	3
Municipal Supervisory Methods	2	0	2
Rifle Marksmanship & Hunter Safety	0	2	1
Introduction to Criminalistics I	2	2	3
<u>Second Quarter</u>			
Chemical Topics	2	2	3
Photography II	2	2	3
Introduction to Criminalistics II	2	2	3
Juvenile Procedures I	3	0	3
Traffic Problems and Laws	3	0	3
Techniques of Municipal Administration	2	0	2
Physical Education Elective	0	2	1
<u>Third Quarter</u>			
Biological Subjects	2	2	3
Computers and Police Science	3	0	3
Intermediate Criminalistics	2	2	3
Probation and Parole, or Accident Investigation	3 or 2	0 0	3 or 2
Police Administration & Supervision	3	0	3
Juvenile Procedures II	3	0	3
<u>SECOND YEAR</u>			
<u>First Quarter</u>			
Composition/Communication Skills	3	0	3
Introduction/Basic Concepts Sociology	5/3	0	5/3
Evidence, Cases & Comments	3	0	3
Criminal Law	3	0	3
Arrest, Cases & Comments	3	0	3
<u>Second Quarter</u>			
Composition/Communication Skills	3	0	3
General/Basic Concepts Psychology	5/3	0	5/3
Criminal Law	3	0	3
Political Science Elective	5	0	5
<u>Third Quarter</u>			
Composition/Communication Skills	3	0	3
Oral Communication	5	0	5
Criminology	5	0	5
Functional Interviewing	3	0	3
Physical Education Elective	0	2	1

APPENDIX C

Law Enforcement and Criminal Justice

Degree Programs By States

Alabama	1	1	1	1
Alaska	1	1	1	1
Arizona	1	1	1	1
Arkansas	1	1	1	1
California	22	24	1	1
Colorado	1	1	1	1
Connecticut	1	1	1	1
Delaware	1	1	1	1
District of Columbia	1	1	1	1
Florida	1	1	1	1
Georgia	1	1	1	1
Hawaii	1	1	1	1
Idaho	1	1	1	1
Illinois	1	1	1	1
Indiana	1	1	1	1
Iowa	1	1	1	1
Kansas	1	1	1	1
Kentucky	1	1	1	1
Louisiana	1	1	1	1
Maine	1	1	1	1
Maryland	1	1	1	1
Massachusetts	1	1	1	1
Michigan	1	1	1	1
Minnesota	1	1	1	1
Mississippi	1	1	1	1
Missouri	1	1	1	1
Montana	1	1	1	1
Nebraska	1	1	1	1
Nevada	1	1	1	1
New Hampshire	1	1	1	1
New Jersey	1	1	1	1
New Mexico	1	1	1	1
New York	1	1	1	1
North Carolina	1	1	1	1
North Dakota	1	1	1	1
Ohio	1	1	1	1
Oklahoma	1	1	1	1
Oregon	1	1	1	1
Pennsylvania	1	1	1	1
Rhode Island	1	1	1	1
South Carolina	1	1	1	1
South Dakota	1	1	1	1
Tennessee	1	1	1	1

LAW ENFORCEMENT AND CRIMINAL JUSTICE  
DEGREE PROGRAMS BY STATES

A = Associate    B = Bachelors    M = Masters  
D = Doctorate    No. = Number of Schools

State	A	B	M	D	No.
Alaska.....	12	13	8		18
Alaska.....	1				1
Arizona.....	7	12	2		9
Arkansas.....	1	1			1
California.....	92	24	18	5	76
Colorado.....	4	2			3
Connecticut.....	14	3	3		9
Delaware.....	7	2			5
Dist. of Columbia...	4	3	1		3
Florida.....	56	15	4	1	33
Georgia.....	19	8	2		17
Hawaii.....	4	1			4
Idaho.....	6	5			3
Illinois.....	36	11	8		36
Indiana.....	12	12	6		16
Iowa.....	23	4	1		14
Kansas.....	17	6	7		8
Kentucky.....	10	9	4	1	7
Louisiana.....	6	7			8
Maine.....	7	1			4
Maryland.....	16	6	3	2	13
Massachusetts.....	19	7	3		21
Michigan.....	36	22	3	1	27
Minnesota.....	12	9	1		14
Mississippi.....	5	3	1		7
Missouri.....	20	15	2		18
Montana.....	5	2	1	1	4
Nebraska.....	3	3	1		3
Nevada.....		2			2
New Hampshire.....	1				1
New Jersey.....	14	9	1		18
New Mexico.....	4	6	2		3
New York.....	36	22	2	1	37
North Carolina.....	9	7			11
North Dakota.....	1				1
Ohio.....	20	11	5		20
Oklahoma.....	8	5	1		9
Oregon.....	17	3	1		12
Pennsylvania.....	30	22	8	2	22
Rhode Island.....	1	1			1
South Carolina.....	8	1			7
South Dakota.....	1	1	1		3
Tennessee.....	5	5	2		7

State	A	B	M	D	No.
Texas.....	50	33	11	4	64
Utah.....	3	2	1		3
Vermont.....	5	3			3
Virginia.....	22	8	1		18
Washington.....	25	15	3		20
West Virginia.....	2	1			2
Wisconsin.....	10	9	2	1	14
Wyoming.....	2				3
Guam.....	1	4	1		1
Totals.....	729	376	121	19	664

## APPENDIX D

Questionnaire Sent To All GraduatesOf the Police Science ProgramAt LCCC To Determine TheirPresent Status and ToSolicit Their ViewsConcerning TheirEducation at LCCC

Please feel free to use the back page of this questionnaire for any additional comments or questions.

## PART I. GENERAL INFORMATION

1. Age: \_\_\_\_\_ Years

2. Sex: \_\_\_\_\_ (1) Male \_\_\_\_\_ (2) Female

3. Race: \_\_\_\_\_ (1) American Indian \_\_\_\_\_ (4) Spanish American  
 \_\_\_\_\_ (2) Filipino \_\_\_\_\_ (5) Mexican American  
 \_\_\_\_\_ (3) Other \_\_\_\_\_ (6) Foreign Born

4. What is your annual salary?

\_\_\_\_\_ (1) Less than \$5,000 \_\_\_\_\_ (6) \$15,000 - \$19,999  
 \_\_\_\_\_ (2) \$5,000 - \$9,999 \_\_\_\_\_ (7) \$20,000 - \$24,999  
 \_\_\_\_\_ (3) \$10,000 - \$14,999 \_\_\_\_\_ (8) \$25,000 - \$29,999  
 \_\_\_\_\_ (4) \$15,000 - \$19,999 \_\_\_\_\_ (9) \$30,000 or more  
 \_\_\_\_\_ (5) \$20,000 - \$24,999

Dear Graduate:

As part of a continuing effort to improve and expand the quality of services offered at Lorain County Community College, we are conducting a survey of the graduates of the Police Science Program.

The primary concerns of this study are: (1) to determine the present status of LCCC's Police Science graduates, (2) to seek suggestions for improving the Police Science curriculum, and (3) to determine difficulties encountered by students while attending LCCC, which we may be able to alleviate.

The information you provide will be kept confidential. A self-addressed, postage-paid envelope is enclosed for your convenience. If you have any questions concerning the survey, please contact Walter H. McGreevy, c/o Public Service Careers. We hope we can count on you to provide the information we need.

---

Please feel free to use the back page of the survey if you need additional space to respond to any question.

---

PART I. GENERAL INFORMATION

1. Age:     \_\_\_ Years
2. Sex:     \_\_\_(1) Male     \_\_\_(2) Female
3. Face:    \_\_\_(1) American     \_\_\_(4) Spanish  
              Indian                    American  
              \_\_\_(2) Black            \_\_\_(5) White  
              American                American  
              \_\_\_(3) Oriental        \_\_\_(6) Foreign  
              American                Student
4. What is your annual salary?
 

___(1) Less than \$5000	___(6) \$13,000 - \$14,999
___(2) \$5000 - \$6999	___(7) \$15,000 - \$16,999
___(3) \$7000 - \$8999	___(8) \$17,000 - \$18,999
___(4) \$9000 - \$10,999	___(9) \$19,000 or more
___(5) \$11,000 - \$12,999	

## PART II. EDUCATIONAL INFORMATION

5. Why did you enroll at LCCC? (Check all those that apply.)
- (1) To obtain an Associate Degree and obtain initial employment in law enforcement or a related field.
- (2) To obtain an Associate Degree and continue employment in law enforcement or a related field.
- (3) To obtain an Associate Degree and transfer to another college or university.
- (4) Other (please specify): \_\_\_\_\_
6. While attending LCCC how many quarters were you enrolled as a full-time student (12 or more hours per quarter) and how many as a part-time student (11 or fewer hours per quarter)?
- (1) Number of quarters enrolled full-time
- (2) Number of quarters enrolled part-time
7. If you had it to do over again, would you choose Police Science as your major?
- (1) Yes  (2) No
- If no, what would you have chosen as your major?

In the following you are asked to indicate your opinions about the various aspects of the Police Science curriculum at LCCC. After reading each statement carefully, please mark an "X" in the box which best represents how you feel about the statement. If you have no basis for a choice, please leave the item blank.

(1) More Than Adequate (2) Adequate (3) Not Adequate

- |  | (1)                      | (2)                      | (3)                      |
|--|--------------------------|--------------------------|--------------------------|
| 8. The variety of courses were:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The introduction to the various areas of knowledge in law enforcement was:    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The depth of the various areas of knowledge required in law enforcement was: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The information regarding career opportunities in law enforcement was:       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The emphasis on practical application of course material was:                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The opportunity to learn about job skills required in law enforcement was:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The theoretical explanation of the skills required in law enforcement was:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- (1) (2) (3)
15. The number of elective courses was:
16. Overall, my satisfaction with courses in the Police Science curriculum was:
17. Are there any additional skills or areas of training or knowledge that you feel should be added to the Police Science curriculum at LCCC?  
 \_\_\_(1) Yes \_\_\_(2) No  
 If yes, please explain: \_\_\_\_\_
18. Are there specific areas of training or knowledge that you feel should be eliminated from the Police Science curriculum at LCCC?  
 \_\_\_(1) Yes \_\_\_(2) No  
 If yes, please explain: \_\_\_\_\_
19. Are there any courses you feel could be altered in the Police Science curriculum at LCCC?  
 \_\_\_(1) Yes \_\_\_(2) No  
 If yes, please explain: \_\_\_\_\_
20. Did you encounter any major difficulties while attending LCCC which you believe the College could alleviate for other students?  
 \_\_\_(1) Yes \_\_\_(2) No  
 If yes, please explain: \_\_\_\_\_
21. Have you continued your college education beyond the Associate Degree in Police Science?  
 \_\_\_(1) Yes \_\_\_(2) No  
 (If yes, please answer the questions in Part III; if no, please skip to Part IV.)

PART III. COLLEGE EDUCATION BEYOND LCCC

22. Are you currently a student?  
 \_\_\_(1) Yes \_\_\_(2) No
23. What college or university did/are you attending? \_\_\_\_\_
24. What is/was your major? \_\_\_\_\_
25. How many credit hours have you completed beyond the Associate Degree?  
 \_\_\_(1) Quarter Hours or \_\_\_(2) Semester Hours
26. Have you earned any additional degrees?  
 \_\_\_(1) Yes \_\_\_(2) No  
 If yes, what degree(s)? (Check all those that apply.)  
 \_\_\_(1) Bachelor's \_\_\_(3) Doctoral  
 \_\_\_(2) Master's \_\_\_(4) Other (please specify): \_\_\_\_\_



27. How does your grade point average (GPA) at LCCC compare with your GPA for courses taken after you graduated from LCCC?
- (1) GPA at LCCC lower  
 (2) GPA about the same  
 (3) GPA at LCCC higher
28. Do you feel you were adequately prepared at LCCC to make the transition to a four-year institution?
- (1) Yes  (2) No
- If no, what can LCCC do to better prepare students for this transition? \_\_\_\_\_

## PART IV. EMPLOYMENT

29. On the average, how many hours per week were you employed while attending LCCC?
- (1) None, not employed  (5) 26 - 30 hours  
 If none, skip to # 33.  (6) 31 - 35 hours  
 (2) Less than 15 hours  (7) 36 - 40 hours  
 (3) 15 - 20 hours  (8) 41 hours or more  
 (4) 21 - 25 hours
30. Please indicate the name of your employer/company and the position/rank you held while you were attending LCCC.
- Name of employer or company: \_\_\_\_\_
- Type of agency:
- (1) Federal  (3) Local  
 (2) State  (4) Private
- If law enforcement field:
- (1) Patrolman  (4) Chief of Police  
 (2) Sergeant  (5) Other (please specify): \_\_\_\_\_  
 (3) Lieutenant
- If law enforcement related:
- (1) Corrections  
 (2) Probation  
 (3) Other (please specify): \_\_\_\_\_
- If other fields: (please specify): \_\_\_\_\_
31. How long had you been employed in this position when you graduated from LCCC?
- (1) Less than 1 year -  (4) 9 - 12 years  
 (2) 1 - 4 years  (5) 13 - 16 years  
 (3) 5 - 8 years  (6) 17 years or more
32. Did you experience difficulties in arranging your work schedule to facilitate your attendance at LCCC?
- (1) Yes  (2) No
- If yes, what could LCCC do to help alleviate this problem for other students? \_\_\_\_\_





## APPENDIX E

Cover Letter Explaining the  
Purposes Of the Research

Dear Police Science Graduate:

The enclosed questionnaire is part of a research project being conducted by the Public Service Research Division of Lorain County Community College. The research is primarily concerned with your present status and some of your views concerning your attendance at LCC.

All graduates of LCC's Police Science Program are being surveyed. Without your participation, this survey will not be successful. Your cooperation is important.

Unless feedback is received from our graduates, we are uncertain which of our goals should remain the same, which goals should be altered, or which goals may be entirely unrealistic. Feedback from you will assist us in reviewing our curriculum, as well as providing useful information for our placement office.

Please do not sign this name. Our purpose is not to identify individuals. Our research is with the survey results from the surveyed Police Science graduates. A summary will be sent to participants upon request.

Sincerely yours,

Debra A. Brock - Chairman  
Public Service Research

Public Service Careers Division  
Lorain County Community College  
1005 North Abbe Road  
Elyria, Ohio 44035

Dear Police Science Graduate:

The enclosed questionnaire is part of a research project being conducted by the Public Service Careers Division of Lorain County Community College. The research is primarily concerned with your present status and some of your views concerning your attendance at LCCC.

All graduates of LCCC's Police Science Program are being surveyed. Without your participation, this project will not be successful. Your cooperation is important.

Unless feedback is received from our graduates, we are uncertain which of our goals should remain the same, which goals should be altered, or which goals may be entirely unrealistic. Feedback from you will assist us in improving our curriculum, as well as providing useful information for our Placement Office.

Please do not sign your name. Our purpose is not to identify individuals. Our concern is with the group results from the more than 150 Police Science graduates. A summary will be sent to participants upon request.

Sincerely yours,

George Rosbrook - Chairman  
Public Service Careers

APPENDIX F

Follow-up Letter Sent To  
Non-respondents Two Weeks  
After the Initial Mailing

Public Service Careers

Approximately two weeks after a questionnaire was sent to you as part of a research project being conducted by the Public Service Careers Division of Lorain County Community College. The purpose of this research is to determine the concept status and views of the public service careers. At the present time many of the statistics have returned and are being analyzed. However, for this research to be successful, we need your reply.

Because you didn't return a copy of the questionnaire if you have temporarily set it aside, we have enclosed another. Please complete it at your earliest convenience and return it as soon as possible. Your cooperation is appreciated.

Sincerely yours,

George W. Binkley - Chairman  
Public Service Careers

Public Service Careers Division  
Lorain County Community College  
1005 North Abbe Road  
Elyria, Ohio 44035

Dear Police Science Graduate:

Approximately two weeks ago a questionnaire was sent to you as part of a research project being conducted by the Public Service Careers Division of Lorain County Community College. The purpose of this research is to determine the present status and views of our police science graduates. At the present time many of the graduates have returned their questionnaires. However, for this research to be successful we need your reply.

In case you didn't receive a copy of the questionnaire or you have temporarily set it aside, we have enclosed another. Please complete it at your earliest convenience and return it as soon as possible. Your cooperation is appreciated.

Sincerely yours,

George Rosbrook - Chairman  
Public Service Careers

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