

**West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
January 23, 2014
10:30 a.m. – 11:30 a.m.
Agenda**

1. Call to Order and Roll Call—Committee Chair Dr. John Thralls, presiding
2. Verification of Appropriate Notice of Public Meeting Action 2
3. Review and Approval of Agenda Action 1
4. Review and Approval of Minutes of Previous Meeting Action 3
5. University Recommendations and Reports
 - 5.1 Provost’s Report on Academic Affairs Information
 - 5.2 Program Review – Criminal Justice Action 9
 - 5.3 Vision 2020 Information
6. Next Meeting Date – *March 20, 2014*
7. Adjournment

West Virginia State University Board of Governors
Academic Policies Committee

Date/Time: 1/23/2014 -- 10:30 AM

Location:

West Virginia State University, Erickson Alumni Center, Weisberg Lounge, Institute, WV

Purpose: To conduct regular business of the Committee in preparation for the January 23, 2014 Board of Governors meeting

Notes:

This is a compliant meeting.

Meeting was approved : 1/13/2014 4:12:40 PM

**West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
REVISED Minutes
September 19, 2013**

1. Call to Order and Roll Call

Dr. Thralls, Chair, called the meeting of the West Virginia State University Board of Governors Academic Policies Committee to order at 4:00 p.m.

Present: Dr. Guetzloff, Mr. Konstanty, Mr. Lipscomb, Mr. Rowe, and Dr. Smith. Several members of the administration, faculty, and staff were present.

2. Verification of Appropriate Notice of Public Meeting

Dr. Thralls announced the Verification of Appropriate Notice of Public Meeting.

3. Review and Approval of Agenda

Dr. Thralls asked for approval of the agenda. Dr. Smith made the motion and it was seconded by Dr. Guetzloff. The motion passed.

4. Review and Approval of Minutes of Previous Meeting

Dr. Thralls asked for approval of minutes of the previous meeting. Dr. Guetzloff made the motion and it was seconded by Dr. Smith. The motion passed.

5. Election of Committee Chair

Dr. Thralls asked Mr. Konstanty to conduct the election for Chair of the Academic Policies Committee of the West Virginia State University Board of Governors. Dr. Guetzloff nominated Dr. Thralls and Dr. Smith seconded the motion. Dr. Guetzloff moved that the Committee vote by acclamation and Dr. Smith seconded the motion. The motion passed.

6. Adoption of Presiding Officer in Absence of Committee Chair

Dr. Thralls opened the floor for nominations for the position of presiding officer in absence of the Chair of the Academic Policies Committee. Mr. Rowe nominated Mr. Konstanty and Dr. Guetzloff seconded the motion. Dr. Thralls invited the Committee to approve the nomination by acclamation and there was consensus to do so. The motion passed.

7. University Recommendations and Reports

Dr. Thralls called Dr. Byers to provide a report on the Academic Affairs of the University.

- 1) **Academic Affairs Office** – Dr. Byers discussed reorganization and new staff in Academic Affairs. He noted that two of the colleges have a new dean. Dr. Byers provided details related to faculty staffing and course offerings. He informed the Committee that he plans to present the Master of Public Administration degree program at the next meeting. The Higher Education Policy Commission (HEPC) approved the intent to plan for this program last November with possible implementation for fall 2014.

- i. Dr. Guetzloff inquired why the 2013-2014 Catalog was not printed. Dr. Byers noted that the print shop is behind on the printing and that current students fall under the 2012-2013 Catalog.
- ii. Dr. Guetzloff brought attention to the issue of overloaded classes (e.g., Math 020 and English 020). Dr. Guetzloff stated that the national recommendation for maximum enrollment is 18 while the mentioned classes had around 30 students enrolled. Dr. Byers stated that WVSU is ahead of most institutions; however, HEPC limits the number of developmental courses that the University can offer. WVSU added three math classes and an enhanced section of English to help meet the needs. A math resource center is under consideration and there is a plan to increase the number of adjunct faculty for the spring semester to correct this growing issue.
- iii. Dr. Guetzloff stated that once students are definitely going to the institution, the chairs and deans in the respective departments need to know the total number of freshmen. They also need to know how many of those freshmen need to take developmental courses. Additionally, they need to know if they are taking primarily day or night classes.

2) **Nursing Program** – The College of Natural Sciences and Mathematics is in the process of developing a nursing program under the direction of Dr. Katherine Harper and Ms. Laura Matthews. Ms. Matthews will provide the Committee documents for review at the next meeting in anticipation of sending the approved documents to the HEPC in November.

3) **Reaffirmation of Accreditation** – The reaffirmation of accreditation occurs April 13-15, 2015. Dr. Kimberly Whitehead and Dr. Tom Kiddie are the new co-chairs of the self-study, while Dr. Cristi Carson also works with the group. Action items include updating and refining the timeline, reorganizing and evaluating documents collected, developing a template for the self-study report, and convening various committees for continual review, feedback, revision, and improvement.

4) **HEPC Compact Submission** – This year marks the beginning of the new master plan for the Compact and the closeout of the previous master plan. Mr. Tom Bennett discussed the status of the compact and indicated that a workgroup has the task of submitting the Compact to the Office of the President by October 15, 2013.

8. **Future Meetings**

The Committee plans to convene special meetings as necessary during the last two weeks of October to review the Compact. These meetings may be attended in-person or by conference call to ensure a quorum. The next regularly scheduled meeting date of the Academic Policies Committee is Thursday, November 14, 2013.

9. **Adjournment**

With there being no further business, the meeting adjourned at 4:53 p.m.

Respectfully submitted,

Megan E. Norman
Executive Secretary to the Provost

**West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
Minutes
November 14, 2013**

1. Call to Order and Roll Call

Dr. Thralls, Chair, called the meeting of the West Virginia State University Board of Governors Academic Policies Committee to order at 10:30 a.m.

Present: Dr. Guetzloff, Mr. Konstanty, Mr. Lipscomb, Mr. Rowe, Dr. Smith, and Mr. White. Several members of the administration, faculty, and staff were present.

2. Verification of Appropriate Notice of Public Meeting

Dr. Thralls announced the Verification of Appropriate Notice of Public Meeting.

3. Review and Approval of Agenda

Dr. Thralls asked for approval of the agenda. Mr. Konstanty made the motion and it was seconded by Mr. White. The motion passed.

4. Review and Approval of Minutes of Previous Meetings

Dr. Thralls asked for separate votes regarding minutes of the previous three meetings.

1) September 19, 2013 – Dr. Guetzloff had two amendments.

a. 7.1.ii – Dr. Guetzloff originally stated that this information came from the national recommendation for maximum enrollment.

b. 7.1.iii – Dr. Guetzloff originally stated that math and English chairs/deans need to be notified of the number of total freshmen, the number of freshmen that will need developmental courses, and if they are taking primarily day or night classes.

Dr. Thralls asked for the approval of minutes pending the above changes. Dr. Smith made the motion and it was seconded by Mr. Rowe. The motion passed.

2) October 22, 2013 – Dr. Thralls asked for the approval of the minutes. Dr. Guetzloff made the motion and it was seconded by Mr. Lipscomb. The motion passed.

3) October 25, 2013 – Dr. Thralls asked for the approval of the minutes. Mr. Rowe made the motion and it was seconded by Mr. White. The motion passed.

5. University Recommendations and Reports

Dr. Thralls called upon Dr. Byers to provide a report on the Academic Affairs of the University

1) **Provost's Report on Academic Affairs** – Dr. Byers thanked Dr. Thralls for the opportunity to share with the committee information about ongoing work that is occurring in Academic Affairs.

- a. **New Director of the Drain-Jordan Library** – Dr. Willette Stinson started November 11, 2013 as the new director of the Drain-Jordan Library. Dr. Stinson received an MLS from the University of Pittsburgh and a Ph.D. in Library and Information Studies from Florida State University.
- b. **Regents Bachelor of Arts Director Appointed** – Ms. Sherri Shafer is the new Regents Bachelor of Arts degree Program Coordinator. Mr. White stated that Ms. Shafer is an excellent choice.
- c. **Dean of Professional Studies search** – The search process for the Dean of the College of Professional Studies is underway and 27 applicants have been received. The search committee screened the applicants and conducted Skype interviews with four candidates. The committee will conduct on-campus interviews for the three candidates that involve faculty, staff, students, and administrators December 2-4, 2013.
- d. **Association of Public Land-Grant Universities** – Dr. Byers was in Washington, D.C. November 10-12, 2013 for the annual Association of Public Land-Grant Institutions Conference, which was very beneficial and offered several sessions related to Academic Affairs.
- e. **Retirement** – Dr. Byers announced his retirement effective June 30, 2014. Dr. Byers stated that he would begin developing guidelines and procedures to ensure that his successor has the guidelines in place related to student and faculty procedures. Dr. Smith asked Dr. Byers to clarify his role with the University following his retirement. Dr. Byers stated that he will stay on to assist in reaffirmation of accreditation and philanthropy.
- f. **Additional Comments and Questions**
 - i. Dr. Guetzloff inquired about the merit pay instrument. The previous cycle was based on a rolling average. The chair of the senate requested that there be a two-year rolling average and that suggestion was refuted so only one year academically will be looked at. Dr. Guetzloff inquired about the logic of not having the two-year rolling average. Dr. Byers was not at the mentioned meeting and was not aware of any change.
 - ii. Dr. Guetzloff mentioned that on Monday, November 11, 2013 all students' A#'s were posted on the University's website. Dr. Guetzloff asked about the logic of this occurrence. Mr. Tom Bennett responded by saying the University attempted to create an easy way for students to find their advisors. The information was immediately removed from the public website and is now accessible in MyState – a more secure location.
 - iii. Mr. White stated that the new searchable format of the class schedule is very useful. Dr. Byers stated that Dr. Whitehead oversaw this endeavor along with updating the University Catalog.
 - iv. Dr. Guetzloff inquired about summer school and what, if anything, does the University plan to do to enhance summer school. Dr. Byers stated that Academic Affairs is working on this issue and

addressing it. Dr. Thralls suggested that Dr. Byers might want to research what is happening with summer school statewide.

- 2) **Reaffirmation of Accreditation Update** – Dr. Byers stated that Dr. Kimberly Whitehead and Dr. Thomas Kiddie are the new co-chairs of the self-study and they provided the following report:
 - a. Dr. Whitehead stated that the reaffirmation of accreditation process is progressing. A timeline was created to outline all primary events and actions needed to guide the University through a successful reaffirmation visit scheduled for April 13-15, 2015. She also outlined future activities associated with the reaffirmation that includes a retreat planned for December 16-17, 2013, and a mock site visit planned for July 2014.
- 3) **Program Review Update** – Dr. Byers mentioned that the program review committee is evaluating eight academic programs this academic year. Dr. Byers asked Dr. Whitehead to update the committee on program review.
 - a. Dr. Whitehead listed the eight programs to be reviewed this academic year. She provided a tentative schedule that listed when the Academic Policies Committee will review each program. Criminal Justice and Recreation will be reviewed during the January meeting. Social Work, Art, and Sports Studies will be reviewed during the March meeting, and Regents Bachelor of Arts, International Studies, and Health Sciences will be reviewed during the May meeting.
 - b. Dr. Thralls stated that due to the limitation of a one-hour timeframe, it might be difficult to review more than two programs during each meeting. He asked staff to discuss this issue further before the next meeting.
 - c. Dr. Guetzloff mentioned program review follow-up reports. Dr. Thralls agreed that follow-up reports could slip through the cracks and he asked Dr. Whitehead and staff to prepare a schedule for program review follow-up reports similar to the handout received at the meeting today.

6. **Next Meeting Date**
January 23, 2014

7. **Adjournment**

With there being no further business, the meeting adjourned at 11:15 a.m.

Respectfully submitted,

Megan E. Norman
Executive Secretary to the Provost



ACADEMIC PROGRAM REVIEW

2013-14_

Institutional Response Form

Program: Bachelor of Science in Criminal Justice

Date: January 7, 2014

Type of Review: X Comprehensive Self-Study
Follow-Up / Progress Report

Recommendation to the Board of Governors:

- 1. Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
3. Identification of the program for further development (e.g., providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
6. Other. Specify.

Rationale for Recommendation:

The Criminal Justice Program exhibited consistent performance in the areas of student enrollment and graduates during the five-year review cycle. During this time, the program experienced an increase in its student enrollment and maintained a stable number of graduates.

This consistent performance may be attributed to a number of strengths which include:

- 1. A tenured cadre of faculty members who have extensive practical experience in the field;
2. A wealth of active collaborative relationships with industry practitioners and agencies at the local and state level; and
3. Effective teaching, faculty access and willingness to provide academic assistance to students as indicated by graduate satisfaction data.

Understanding the utility of a good assessment plan and the importance of continuous evaluation and improvement, the program revised its assessment plan during the review cycle which impacted the collection of data and program assessment.

Noting the productivity of this program, continual increase in student enrollment, potential for growth and quality of the faculty, it is recommended that the Criminal Justice Program continue at the current level.

Signature of Chief Academic Officer

Date

Signature of President

Date

West Virginia State University

Comprehensive Program Review
for
Bachelor of Science in Criminal Justice

Submitted to

The Program Review Committee

2008-2013

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The Bachelor of Science degree program in Criminal Justice offers a curriculum that provides students with a thorough understanding of the Criminal Justice system and its interrelationship with society. The courses offered cover the Criminal Justice system (police, courts, and corrections), the theoretical causes of crime, perpetrators of crime and provide up-to-date knowledge of research in the field. This foundation prepares students for successful careers in law enforcement, corrections, probation, parole, juvenile justice, and social services. Completion of this degree enhances opportunities for advancement for those already employed in the criminal justice field. In addition, this program prepares students for advance study in graduate programs or law schools.

The purpose of this degree program is not only to instill comprehensive knowledge of the criminal justice system, but also to educate students to be critical thinkers who can communicate effectively orally and through writing. The Department of Criminal Justice is an intensive writing department and requires writing assignments in most courses. In addition, the program is committed to providing students with an understanding of the racial and gender issues in the criminal justice system and the larger society.

The program requires 51 hours of major courses as well as twelve (12) additional hours in a chosen certificate program, for a total of 63 required major hours. Currently, there are four certificate programs: Generalist, Law Enforcement, Corrections and Investigations. The prerequisites for the all certificate programs are as follows: currently enrolled in the University as a Criminal Justice major or, as a Post Baccalaureate or Post Associate Graduate student with a major in Criminal Justice, Law Enforcement or Forensic Science. Additionally, the Department offers an Area of Emphasis in Criminal Justice for the Regents, Bachelor of Arts degree. These certificate programs and area of emphasis were established to provide concentrated studies in specific areas of Criminal Justice for the purpose of enhancing job placement after graduation.

The Department of Criminal Justice mission statement at West Virginia State University is “To prepare students for roles as knowledgeable citizens and responsible criminal justice professionals in a global society.”

B. Program Outcomes

The Program Learning Outcomes for the Bachelor’s degree in Criminal Justice are as follows:

- 1) Knowledge
Students will demonstrate knowledge of the Criminal Justice field and analyze topical areas in the field. Components include policing, courts, corrections.
- 2) Critical Thinking
Students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms.

- 3) Communication
Students will demonstrate the ability to communicate effectively using appropriate media. Components include writing and speaking.
- 4) Diversity
Students will demonstrate sensitivity to diverse populations.
- 5) Professional Integrity & Responsibility
Students will apply the ethical standards and professional behavior of the Criminal Justice field. Components include ethics.

C. Consistency with University Mission

The mission of West Virginia State University is to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. The Department of Criminal Justice is committed to offering courses which are convenient to non-traditional students and students who work full time. The Department offers evening classes as well as continuing to offer additional Web 50, Web 80 and Web 100 on-line courses each semester in order to meet the University's mission of higher education and innovative teaching. The faculty in the Department of Criminal Justice is committed to improving the quality of students' experiences through their teaching, advising and research. The faculty is focused on producing graduates who are educated to achieve their maximum potential in their chosen field.

The mission of the College of Professional Studies is "To prepare qualified professionals to serve and lead in a global society." Therefore, the Department of Criminal Justice program's mission statement is evolved from the Institution's and the College of Professional Studies' mission statement. The mission of the Department of Criminal Justice is "To prepare students for roles as knowledgeable citizens and responsible criminal justice professionals in a global society."

The Department of Criminal Justice works toward these missions by preparing students to successfully compete for jobs in the Criminal Justice field. Students are provided with an excellent background in the Criminal Justice system and its processes. By offering courses which provide information on relevant issues in the field including race and gender, ethics, international Criminal Justice systems, and terrorism, students are given the necessary educational background to be knowledgeable citizens as well as being prepared to be professionals in the criminal justice system to be employed in a global society. Students are also required to enroll in courses from related disciplines such as Sociology, Political Science, and Psychology which are required courses in the University's general education curriculum which provides a more broad educational background which reinforces the department's mission statement.

Completion of the required major courses and certificate program leads to a Bachelor of Science in Criminal Justice. At the completion of the degree the graduate, when employed, will be prepared with the knowledge to live and work in a global society. Additional requirements in which the graduates obtain professional licensure and/or certification are not automatically earned with the completion of the degree or certificate. Additional professional certification or licensure requirements may include a Federal Bureau of Investigation (FBI) criminal background check, a West Virginia criminal background check and other organizational specific qualifications which ensure professional status are made known to all majors in their introductory course.

D. Previous Reviews and Corrective Actions

The Program's last Program Review in 2008-2009 stated that the Program was approved to continue at its current level of activity. No corrective actions were required.

E. Accreditation Information

1. Accreditation organization:

N/A The Department of Criminal Justice does not have outside accreditation.

2. Year of accreditation:

N/A

3. Accreditation status:

4. Accreditation organization report:

N/A

5. Deficiencies and corrective actions:

N/A

SECTION II: ADEQUACY

A. Curriculum

The Bachelor of Science Degree in Criminal Justice requires all students to complete 51 hours of major courses as well as an additional twelve (12) hours in a certificate program. Currently, there are four certificate programs: Generalist, Law Enforcement, Corrections and Investigations. Students must receive a minimum of a “C” in all required major courses.

The General Education Component requirements are consistent with the University requirements for all bachelor’s degrees. Candidates complete 57 semester hours of general education and elective courses. These courses are designed to increase the students’ general knowledge of the world and increase students’ basic skills in the areas of reading, writing and problem solving.

CJ 101 Introduction to Criminal Justice	Required Major Course	3 Credit Hours
CJ 204 Juvenile Justice	Required Major Course	3 Credit Hours
CJ 223 Police & Society	Required Major Course	3 Credit Hours
CJ 224 Punishment & Corrections	Required Major Course	3 Credit Hours
CJ 225 Victimology	Required Major Course	3 Credit Hours
CJ 226 Court Systems in the U.S	Required Major Course	3 Credit Hours
CJ 307 Criminal Law	Required Major Course	3 Credit Hours
CJ 308 Ethics in Criminal Justice	Required Major Course	3 Credit Hours
CJ 313 Race & Gender Iss. in C. J. or GED 200	Required Major Course	3 Credit Hours
CJ 314 Statistics for Professional Studies	Required Major Course	3 Credit Hours
CJ 315 Research Methods	Required Major Course	3 Credit Hours
CJ 322 Advanced Report Writing for C. J.	Required Major Course	3 Credit Hours
CJ 322 Criminology	Required Major Course	3 Credit Hours
CJ 330 Introduction to Communications in C. J.	Required Major Course	3 Credit Hours
CJ 380 Criminal Procedure	Required Major Course	3 Credit Hours
CJ 415 Management in Criminal Justice	Required Major Course	3 Credit Hours
CJ 425 Senior Seminar in Criminal Justice	Required Major Course	3 Credit Hours

In addition to the 51 hours of required courses students are required to enroll in one of four certificate programs. Courses taken in one certificate program cannot be applied to another certificate program although some courses are offered in more than one certificate program. The four certificate programs are: Generalist, Law Enforcement, Corrections, and Investigations. The qualifications for certificate programs are: Current enrollment at the University, or admission to the University as a Post Baccalaureate or Post Associate Degree holder who is currently employed in the criminal justice system, or admission to the University for anyone wishing professional development. Refer to the Curriculum Appendix for courses in the Various Certificate Programs. A minimum grade of “C” is required in all certificate courses.

The Generalist Certificate Program is open to all currently enrolled students in the Criminal Justice Department who do not wish to qualify for a certificate in Investigation, Corrections, or Law Enforcement. The Certificate Program is also open to Post Baccalaureate and Post Associate Degree holders employed in criminal justice, law enforcement forensic sciences, or corrections positions who wish to seek professional development or additional credentials. Courses taken in one certificate program cannot be applied to another certificate program with the exception of some courses which are listed as required courses in more than one certificate program.

The Law Enforcement Certificate Program is open to all currently enrolled students in the Criminal Justice Department who do not wish to obtain a certificate in Generalist, Investigation, or Corrections. The Certificate Program is also open to Post Baccalaureate and Post Associate Degree holders employed in criminal justice, law enforcement forensic sciences, or corrections positions who wish to seek professional development or additional credentials. Courses taken in one certificate program cannot be applied to another certificate program.

The Corrections Certificate Program is open to all currently enrolled students in the Criminal Justice Department who do not wish to obtain a certificate in Generalist, Law Enforcement or Investigation. The Certificate Program is also open to Post Baccalaureate and Post Associate Degree holders employed in criminal justice, law enforcement forensic sciences, or corrections positions who wish to seek professional development or additional credentials. Courses taken in one certificate program cannot be applied to another certificate program.

The Investigations Certificate Program is open to all currently enrolled students in the Criminal Justice Department who do not wish to obtain a certificate in Generalist, Law Enforcement or Corrections. The Certificate Program is also open to Post Baccalaureate and Post Associate Degree holders employed in criminal justice, law enforcement forensic sciences, or corrections positions who wish to seek professional development or additional credentials. Courses taken in one certificate program cannot be applied to another certificate program.

The Department also offers Regents Bachelors of Arts, Emphasis in Criminal Justice which consists of a group of courses representative of the concentrations in Criminal Justice. A minimum grade of “C” is required in each CJ course in the Area of Emphasis.

Refer to the Curriculum Appendix for courses in Emphasis in Criminal Justice for the Regents Bachelors of Arts Program. See Appendix II-A for entire curriculum sheet.

B. Faculty

The Criminal Justice Department currently has five fulltime, tenure track faculty members. The academic ranks of the faculty include three Associate Professors, and two Assistant Professors. The Chairperson of the Criminal Justice Department holds the rank of Associate Professor and is tenured. Four members hold a doctoral degree and one member has a master's degree.

During the 2012-2013 academic year the Department employed one full-time temporary faculty member to absorb the course load of a tenure tracked professor who resigned after the spring 2012 semester. A national search was conducted and a new faculty person accepted the position of Assistant Professor beginning in the fall of 2013.

The major strength of the faculty is that four of the six fulltime faculty members have professional experience in the Criminal Justice field. The Chairperson of the Department is a retired First Lieutenant from the West Virginia State Police, a second faculty person was a practicing fulltime attorney, a third faculty person taught in correctional institutions, and a fourth faculty person worked as an investigator for the medical examiner's office. In addition, faculty members have engaged in some form of service to the Criminal Justice field. Examples include volunteering as adjunct faculty at the West Virginia State Police Academy as well as offering training and consultation to local Criminal Justice agencies.

Adjunct faculty members are hired to teach specialized courses that are infrequently offered or when there is a need based on scheduling. All adjunct faculty members must have at least a master's degree and some expertise in the course they are teaching.

See Appendix II-B for the faculty data and teaching history for the Criminal Justice Department

C. Students

1. Entrance Standards:

Current admission requirements to the program are consistent with the admissions requirements of the University. These requirements are a minimum of 18 on the ACT or equivalent score on the SAT, and a minimum of a 2.0 high school GPA. Additionally all Criminal Justice majors are required to complete and sign a Notification of Disqualifiers for Employment in the Criminal Justice Profession form which makes students aware that employment in the Criminal Justice profession has requirements that are distinct from other employment in other professions (see exhibit 1). This is only advisory and informational in nature and does not preclude a student from majoring in Criminal Justice.

2. Entrance Abilities:

See Entrance Standards.

3. Exit Abilities:

A student who is a successful candidate for graduation with a Bachelors of Science in Criminal Justice must have an overall 2.0 Grade Point Average and complete the minimum 120 hours of course credit. The candidate must complete the requirements for completion of one certificate Program.

In addition, beginning in fall 2011, students were required to take a major discipline examination. The examination is administered in CJ 425, Senior Seminar. Collectively, 76 students have taken the examination since the fall 2011 semester. The Major Discipline Examination (MDE) measures student's basic knowledge of the American criminal justice system, both in historical and philosophical milieus. The MDE consists of 140 multiple choice questions equally divided among four topical sections. The four sections are:

- Part One: Evolution and the Philosophies of Policing
- Part Two: Evolution and Philosophies of Adjudication
- Part Three: Evolution and Philosophies of Corrections
- Part Four: Progenitors and Propagators of the Discipline: Theory Based

The examination is designed primarily to test student's knowledge in each section, although several questions in the examination are critical thinking based. The design also allows the examination to be used as a pre/post-test given first in CJ 101 Introduction to Criminal Justice and again in CJ 425 Senior Seminar. In this way, the student's knowledge may be compared as they have evolved through the program.

Currently, the examination is only given in CJ 425 Senior Seminar and the total score percentage is reported. This action is an attempt to set baseline scores for further and more complex analysis and assessment. The examination was given in four consecutive semesters and total score averages are reported in the following table.

Semester	N	Mean
Fall 2011	17	81
Spring 2012	16	76
Fall 2012	10	74
Spring 2013	33	78

Collectively, 76 students have taken the examination since the fall 2011 semester. The following table displays these student's scores.

Score	f	Score	f
99	1	77	2
97	1	76	2
95	1	75	1
94	1	74	2
93	2	73	3
91	3	72	3
90	2	71	2
89	1	70	1
88	3	69	2
87	1	68	2
86	2	66	3
85	2	64	1
84	4	63	1
83	4	62	1
82	1	59	1

81	5	58	1
80	1	56	1
79	7	49	2
78	2	44	1

The Mean Score for students was 77.65, the mode 81, median 79, n=76. When analyzing various sections of the examinations, each section met the benchmark of 70 percent in each category. The administration of the examination will continue as part of the assessment process.

4. Graduates:

During the review period, 163 students received Bachelor of Science degrees in Criminal Justice. A satisfaction survey was conducted on all graduates of the review period. Of the 163 students, 77 responses were collected. The results are as follows:

Teaching effectiveness of the faculty	Number of Respondents	Percentage of Respondents
Not at all Satisfied	0	0%
Somewhat Satisfied	1	1.3%
Satisfied	21	27.6%
Very Satisfied	54	71.1%
Availability of Faculty	Number of Respondents	Percentage of Respondents
Not at all Satisfied	0	0%
Somewhat Satisfied	1	1.3%
Satisfied	21	27.6%
Very Satisfied	54	71.1%
Department faculty concerned with your intellectual development	Number of Respondents	Percentage of Respondents
Not at all Satisfied	0	0%
Somewhat Satisfied	2	2.7%
Satisfied	22	29.3%
Very Satisfied	51	68%
Willingness of faculty to provide help	Number of Respondents	Percentage of Respondents
Not at all Satisfied	0	0%
Somewhat Satisfied	2	2.7%
Satisfied	13	17.3%
Very Satisfied	62	82.7%
Courses offered	Number of Respondents	Percentage of Respondents
Not at all Satisfied	0	0%
Somewhat Satisfied	13	16.9%
Satisfied	32	41.6%
Very Satisfied	32	41.6%
Elective Criminal Justice Courses Offered	Number of Respondents	Percentage of Respondents
Not at all Satisfied	1	1.3%
Somewhat Satisfied	9	11.7%
Satisfied	24	31.2%
Very Satisfied	43	55.8%

Overall Perception of the Criminal Justice Program	Number of Respondents	Percentage of Respondents
Not at all Satisfied	0	0%
Somewhat Satisfied	3	4.1%
Satisfied	17	23.3%
Very Satisfied	53	72.6%

Overall student satisfaction appears to be high in all areas, faculty, curriculum and the program itself. The least satisfaction was in course offerings and elective course offerings. The Department has taken corrective action by increasing the number of major hours required from 39 to 51. Additionally, the new certificate programs have resulted in the development and offering of the following new elective courses. CJ 385, Criminal Investigation, CJ 445, Crime Scene Investigation, CJ 455 Interviewing & Interrogation, CJ 465 Sex Crimes & Paraphilia, as well as Special Topics in Homicide, Forensic Death Investigation.

D. Resources

1. Financial

The program is supported by state appropriated funds. Besides personnel, the departmental budget includes money for supplies. The departmental budget is approximately \$300.00 per semester.

2. Facilities

During the 2009-2010 academic years the College of Professional Studies formed a Facilities Committee. This committee voted to pool resources to convert Wallace Hall rooms 221 and 531 into multimedia classrooms. Education, Criminal Justice and Social Work courses will share these facilities. Thus, a majority of the Criminal Justice courses will be taught in multimedia classrooms.

Wallace Hall room 531 is a multimedia classroom with an interactive white board where the majority of the Criminal Justice courses are offered. Wallace Hall rooms 521 and 524 are also considered a multimedia classroom as both rooms have a white board and ceiling mounted data projectors with computers.

The Drain-Jordan Library contains curriculum materials for Criminal Justice majors which included peer reviewed journals, criminal law books and various discipline related subscriptions.

E. Assessment (Both Student and Program levels)

1. Student Outcome Assessment Plan

The Criminal Justice faculty initiated development of a second assessment plan beginning in the fall of 2012 and completed in spring of 2013. The previous assessment program is explained in Section 2, Use of Assessment data.

After reviewing the initial assessment data the Department discovered deficiencies in the structural construction of the assessment plan. The Department developed a new assessment

plan which consisted of first; reducing the number of Program Learning Outcomes (PLO's) from 14 PLO's to five PLO's, which are as follows:

- 1) Knowledge - Students will demonstrate knowledge of the Criminal Justice field and analyze topical areas in the field. Components include policing, courts, corrections.
- 2) Critical Thinking - Students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms.
- 3) Communication - Students will demonstrate the ability to communicate effectively using appropriate media. Components include writing and speaking.
- 4) Diversity - Students will demonstrate sensitivity to diverse populations.
- 5) Professional Integrity & Responsibility - Students will apply the ethical standards and professional behavior of the Criminal Justice field. Components include ethics.

Second, a new curriculum map was developed that signifies that each PLO will be assessed at three different assessments points in the curriculum. The first assessment point is at or near the beginning of the suggested course curriculum, the second assessment point is at or near the middle of the suggested course curriculum and the third assessment point is at or near the end of suggested course curriculum. See Appendix II-E.

Additionally, the assessment plan incorporated assessment of each PLO's at three levels:

- 1) Knowledge and Comprehension
- 2) Application and Analysis
- 3) Synthesis and Evaluation level

New assessment rubrics were developed for each assessment assignment. The rubric assessment criteria were increased from four (4) to five (5). The new rubric assessment criteria consist of the following:

- 1) Did not meet expectations
- 2) Below average
- 3) Average
- 4) Above average
- 5) Excellent

Collection of data for the new assessment plan began in the fall of 2013 which is outside the review period, however, assessment data from the previous assessment program, which is within the review, is attached.

As part of the assessment plan all majors are required to take the Major Discipline Examination. Major Discipline Examination (MDE) measures student's basic knowledge of the American criminal justice system, both in historical and philosophical milieus. The MDE consists of 140 multiple choice questions and equally divided among four topical sections. The four sections are:

Part One: Evolution and the Philosophies of Policing
Part Two: Evolution and Philosophies of Adjudication
Part Three: Evolution and Philosophies of Corrections
Part Four: Progenitors and Propagators of the Discipline: Theory Based

The examination is designed primarily to test student's knowledge in each section, although several questions in the examination are critical thinking based. The design also allows the examination to be used as a pre/post-test given first in CJ 101 Introduction to Criminal Justice and again in CJ 425 Senior Seminar. In this way, the student's knowledge may be compared as they have evolved through the program.

The examination is administered in CJ 425, Senior Seminar, and the total score percentage is reported. This action is an attempt to set baseline scores for further and more complex analysis and assessment. The examination was given in four consecutive semesters and total score averages are reported. All majors met the required 70 percent required passage score.

2. Use of Assessment Data: Learning-Teaching-Curriculum

Each semester the Criminal Justice Department devotes several department meetings to review the assessment plan and assessment data that was collected during the prior semester. The Department reviews comments from all faculty including the major discipline examination scores.

The Criminal Justice faculty initiated development of an assessment plan beginning in the fall of 2010. The initial assessment plan contained a curriculum map, 14 Program Learning Outcomes (PLO's) with assignments in each of the required major course. Grading rubrics were developed for each assignment and assignments were entered into LiveText for assessment and data collection.

Assessment data collection began in 2011. Several areas of concern were observed which included difficulty in enrolling students in LiveText, faculty not understanding the LiveText system, faculty lack of understanding of assessment and the inclusion of too many PLO's with multiple inconsistent rubrics. These areas of concern have been addressed by faculty development training.

After faculty development training in LiveText and assessment, the Department examined the collected LiveText data, and the assessment plan. It was agreed upon that a new assessment plan was needed to be developed to allow analysis of the assessment data comprehensible.

The first area of change focused on the rubric assessment grading criteria which consisted of the following areas:

- 1) Did not meet expectations
- 2) Below average
- 3) Expected
- 4) Excellent

The faculty believed the numerical rubric grading scale did not fully constitute a fair evaluation, particularly between the levels three (3) and four (4). The level 3 indicated a

student's performance would be assessed as expected while a level 4 indicated a student's performance as excellent. This scale did not have a grading level in between 3 and 4. The new rubric assessment grading criteria was developed with implementation in fall of 2013. The new rubric grading criteria now consist of five levels with a level in between levels 3 and 4 and are as follows:

- 1) Did not meet expectations
- 2) Below average
- 3) Average
- 4) Above average
- 5) Excellent

Faculty believes the new rubric levels offer a more reasonable assessment. Collection of data for the new assessment plan began in the fall of 2013.

3. Graduate and Employer Satisfaction

Seven Criminal Justice agencies in Kanawha County, which employ graduates of the program, were surveyed and are as follows:

West Virginia Division of Motor Vehicles
West Virginia Supreme Court
South Charleston Police Department
West Virginia State Police (Academy)
Kanawha County Sheriff's Department
West Virginia Department of Health and Human Resources
West Virginia Regional Jail Authority

Survey questions consisted of a 1 to 5 Likert scale of:

- 1 Poor
- 2 Below Average
- 3 Average
- 4 Good
- 5 Excellent

This scale was used to assess three areas which are written communication, verbal communication and job performance. Survey responses have been difficult to obtain. The agencies report their personnel files are so large no one has the time dedicated to examine all personnel files to see who is a graduate of West Virginia State University. Two agencies, the West Virginia State Police and the Kanawha County Sheriff's Department, responded by stating all graduates are rated as good to excellent.

F. Advisory Committee(s)

The Criminal Justice Department currently has an advisory committee of ten (10) professionals encompassing various areas of Criminal Justice and related areas. These include law enforcement officers, an attorney, a magistrate, a guidance counselor, a victim's advocate and a person from the Coalition Against Domestic Violence. The committee makes recommendations for program improvement and provides input on professional trends and developments (see exhibit 2).

G. Program Strengths and Weaknesses

The strength of the department is the faculty. Four of the current faculty has terminal degrees with related criminal justice experience. The faculty members experience include a retired First Lieutenant, West Virginia State Police, an experienced attorney, a current municipal judge in Gilbert, West Virginia, a former correctional facility teacher, and a retired Deputy Commissioner of the West Virginia Department of Corrections.

A second strength is the Department has excellent relationships with criminal justice agencies throughout the area. Additionally, faculty have consulted and assisted these agencies in areas of research. These relationships benefit current students particularly in the placement for internships.

A third strength is faculty contributing to community service activities through their contacts in these local agencies including the West Virginia State Police, West Virginia Coalition Against Domestic Violence, Kanawha County Sheriff's Office, Charleston Police Department and the Regional Community Policing Institute.

A fourth strength of the Department is the 2+2 agreement with Kanawha Valley Community and Technical College and articulation agreements with the Charleston Police Department. These agreements allow for two-year degree students to seek their baccalaureate degree through our program.

A fifth strength is the Department's expansion of online course offerings. In the review period the number of Web 50 or higher courses has risen from 0 in 2009 to 16 in 2012. Additionally, the Department schedules evening courses on a regular basis so employed students can finish their degrees in a timely manner.

A sixth strength of the Department is the Criminal Justice Club and Criminal Justice Honor Society are active student organizations. Both organizations have won competitive awards at state, regional and national conferences.

A seventh strength is the Department now offers a graduate program in Law Enforcement & Administration. This program has strengthened our undergraduate program as current students now can elect to stay at the University to obtain a graduate degree.

Lastly, the number of majors continues to rise. The Department focuses on serving students as evidenced by the Department's graduate satisfaction survey. Numerous compliments are received from present and past students on the timely customer service provided by the faculty.

Weaknesses in the Department focus on the need for a computer lab for the undergraduate and graduate students. The Department purchased laptop computers for the graduate program but do not have one designated area for permanent placement.

SECTION III:
VIABILITY

A. Program Enrollment

The following table gives the numbers of graduates and enrollment for the past five years. It should be noted that once the Community and Technical College separated from the University and offered reduced tuition, many students decided to earn a two-year associate degree in Criminal Justice and then transfer to the University. The Criminal Justice Department lost approximately 80 majors with the loss of the associate degree program. This loss occurred as well as the number of majors. With the initiation of a graduate program and continued recruiting, the department expects enrollment to continue to rise. Based on past growth the last five years the enrollment has grown an average of 39 students per year. I would see no reason for less growth and would expect an increase. According to the Occupational Handbook the employment of police and detectives is expected to grow by 7 percent from 2010 to 2020. Continued demand for public safety will lead to new openings for officers in local departments; however, both state and federal jobs may be more competitive. Employment of probation officers and correctional treatment specialists is expected to grow by 18 percent from 2010 to 2020. Continued growth in the demand for probation and parole services will lead to new openings for officers.

Program Enrollment Data

Year	Number of Graduates			Number of Majors
	Fall	Spring	Total	Total
2008-2009	9	22	31	215
2009-2010	18	19	37	286
2010-2011	11	12	23	271
2011-2012	16	19	35	250
2012-2013	9	27	36	252
Totals	63	98	162	Average 254

B. Course Enrollment

See Appendix III-B.

C. Enrollment Projections

Based on enrollment trends, the enrollment of the Criminal Justice Department should remain strong.

D. Cost Analyses

A cost analysis is performed for the Program Review to provide useful data about the Departmental Cost of Instruction and the Facilities and Administrative Costs (Cost of Operation), which are not instructional driven but attribute the overall educational experience of students.

Departmental Cost of Instruction: The Departmental Cost of Instruction encompasses two components: 1. Departmental instructional costs to offer the major; and 2. Departmental instructional

costs to offer courses in the Department. To determine the departmental costs, ratios are calculated to generate the program cost per graduate and the cost per student in the major.

Calculation of the cost to offer the major: The numerator value is determined by using 2012-2013 faculty salary data for full-time and part-time faculty (including fringe benefits) who provide instruction for courses offered in the major (degree program). The value excludes salary compensation for instruction in general education courses (services courses) unless those courses are required for the major and serves as the numerator value for both the *program cost per graduate* and the *cost per student in the major* ratios.

Two denominator values are determined. For the *program cost per graduate* ratio, the denominator value is the average number of program graduates for the 2008-2013 review period, while the *cost per student in the major* calculation uses the average number of majors in the degree program during the same review period as the denominator.

The resulting formulas are:

$$\text{Cost per graduate} = \frac{\text{2012-2013 degree program instructional faculty salaries}}{\text{average number of program graduates 2008-2013}}$$

$$\text{Cost per student in the major} = \frac{\text{2012-2013 degree program instructional faculty salaries}}{\text{average number of majors in the degree program 2008-2013}}$$

$$\text{Criminal Justice program cost per graduate} = \$334,561/32.4 = \$10,326$$

$$\text{Criminal Justice program cost per student in the major} = \$334,561/254.8 = \$1,313$$

Calculation for the departmental cost to offer courses in the department: The previously generated numerator value also serves as the numerator for this calculation. The denominator of this calculation is student credit hours produced for the last academic year (2012-2013) of the five year review period. As this program offers no general education courses, the credit hours produced is calculated using courses taken by both majors and non-majors.

The resulting formula is:

$$\text{Cost of courses offered in the department} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{total student credit hours produced by department}}$$

$$\text{Criminal Justice cost offered in the department} = \$334,561/2772 = \$121$$

The Facilities and Administrative cost (Cost of Operation) also uses total faculty compensation for 2012-2013. For this value, federal indirect rate of 56.9 percent, which is a measure used to determine the cost of operation for grant administration. These values are multiplied to determine the cost of operation.

The formula Cost of Operation (Non-instructional operational cost):

$$\text{Cost of operation} = \text{2012-2013 degree program instructional faculty} * 0.569$$

Criminal Justice Cost of Operation = $\$334,561 * 0.569 = \$190,365$

The ratios are exhibited in the table below.

Total Salary	Avg Majors (AY09-AY13)	Avg Graduates (AY09-AY13)	Total SCH (AY 2013)	Cost of Operation (AY 2013)
\$334,561	254.8	32.4	2772	0.569
Cost Ratios	\$1,313	\$10,326	\$121	\$190,365

Note: All major, graduate and SCH values are based on data from templates prepared by the IR office.

In summary for the Criminal Justice degree program, the total salary for faculty during the 2012-2013 year of the review period is \$334,561 and includes both part-time and full-time faculty salaries. The average cost per major is \$1,313 while the average cost per graduate is \$10,326. Both values include all unduplicated student majors and graduates for the 5-year review period. The cost of offering courses in the department for all students is based on the total semester credit hours (fall and spring combined) generated is \$121 per semester credit hour. The cost of operation (non-instructional cost) is \$190,365.

E. Service Courses

The department currently has three service courses. CJ 322 Criminology is cross listed with Sociology 322. CJ 315, Research Methods is cross listed with Sociology 315.

F. Off-Campus Courses

Currently the Department does offer any off-campus courses.

G. Articulation Agreements

The department has a 2+2 agreement with the Kanawha Valley Community and Technical College. Currently, deliberations are being conducted with Southern West Virginia Community and Technical College and Mountwest Community and Technical College to enter into a 2+2 agreement.

SECTION IV: NECESSITY

A. Similar Programs

West Virginia State University has competition from fourteen other institutions in West Virginia that offer undergraduate Criminal Justice Programs. In comparison, our Department has close to the same amount of majors as Marshall University and due to the popularity of the major and number of jobs in the field; all programs seem to be sustainable.

B. Job Placement

The Office of Career Services provides a Criminal Justice Employment Fair every fall semester in October. Employers from all areas of the criminal justice field are involved. There are approximately twenty five employers representing municipal, county, state and federal criminal justice agencies. In addition, the Office of Career Services provides information to students on available positions, writing a resume, interviewing skills, and other activities associated with obtaining employment.

The Department through the Senior Seminar, CJ 425, provides students resume writing skills, job search skills, and application processes for various agencies, law schools and graduate schools. Additionally, students are placed in various internships through CJ 413.

Along with these placement strategies, students are provided field trips to criminal justice agencies on a semester basis where they interact with employers and employees. In the majority of courses, faculty have guest lecturer from local agencies that provide employment information.

Appendices II-A

Curriculum

APPENDIX II-A: Curriculum

Degree Program: Criminal Justice	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Academy of Criminal Justice Sciences	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
CJ 101 Intro to Criminal Justice	3	<u>Generalist Certificate (Select Four)</u>				PS 101 Freshmen Exp.	1
CJ 204 Juvenile Justice	3	CJ 299 Special Topics	3			GED 100	3
CJ 223 Police and Society	3	CJ 304 Crimes in the Family	3			GED 200 (CJ 313)	3
CJ 224 Punishments & Corrections	3	CJ 311 Drugs & Society	3			GED International Perspective	3
CJ 225 Victimology	3	CJ 370 International Terrorism	3			GED International Perspective	3
CJ 226 Court Systems in the U.S.	3	CJ 420 Law & Social Control	3			HIST 201 or 202	3
CJ 307 Criminal Law	3	CJ 435 Fingerprinting	3			ENGL 101	3
CJ 308 Ethics In Criminal Justice	3	CJ 465 Sex Crimes	3			ENGL 102	3
CJ 313 Race & Gender Issues in CJ	3	CJ 475 Homicide Investigation	3			ENGL 150	3
CJ 314 Statistics for Prof Studies	3	CJ 499 Special Topics	3			MATH 111 or 120	3
CJ 315 Research Methods	3	<u>Law Enforcement (Select Four)</u>				HHP 1127 or 157	2
CJ 320 Communication in CJ 1	3	CJ 362 Contemporary Issues in Pol.	3			COMM 100	3
CJ 330 Adv. Report Writing	3	CJ 385 Criminal Investigation	3			GED FINE ARTS	3
CJ 322 Criminology	3	CJ 413 Internship in CJ	3			GED FINE ARTS	3
CJ 380 Criminal Procedure	3	CJ 445 Crime Scene Investigation	3			GEN ED NAT SCI	3-4
CJ 415 Management in CJ	3	CJ 455 Interviewing & Interrogation	3			GEN ED NAT SCI	3-4
CJ 425 Senior Seminar in CJ	3	<u>Corrections (Select Four)</u>	3			HIST 207 or 208 or POSC 101	3
		CJ 312 Community Corrections	3			POSC 100 or PSYV 151 or SOC 101	3
		CJ 350 Correctional Institutions	3			FREE ELECTIVES	4-6
		CJ 408 Correctional Law	3				
		CJ 413 Internship in CJ	3				
		CJ 418 Treatment of Offenders	3				
		<u>Investigation (Select Four)</u>					
		CJ 301 Intro to Forensic Science	3				
		CJ 385 Criminal Investigation	3				
		CJ 435 Fingerprinting	3				
		CJ 445 Crime Scene Investigation	3				
		CJ 455 Interviewing & Interrogation	3				
Total Required Major Hours:	51	Total Additional Major Hours:	12	Total Cognate Hours:	0	Total Gen. Ed./Elective Hours:	57

APPENDIX II-B: Faculty Data

APPENDIX II-B: Faculty Data
(No more than TWO pages per faculty member)

Name: Mark Addesa	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M. S. Criminal Justice
Degree Conferred by: Eastern Kentucky University	Date Degree Received: August, 1978
Area of Specialization: Criminal Justice in the area of Victimization	

Professional registration/licensure: None
Years of employment at present institution: 35
Years of employment in higher education: 35
Years of related experience outside higher education: 1

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	CJ 101 Introduction to Criminal Justice	57
	CJ 223 Police & Society	30
	CJ 226 Court Systems in the U. S.	27
Spring 2012	CJ 101 Introduction to Criminal Justice	53
	CJ 223 Police & Society	15
	CJ 225 Victimology	32
Fall 2012	CJ 101 Introduction to Criminal Justice	58
	CJ 223 Police & Society	22
	CJ 225 Victimology	34
Spring 2013	CJ 101 Introduction to Criminal Justice	73
	CJ 223 Police & Society	35
	CJ 225 Victimology	11

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

West Virginia Criminal Justice Educators Conference, 2009-2013

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

U. S. Attorney General Award for participation in the West Virginia State Victims Academy
Thirty-Five Year Award for service at WVSU

(E). Indicate any other activities that have contributed to effective teaching.

Quality Matters, April, 2013

(F). List professional books/papers published during the last five years.

None

(G). List externally funded research (grants and contracts) during the last five years.

None

APPENDIX II-B: Faculty Data
(No more than TWO pages per faculty member)

Name: Calissa Carper	Rank : Assistant Professor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M. F. S.
Degree Conferred by: Nebraska Wesleyan University	Date Degree Received: December, 2009
Area of Specialization: Firearms Examination	

Professional registration/licensure: Firearms Examiner
Years of employment at present institution:2
Years of employment in higher education:2
Years of related experience outside higher education:4

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Spring 2012	CJ 301 Introduction to Forensic Science	20
Fall 2012	CJ 301 Introduction to Forensic Science	21

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

Employed at the West Virginia State Police Forensic Laboratory since July of 2009 assigned to the Firearm and Toolmark Section. 2010 graduate of the National Firearms Examiner Academy sponsored by the Bureau of Alcohol, Tobacco, Firearms and Explosives. Qualified to work firearm and toolmark and Impression Evidence Examiner working footwear and tire track cases since May of 2012.

In January of 2013, Training Officer of the Firearm and Toolmark Section. This position entails providing training for law enforcement, being guest lecturers at universities, and any other training that may be needed. This also involves becoming the training officer for our section's two firearm examiner trainees that must go through an approximate two year training program before becoming a qualified examiner.

Association of Firearm and Tool Mark Examiners
The International Association for Identification – Chesapeake Bay Division

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Intro to Forensic Science Course Guest Lecturer Marshall University, 11/2010, 11/2011, 11/2012 Marshall University, Huntington, WV

Crime Scene Investigation Course Guest Lecturer, West Virginia State University, 03/2011, 06/2011

Firearm/Toolmark Identification Instructor, West Virginia State Police Academy, 2011, 2012, 2013

Footwear and Tire Track Evidence and Recovery Instructor, West Virginia State Police, 2011, 2012,

Shooting Scene Reconstruction Instructor, West Virginia State Police, Scene Team

Presentations Given

Quadruple Homicide Case Study: The Identification of a Tire Impression

Chesapeake Bay Division – International Association for Identification, 10/2013

Fall 2013 Training Conference, Charleston, West Virginia

Presented Papers

Ejection Patterning: The Effects of Impact Surface Types and Composition of Cartridge Cases 12. 2009

M.F.S. Research Thesis, Nebraska Wesleyan University, Lincoln, NE

ATF National Firearms Examiner Academy, Ammdale, MD., 05/2010

The Effects of Barrel Sectioning and Crowning on the Identifiable of a Button Rifled Barrel,

ATF National Firearms Examiner Academy, Ammdale, MD., 9/2010

- (E). Indicate any other activities that have contributed to effective teaching.

None

- (F). List professional books/papers published during the last five years.

None

- (G). List externally funded research (grants and contracts) during the last five years.

N/A

APPENDIX II-B: Faculty Data
(No more than TWO pages per faculty member)

Name: Dr. Michael J. Kane	Rank : Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate	Highest Degree Earned: Ph.D.
Degree Conferred by: Union Institute and University	Date Degree Received: January, 2001
Area of Specialization: Forensic Science	

Professional registration/licensure:	Municipal Court Judge State of WV
Years of employment at present institution:	3 years
Years of employment in higher education:	20 years
Years of related experience outside higher education:	16 years

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	CJ 308 Ethics in Criminal Justice	8
	CJ 425 Senior Seminar	20
	LE 540 Ethical Practices in Law Enforcement Administration (Grad.)	8
Spring 2012	CJ 308 Ethics in Criminal	45
	CJ 425 Senior Seminar	17
	CJ 499 Forensic Death Investigations	20
Fall 2012	CJ 308 Ethics in Criminal Justice	10
	CJ 322 Criminology	58
	CJ 425 Senior Seminar	10
Spring 2013	CJ 308 Ethics in Criminal Justice	32
	CJ 322 Criminology	33
	CJ 425 Senior Seminar	

- (B). If degree is not in area of current assignment, explain:
N/A

- (C). Identify your professional development activities during the past five years.

West Virginia Association of Municipal Judges Annual Meeting June 2013
West Virginia Municipal Court Training. November, 2012
West Virginia Criminal Justice Educator's Association 16th Annual Conference. October, 2012.
West Virginia Criminal Justice Educator's Association 15th Annual Conference. November, 2011
West Virginia Criminal Justice Educator's Association 14th Annual Conference. November, 2010
American Criminal Justice Association Region IV Annual Conference, October , 2010
Grant Writing USA March, 2010
Leadership Link: Leading Others and Connecting Through Communication. May, 2010

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Understanding Non-Traditional Graduate Schools. Invited speaker and panelist at the *Fourth Annual College of Professional Studies Convocation*. November 2012
Understanding Non-Traditional Graduate Schools. Invited speaker and panelist at the *Third Annual College of Professional Studies Convocation*. November 2011

- (E). Indicate any other activities that have contributed to effective teaching.

Quality Matters Program. (WVSU, Institute, West Virginia). April 2013
Bethel University College of Criminal Justice Facilitator Professional Development April, 2012

- (F) List professional books/papers published during the last five years.

Kane, M.J. (2011) *Forensic death investigation: A practical guide to the medicolegal investigation of death*. Redondo Beach, CA: Crime Ink Publishing. ISBN 978-0-9829838-0-5.

Kane, M.J. (2010), *Badges to books: The transition from police officer to professor. Fraternal Order of Police. Update* (June 3rd). [Newsletter from National Secretary].

- (G). List externally funded research (grants and contracts) during the last five years.
None

APPENDIX II-B: Faculty Data
(No more than TWO pages per faculty member)

Name: Walter Stroupe	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ed. D.
Degree Conferred by: Marshall University	Date Degree Received: May, 2003
Area of Specialization: Criminal Justice, Law Enforcement	

Professional registration/licensure: Law Enforcement Officer
Years of employment at present institution: 7
Years of employment in higher education: 8 1/2 full time
Years of related experience outside higher education: 28

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	CJ 299 Special Topics Human Relations in CJ	1
	CJ 465 Sex Crimes & Paraphilia	25
	LE 520 Introduction to Law Enforcement Administration (Grad.)	7
Spring 2012	CJ 385 Criminal Investigation	19
	CJ 499 Special Topics Homicide Investigation	14
Fall 2012	CJ 455 Interviewing & Interrogation	38
	CJ 465 Sex Crimes & Paraphilia	16
Spring 2013	CJ 499 Homicide Investigation	37
	LE 630 Planning Organizational Staff Development	10 17

- (B). If degree is not in area of current assignment, explain: The Degree is an Ed.D, Doctorate of Education. For certification purposes, the certifying body of Criminal Justice programs, they state faculty holding terminal degrees in the field of Criminal Justice or fields appropriate to Criminal Justice are appropriate for certification. According to the Academy of Criminal Justice Sciences, Education is a related degree. Also, with this doctorate degree, I have a minor in Criminal Justice. My dissertation was in the Criminal Justice field, entitled "A Study of West Virginia State Police Academy Graduate's Perceptions of Their Degrees of

Competence and the Relevance of the Marshall University Community and Technical College Police Science Curriculum. Additionally I have a master's and bachelor's degree in Criminal Justice. I am a retired First Lieutenant from the West Virginia State Police.

(C). Identify your professional development activities during the past five years.

Pedagogical Techniques for Teaching Criminal Justice
Course-pack Preparation Workshop
Web-CT Instruction Course (Three sessions)
Live Text Instruction (Three sessions)
Smart Board Instruction
Sakai On Line Training
Sakai Training for Quality Matters Rubric

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Retention Connection Award, spring, 2009
Promotion to Associate Professor, 2010
President, West Virginia Criminal Justice Educators Association, 2011
On July 22, 2008, I was the graduation speaker for the 13th Junior Trooper Academy Graduation.
Guest Speaker West Virginia Private Investigators Conference, fall, 2010
Keynote Speaker, West Virginia Private Investigators Annual Conference, fall, 2012

(E). Indicate any other activities that have contributed to effective teaching.

Web CT - Instructional Technology (7 sessions)
Web CT - On-Line Learning: Best Practices
July, 2012, I attended the ROTC Leadership Course held at Ft. Knox, Kentucky

(F). List professional books/papers published during the last five years.

Stroupe, W. & Swindell, S. (2012). Sheriffs and County Law Enforcement. The Encyclopedia of Criminology and Criminal Justice. (Accepted for publication, expected publication 2014).

Stroebel, S., O'Keefe, S., Beard, K., Kuo, S., Swindell, S., & Stroupe, W. (2011). Brother-Sister Incest: Data from Anonymous Computer Assisted Self Interviews. *Journal of Child Sexual Abuse*, Volume 22, Issue 3.

(G). List externally funded research (grants and contracts) during the last five years.

Spring, 2009 the Charleston Police Department awarded the Criminal Justice Department of West Virginia State University the contract to develop and conduct three supervisory courses. First Line Supervision 40 hours, Mid-Level Supervision 40 hours and Executive Level Administration 40 hours which were delivered summer, 2009. Grant related activities include the award of an Office of Violence Against Women (OVW) federal grant of \$250,000.00. I was project director from 2009 to termination of the grant in February, 2011.

APPENDIX II-B: Faculty Data
(No more than TWO pages per faculty member)

Name: Samuel Van Saun Swindell	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Sam Houston State University	Date Degree Received: 2011
Area of Specialization:	Ph.D. in <i>Criminal Justice</i> , with emphasis in <i>Public Administration</i> ; J.D. in <i>Law</i> , with 10 years of practice; and ongoing research and several publications in <i>Human Sexuality</i>

Professional registration/licensure:	None
Years of employment at present institution:	5
Years of employment in higher education:	13
Years of related experience outside higher education:	28

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	CJ 307 Criminal Law	25
	CJ 380 Criminal Procedure	13
	CJ 408 Correctional Law	7
	CJ 420 Law and Social Control	14
Spring 2012	CJ 307 Criminal Law	21
	CJ 380 Criminal Procedure	23
	LE530 Technical Applications in Criminal Justice (Grad.)	12
		14
Fall 2012	CJ 307 Criminal Law	23
	CJ 315 Research Methods	10
	LE 650 Legal Aspects of Law Enforcement Administration (Grad.)	
Spring 2013	CJ 307 Criminal Law	32
	CJ 315 Research Methods	25
	CJ 380 Criminal Procedure	26

- (B). If degree is not in area of current assignment, explain:
N/A

- (C). Identify your professional development activities during the past five years. None
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years. None
- (E). Indicate any other activities that have contributed to effective teaching.
Completed Dissertation, Fall 2011, Teaching Law in Criminal Justice: Purposes, Substances, Faculty and Methods.
Completed Quality Matters training, 2001.
- (F). List professional book/papers published in the last five years.

Beard, K. W., O'Keefe, S. L., Swindell, S., Stroebel, S. S., Griffee, K., Young, D. H., & Linz, T. D. (2013). Brother- brother incest: Data from anonymous computer-assisted self-interviews. *Sexual Addiction & Compulsivity*, 20, 217–253.

Stroebel, S. S., O'Keefe, S. L., Beard, K. W., Kuo, S., Swindell, S., & Stroupe, W. (2013). Brother-sister incest: Data from anonymous computer assisted self-interviews. *Journal of Child Sexual Abuse*, 22, 1–22.

Griffee, K., O'Keefe, S. L., Stroebel, S. S., Beard, K. W., Swindell, S., & Young, D. H. (2012). On the brink of paradigm change? Evidence for unexpected predictive relationships among sexual addiction, masturbation, sexual experimentation, and revictimization, child sexual abuse, and adult sexual risk. *Sexual Addiction & Compulsivity*, 19, 225-264.

Stroebel, S.S., O'Keefe, S. L., Beard, K. W., Kuo, S., Swindell, S., & Kommor, M. J. (2012). father-daughter incest: data from an anonymous computerized survey. *Journal of Child Sexual Abuse*, 21, 176-199.

Swindell, S., Stroebel, S. S., O'Keefe, S. L., Beard, K. W., Robinett, S. R., & Kommor, M. J. (2011). Correlates of exhibition-like experiences in childhood and adolescence: a model for development of exhibitionism in heterosexual males. *Sexual Addiction & Compulsivity*, 18,135–156.

Stroebel, S.S., O'Keefe, S.L, Beard, K.W., Robinett, S.R., Kommor, M.J., & Swindell, S. (2010). Correlates of inserted object-assisted sexual behaviors in men: A model for development of paraphilic and non-paraphilic urges. *Sexual Addiction & Compulsivity*, 17, 127-153.

Yun, I., Kercher, G. & Swindell, S. (2010). Fear of Crime Among Chinese Immigrants. *Journal of Ethnicity in Criminal Justice*, 8, 71-90.

Yun, I., Swindell, S. & Kercher, G. (2009). Victim Services Delivery: A Comparison of Rural and Urban Communities. *Southwest Journal of Criminal Justice*, 6, 145-162.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Dr. Cassandra B. Whyte	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ed. D.
Degree Conferred by: West Virginia University	Date Degree Received: 1975
Area of Specialization: Curriculum & Instruction (Educational Psychology)	

Professional registration/licensure:	WV Licensed Professional Counselor LPC 316
Years of employment at present institution:	31 years
Years of employment in higher education:	42 years
Years of related experience outside higher education:	3 years

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the **last two years** (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	GE 200 Race and Gender - Team Taught	101
	GE 200 Race and Gender	25
	GE 200 Race and Gender	26
Spring 2012	CJ 418 Treatment of Offenders	11
	CJ 313 Race & Gender Issues in Criminal Justice	20
Fall 2012	CJ 313 Race & Gender Issues in Criminal Justice	19
	CJ 313 Race & Gender Issues in Criminal Justice	10
	LE 620 Leadership Psychology – Grad Course	30
Spring 2013	CJ 224 Punishment & Corrections	32
	CJ 313 Race & Gender Issues in Criminal Justice	11
	LE 640 Strategic Planning & Policy	31

- (B). If degree is not in area of current assignment, explain: Administratively supervised the WVSU Department of Public Safety (A professional department with sworn law enforcement officers) as well as the Regional Community and Policing Institute. Taught in a medium security prison for adult male felons, Huttonsville Correctional Center (over 1,000 inmate population). I have been a faculty member at private and public higher education institutions, teaching graduate and undergraduate students, for most of my 42-year career in higher education. *Dissertation Research about Locus of Control Counseling and High-Risk Populations.*

- (C). Identify your professional development activities during the past five years.

Cybercrime, Invitational Workshop, National Council on White Collar Crime, 2012.
ON-LINE Teaching Institute, West Virginia State University, 2012.
Quality Matters QM Rubrics Workshop, offered at WVSU by WVHEPC, 2012.
WV Drug Endangered Child Workshops, sponsored by U.S. Attorney, 2012, 2013.
WV Integrated Behavioral Health Workshop, offered by WV Dept. of Health & Human Services, 2013.
Career & Life Planning, Graduate Level Course, Marshall University, 3 hours. 2009.
Pharmacology in Counseling, Graduate Level Course, Marshall University, 3 hours. 2007-8. Renewed WV Professional Renewed Counseling License, WV Board of Examiners in Counseling through June 30, 2010
American Correctional Association. 2011-present.
American Criminal Justice Association 2011-present.
WV Licensed Professional Counselors 1988-present.
WVCJEA – West Virginia Criminal Justice Educators Association 2011-present.
WVSU Criminal Justice Club, 2011-present.
Net CE-Continuing Medical Education (Update of Therapy/Philosophy and Ethics; Cyber Bullying, Cocaine Abuse, and various subjects about Treatment of Offenders), *must be a licensed professional to participate*, 2012, 2013.
Southern States Correctional Association 2011-present

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Chief Saunders and I were among small group of safety professionals recognized at a ceremony for emergency preparedness and cooperative work with agencies, (different jurisdictions to include county, state, city, institutional) presented by Governor to Representatives of Law Enforcement and Safety Planners, Charleston, WV. 2010.

Asked to present information to large groups of professionals and students.

“Preventive Campus Safety Programming,” WV State-Wide Safety-Emergency Response Conference, Panel and Presenter, The West Virginia Higher Education Policy Commission, WVSU, Institute, WV. 2010. (Invited by HEPC planners). 2010.

“Neurological Studies and Programming for Aging Offenders” Presentation, WV Criminal Justice Educators Association, WVCJEA Annual Conference at West Liberty University, Fall. 2013.

“Internal-External Locus of Control Counseling as an Effective Treatment with Offenders”, Presentation, WV Criminal Justice Educators Association WVCJEA Annual Conference in Wheeling, WV at Wheeling Jesuit University), Fall, 2011.

“Designer Drugs and the Criminal Justice System---The New Walking Dead”, Presentation at the WV Criminal Justice Educators Association annual conference in Huntington, WV at Marshall University, Fall, 2012.

- (E). Indicate any other activities that have contributed to effective teaching.

ONLINE TEACHING INSTITUTE at WVSU, 2012

QM QUALITY MATTERS–Workshop Training at WVSU–Program, Rubrics Used for Assessment of online courses, 2012.

General Education Committee - interesting and helpful in keeping current on curriculum trends, 2012, 2013.

- (F). List professional books/papers published during the last five years.

Whyte, Cassandra B. (2007). *An Additional Look at Orientation Programs Nationally*. National Orientation Directors Association Journal. (Reprint of my 1986 article for 30th Anniversary Edition). 15 (1). 71-77.

- (G). List externally funded research (grants and contracts) during the last five years.

None

APPENDIX II-B: Faculty Data
(No more than TWO pages per faculty member)

Name: William R. Whyte	Rank: Adjunct - Assistant Professor
Status: Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M. Ed. Education
Degree Conferred by: Springfield College – Springfield, MA	Date Degree Received: May 1970
Area of Specialization: Psychology	
Professional registration/licensure:	N/A
Years of employment at present institution:	31 years
Years of employment in higher education:	43 years
Years of related experience outside higher education:	41 years

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the **last two years** (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	CJ 101 Introduction to CJ	15
	CJ 204 Juvenile Justice s	33
	CJ 224 Punishment & Corrections	30
Spring 2012	CJ 224 Punishment & Corrections	30
	CJ 226 Court Systems in U.S.	33
	CJ 370 International Terrorism	16
Fall 2012	CJ 226 Court Systems in U.S.	38
	CJ 380 Criminal Procedure	23
	CJ 415 Management in CJ	10
Spring 2013	CJ 226 Court Systems in U.S.	45
	CJ 320 Communication for CJ	21
	CJ 415 Management in CJ	10

- (B). If degree is not in area of current assignment, explain: Practicing Out of Field Professional Criminal Justice

Employment –1972 -1997 – WV Division of Corrections – 72-77 Psychological Diagnostician for Inmates; 77-81 Prison Warden; 81-97 Deputy Commissioner, 1997 – 2004 – Security America, Inc. (Private Security); Executive

Vice-President 2005 – 2006 – WV Division of Juvenile Services; Superintendent of Juvenile Holding Facility, 2006 – Present – Security America, Inc.; Training Consultant

(C). Identify your professional development activities during the past five years.

Member – American Correctional Association (ACA) 1981 – present; Southern States Correctional Association (SSCA) 1982 - present; American Society for Industrial Security (ASIS) 1997 – 2010; West Virginia Private Investigators and Security Personnel Association (WVPISP) 2002 – present; American Criminal Justice Association (ACJA) 2006 – present; West Virginia Criminal Justice Educators Association (WVCJEA) 2006 – present

Attended and participated in annual training conferences:

WVPISP – 2009, 2010, 2011; ACJA – 2008, 2009, 2010; WVCJEA – 2008, 2009, 2010, 2011, 2012

Developed and Hosted on campus at WVSU the Regional Conference of Region IV – ACJA in 2010; “Homeland Security and the Criminal Justice Professional” – 17 colleges represented

July 2013 – Certified by QM Quality Matters as a “Peer Reviewer”

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

2008 Presentation at WV ASIS Conference – “Private Security and the Courts”

2009 (Two) 20 Hour Training Sessions – Charleston, WV Police Department – “Ethics; Time Management; Stress Management

2010 Presentation at ACJA Region IV Conference – Hosting Duties

2011 Special Recognition for Professional Training Services at Security America, Inc. 29th Annual Winter Conference

(E). Indicate any other activities that have contributed to effective teaching.

2012 (Sept.- Nov.) ONLINE TEACHING INSTITUTE at WVSU- provided by Bobbie Seyedmonir

2012 (October) QM QUALITY MATTERS – Training at WVSU – “Applying the QM Rubric”

2013 (July) QM QUALITY MATTERS – Peer Reviewer Course – provided by C.J. Bracken - Certified as a “Peer Reviewer”

(F). List professional books/papers published during the last five years.

2008 – (Jan) “Incident Reporting”; (April) “Client Relations & Customer Service”; (July) “Inventory Control & Theft Control”; (Oct.) “TeleNav (GPS)”

2009 – (Jan) “Assessing Security Threats”; (April) “Diversity”; (July) “Safety Issues”; (Oct) “Client- Employee Relations”

2010 – (Jan) “Communications”; (April) “Emergency Response”; (July) “Handling Workplace Emotions”; (Oct) “Terminology Updated”

2011 – (Jan) “Professional Documentation”; (April) “Drugs I”; (July) “Proper Use of Equipment”; (Oct) “Slips, Trips, and Falls”

2012 – (Jan) “Drugs II”; (April) “Identity Theft”; (July) “Seasonal Concerns”; (Oct) “Responding to Violent Situations”

2013 – (Jan) “Shift Work and Sleep Deprivation”; (April) “The Role of Security: Observe and Report”; (July) “Drug Abuse in the Workplace”; (Oct) “Workplace Violence Recognition and Prevention”

(G). List externally funded research (grants and contracts) during the last five years.

None

Appendices II-E
Assessment
Curriculum Map and Assessment Assignments

PLO's	First Assessment Knowledge/Comprehension	Second Assessment Application/analysis	Third Assessment Synthesis/Evaluation
CJ PLO 1	<p>Course CJ 101- When 1st Semester Knowledge/Comprehension Demonstrates knowledge of the Criminal Justice field and analyze topical areas in the field. Components policing, courts, corrections. Demonstrates understanding by earning a minimum of "C" as assessed by course assignments.</p>	<p>Course CJ 307 - When 4th Semester Application/Analysis Demonstrates knowledge of the Criminal Justice field and analyze topical areas in the field. Components policing, courts, corrections. Demonstrates understanding by earning a minimum of "C" as assessed by course assignments.</p>	<p>Course CJ 415 - When 7th Semester Synthesis/Evaluation Demonstrates knowledge of the Criminal Justice field and analyze topical areas in the field. Components policing, courts, corrections. Demonstrates understanding by earning a minimum of "C" as assessed by course assignments.</p>
CJ PLO 2	<p>Course CJ 226 - When 2nd Semester Knowledge/Comprehension Critical thinking students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms. Demonstrates understanding of course by earning a minimum of "C" as assessed by course assignments.</p>	<p>Course CJ 315 - When 5th Semester Application/Analysis Critical thinking students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms. Demonstrates understanding of course by earning a minimum of "C" as assessed by course assignments.</p>	<p>Course CJ 380 - When 7th semester Synthesis/Evaluation Critical thinking students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms. Demonstrates understanding of course by earning a minimum of "C" as assessed by course assignments.</p>
CJ PLO 3	<p>Course CJ 223 When 3rd Semester Knowledge/Comprehension Students will demonstrate the ability to communicate effectively using appropriate media. Components, writing, speaking, listening, participating. Demonstrates understanding of course by earning a minimum "C" as assessed by course assignments.</p>	<p>Course CJ 320 When 4th Semester Application/Analysis Students will demonstrate the ability to communicate effectively using appropriate media. Components, writing, speaking, listening, participating. Demonstrates understanding of course by earning a minimum "C" assessed by course assignments.</p>	<p>Course CJ 330 When Fifth Semester Synthesis/Evaluation Students will demonstrate the ability to communicate effectively using appropriate media. Components, writing, speaking, listening, participating. Demonstrates understanding of course by earning a "C" assessed by course assignments.</p>
CJ PLO 4	<p>Course CJ 204 When 2nd Semester Knowledge/Comprehension Students will demonstrate sensitivity to diverse populations. Components attitudes, skills, sensitivity, adaptation to diverse populations. Demonstrates understanding of course by earning a minimum "C" as assessed by course assignments.</p>	<p>Course CJ 313 When 6th Semester Application/Analysis Students will demonstrate sensitivity to diverse populations. Components attitudes, skills, sensitivity, adaptation to diverse populations. Demonstrates understanding of course by earning a minimum "C" as assessed by course assignments.</p>	<p>Course CJ 425 When 8th Semester Synthesis/Evaluation Students will demonstrate sensitivity to diverse populations. Components attitudes, skills, sensitivity, adaptation to diverse populations. Demonstrates understanding of course by earning a minimum "C" as assessed by course assignments.</p>

<p>CJ PLO 5</p>	<p>Course CJ 224 When 2nd Semester Knowledge/Comprehension Students will apply ethical standards and professional behavior of the Criminal Justice field. Components ethics, attendance, punctuality. Demonstrates understanding of course by earning a minimum “C” assessed by course assignments.</p>	<p>Course CJ 308 When 6th Semester Application/Analysis Students will apply ethical standards and professional behavior of the Criminal Justice field. Components ethics, attendance, punctuality Demonstrates understanding of course by earning a minimum “C” assessed by course assignments.</p>	<p>Course CJ 425When 8th Semester Synthesis/Evaluation Students will apply ethical standards and professional behavior of the Criminal Justice field. Components ethics, attendance, punctuality. Demonstrates understanding of course by earning a minimum “C” assessed by course assignments.</p>
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Assessment Assignment for CJ 101 Introduction to Criminal Justice

CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension

Demonstrates knowledge of the criminal justice field and analyze topical areas in the field. Components include policing, courts, corrections. Demonstrates understanding by earning a minimum of “C” as assessed by course assignments.

Assignment:

Students will demonstrate knowledge and comprehension of the criminal justice system by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Knowledge/Comprehension

Assessment CJ PLO 1 Knowledge	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Knowledge & Comprehension	The work consistently demonstrates an excellent clear, accurate, detailed knowledge and comprehension of the relevant facts/data / theories/ terms of the Criminal Justice field.	The work demonstrates an above average knowledge and comprehension of the relevant facts/ data / theories/ terms of the Criminal Justice field.	The work demonstrates an average knowledge and comprehension of the relevant facts/ data / theories/ terms of the Criminal Justice field.	The work demonstrates a below average knowledge and comprehension of the relevant facts/data/theories/terms of the Criminal Justice field.	The work demonstrates an inadequate knowledge and comprehension of the relevant facts/ data / theories/ terms of the Criminal Justice field.

Assessment Assignment for CJ 204 Juvenile Justice

CJ PLO 4 Diversity Assessed on Knowledge & Comprehension

Students will demonstrate sensitivity to diverse populations. Components include attitudes, skills, sensitivity, and adaptation to diverse populations. Demonstrates understanding of course by earning a minimum “C” as assessed by course assignments.

Assignment:

Students will demonstrate knowledge and comprehension of sensitivity to diverse populations by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Knowledge/Comprehension

Assessment CJ PLO 4 Diversity	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Knowledge & Comprehension	The student demonstrates excellent knowledge and comprehension of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates above average knowledge and comprehension of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates an average knowledge and comprehension of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates a below average knowledge and comprehension of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates inadequate knowledge and comprehension of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.

Assessment Assignment for CJ 223 Police & Society

CJ PLO 3 Communication Assessed on Knowledge & Comprehension

Students will demonstrate the ability to communicate effectively using appropriate media. Components, writing, speaking, listening, participating. Demonstrates understanding of course by earning a minimum “C” as assessed by course assignments.

ASSIGNMENT:

Students will demonstrate knowledge and comprehension of the ability to communicate effectively using appropriate media through an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Knowledge/Comprehension

Assessment CJ PLO 3 Communication	Excellent (5)	Above Average (4)	Average (3)	Below Average (3)	Did not meet Expectations (1)
Level of Assessment Knowledge & Comprehension	The student demonstrated excellent knowledge and comprehension of the ability to communicate in writing, with information being very organized, with well-constructed paragraphs and correct grammar. Demonstrates excellent speaking and listening skills as well as excellent participation in class.	The student demonstrated an above average knowledge and comprehension of the ability to communicate in writing with information being organized, with well-constructed paragraphs and correct grammar. Demonstrates above average speaking and listening skills as well as above average participation in class.	The student demonstrated average knowledge and comprehension of the ability to communicate in writing with information being organized, with somewhat well-constructed paragraphs and correct grammar. Demonstrates average speaking and listening skills as well as average participation in class.	The student demonstrates below average knowledge and comprehension of the ability to communicate in writing with information being unorganized, with poorly constructed paragraphs and somewhat incorrect grammar. Demonstrates below average speaking and listening skills as well as below average participation in class.	The student demonstrated an inadequate knowledge and comprehension of the ability to communicate in writing with information being very disorganized, with poorly constructed paragraphs and incorrect grammar. Demonstrates poor speaking and listening skills as well as poor participation in class.

Assessment Assignment for CJ 224 Punishment & Corrections

CJ PLO 5 Professional Integrity & Responsibility Assessed on Knowledge & Comprehension

Students will apply ethical standards and professional behavior of the Criminal Justice field. Components include ethics, attendance, and punctuality. Demonstrates understanding of course by earning a minimum “C” assessed by course assignments.

Assignment:

Students will demonstrate knowledge and comprehension of the ethical standards and professional behavior of the Criminal Justice field through an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Knowledge/Comprehension

Assessment CJ PLO 5 Professional Integrity & Responsibility	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Knowledge & Comprehension	The student demonstrated excellent knowledge and comprehension of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated an above average knowledge and comprehension of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated average knowledge and comprehension of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated below average knowledge and comprehension of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated inadequate knowledge and comprehension of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.

Assessment Assignment for CJ 226 Court Systems in the U. S.

CJ PLO 2 Critical Thinking Assessed on Knowledge & Comprehension

Students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms. Demonstrates understanding of course by earning a minimum of “C” as assessed by course assignments.

ASSIGNMENT:

Students will demonstrate knowledge and comprehension of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Knowledge/Comprehension

Assessment CJ PLO 2 Critical Thinking	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Did not meet expectations (1)
Level of Assessment Knowledge & Comprehension	The work demonstrates excellent knowledge and comprehension of critical thinking skills through clear, accurate, detailed and correct use of the facts, rules, or ideas. The work clearly calculates, predicts, and applies excellent solutions to the problem.	The work demonstrates above average knowledge and comprehension of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work calculates, predicts, and applies above average solutions to the problem.	The work demonstrates an average knowledge and comprehension of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work calculates, predicts, and applies average solutions to the problem.	The work demonstrates a below average knowledge and comprehension of critical thinking skills through accurate, detailed correct use of the facts, rules, or ideas. The work does not clearly and adequately calculate, predicts, and applies solutions to the problem.	The work demonstrates an inadequate knowledge and comprehension of critical thinking skills without clear, accurate, detailed and correct use of the facts, rules, or ideas. The work inadequately calculates, predicts, and applies solutions to the problem.

Assessment Assignment for CJ 307 Criminal Law

CJ PLO 1 Knowledge Assessed on Application & Analysis

Demonstrates knowledge of the Criminal Justice field and analyze topical areas in the field. Components include policing, courts, corrections. Demonstrates understanding by earning a minimum of “C” as assessed by course assignments.

Assignment:

Students will demonstrate knowledge of the criminal justice system through application and analysis of topical areas in the Criminal Justice field by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Application/Analysis

Assessment CJ PLO 1 Knowledge	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Application & Analysis	The work consistently demonstrates an excellent clear, accurate, detailed and comprehensive understanding of the relevant facts/data / theories/ terms of the Criminal Justice field as well as the ability to organize the information for application and analysis.	The work demonstrates an above average understanding of the relevant facts/ data / theories/ terms of the Criminal Justice field as well as the ability to organize the information for application and analysis.	The work demonstrates an average understanding of the relevant facts/ data / theories/ terms of the Criminal Justice field as well as the ability to organize the information for application and analysis. .	The work demonstrates a below average understanding of the relevant facts/ data / theories/ terms of the Criminal Justice field as well as a limited ability to organize the information for application and analysis.	The work demonstrates an inadequate understanding of the relevant facts/ data / theories/ terms of the Criminal Justice field as well as a limited ability to organize the information for application and analysis.

Assessment Assignment for CJ 308 Ethics in Criminal Justice

CJ PLO 5 Professional Integrity & Responsibility Assessed on Application & Analysis

Students will apply ethical standards and professional behavior of the Criminal Justice field. Components include ethics, attendance, punctuality. Demonstrates understanding of course by earning a minimum “C” assessed by course assignments.

Assignment:

Students will demonstrate through application and analysis an understanding of the ethical standards and professional behavior of the Criminal Justice field through an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Application & Analysis

Assessment CJ PLO 5 Professional Integrity & Responsibility	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Application & Analysis	The student demonstrated an excellent application and analysis of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated an above average application and analysis of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated average application and analysis of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated a below average application and analysis of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrated inadequate application and analysis of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.

Assessment Assignment for CJ 313 Race & Gender Issues in Criminal Justice

CJ PLO 4 Diversity Assessed on Application & Analysis

Students will demonstrate sensitivity to diverse populations. Components include attitudes, skills, sensitivity, and adaptation to diverse populations. Demonstrates understanding of course by earning a minimum “C” as assessed by course assignments.

Assignment:

Students will demonstrate sensitivity to diverse population by application and analysis through an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Application & Analysis

Assessment CJ PLO 4 Diversity	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Application & Analysis	The student demonstrates excellent application and analysis of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates an above average application and analysis of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates an average application and analysis of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates below average application and analysis of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates an inadequate application and analysis to sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.

Assessment Assignment for CJ 315 Research Methods

CJ PLO 2 Critical Thinking Assessed on Application & Analysis

Students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms Demonstrates understanding of course by earning a minimum of “C” as assessed by course assignments.

ASSIGNMENT:

Students will demonstrate the application and analysis of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Application & Analysis

Assessment CJ PLO 2 Critical Thinking	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Did not meet expectations (1)
Level of Assessment Application & Analysis	The work demonstrates an excellent application and analysis of critical thinking skills through clear, accurate, detailed and correct use of the facts, rules, or ideas. The work clearly calculates, predicts, and applies solutions to the problem.	The work demonstrates an above average application and analysis of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work calculates, predicts, and applies above average solutions to the problem.	The work demonstrates an average application and analysis of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work calculates, predicts, and applies average solutions to the problem.	The work demonstrates a below average application and analysis of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work does not clearly and adequately calculate, predict, and apply solutions to the problem.	The work demonstrates inadequate critical thinking skills and lacks a clear, accurate, detailed and correct use of the facts, rules, or ideas. The work inadequately calculates, predicts, and applies solutions to the problem.

Assessment Assignment for CJ 320 Communications in Criminal Justice

CJ PLO 3 Communication Assessed on Application & Analysis

Students will demonstrate the ability to communicate effectively using appropriate media. Components, writing, speaking, listening, participating. Demonstrates understanding of course by earning a minimum “C” as assessed by course assignments.

ASSIGNMENT:

Students will demonstrate application and analysis of the ability to communicate effectively using appropriate media through an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Application & Analysis

Assessment CJ PLO 3 Communication	Excellent (5)	Above Average (4)	Average (3)	Below Average (3)	Did not meet Expectations (1)
Level of Assessment Application and Analysis	The student demonstrates an excellent ability through application and analysis to communicate in writing, with information being very organized, with well-constructed paragraphs and correct grammar. Demonstrates excellent speaking and listening skills as well as excellent participation in class.	The student demonstrates an above average ability through application and analysis to communicate in writing with information being organized, with well-constructed paragraphs and correct grammar. Demonstrates above average speaking and listening skills as well as above average participation in class.	The student demonstrates an average ability through application and analysis to communicate in writing with information being organized, with somewhat well-constructed paragraphs and correct grammar. Demonstrates average speaking and listening skills as well as average participation in class.	The student demonstrates a below average application and analysis to communicate in writing with information being unorganized, with poorly constructed paragraphs and somewhat incorrect grammar. Demonstrates below average speaking and listening skills as well as below average participation in class.	The student demonstrates inadequate application and analysis in written communication with information being very disorganized, with poorly constructed paragraphs and incorrect grammar. Demonstrates poor speaking and listening skills as well as poor participation in class.

Assessment Assignment for CJ 330 Advanced Report Writing

CJ PLO 3 Communication Assessed on Synthesis & Evaluation

Students will demonstrate the ability to communicate effectively using appropriate media. Components, writing, speaking, listening, participating. Demonstrates understanding of course by earning a minimum “C” as assessed by course assignments.

ASSIGNMENT:

Students will demonstrate through synthesis and evaluation the ability to communicate effectively using appropriate media by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Synthesis & Evaluation

Assessment CJ PLO 3 Communication	Excellent (5)	Above Average (4)	Average (3)	Below Average (3)	Did not meet Expectations (1)
Level of Assessment Synthesis & Evaluation	The student demonstrates an excellent ability through synthesis and evaluation to communicate in writing, with information being very organized, with well-constructed paragraphs and correct grammar. Demonstrates excellent speaking and listening skills as well as excellent participation in class.	The student demonstrates an above average ability through synthesis and evaluation to communicate in writing with information being organized, with well-constructed paragraphs and correct grammar. Demonstrates above average speaking and listening skills as well as above average participation in class.	The student demonstrates an average ability through synthesis and evaluation to communicate in writing with information being organized, with somewhat well-constructed paragraphs and correct grammar. Demonstrates average speaking and listening skills as well as average participation in class.	The student demonstrates a below average ability through synthesis and evaluation to communicate in writing with information being unorganized, with poorly constructed paragraphs and somewhat incorrect grammar. Demonstrates below average speaking and listening skills as well as below average participation in class.	The student demonstrates an inadequate ability through synthesis and evaluation to communicate in writing with information being very disorganized, with poorly constructed paragraphs and incorrect grammar. Demonstrates poor speaking and listening skills as well as poor participation in class.

Assessment Assignment for CJ 380 Criminal Procedure

CJ PLO 2 Critical Thinking Assessed on Synthesis & Evaluation

Students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms. Demonstrates understanding of course by earning a minimum of “C” as assessed by course assignments.

ASSIGNMENT:

Students will demonstrate critical thinking skills through synthesis and evaluation by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Synthesis & Evaluation

Assessment CJ PLO 2 Critical Thinking	Excellent (5)	Above Average (4)	Average (3)	Below Average (3)	Did not meet Expectations (1)
Level of Assessment Synthesis & Evaluation	The work demonstrates excellent synthesis and evaluation of critical thinking skills through clear, accurate, detailed and correct use of the facts, rules, or ideas. The work clearly calculates, predicts, and applies solutions to the problem.	The work demonstrates above average synthesis and evaluation of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work calculates, predicts, and applies above average solutions to the problem.	The work demonstrates average synthesis and evaluation of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work calculates, predicts, and applies average solutions to the problem.	The work demonstrates below average synthesis and evaluation of critical thinking skills through accurate, detailed and correct use of the facts, rules, or ideas. The work does not clearly and adequately calculate, predict, and apply solutions to the problem.	The work demonstrates inadequate synthesis and evaluation of critical thinking skills and lacks a clear, accurate, detailed and correct use of the facts, rules, or ideas. The work inadequately calculates, predicts, and applies solutions to the problem.

Assessment Assignment for CJ 415 Management in CJ

CJ PLO 4 Diversity Assessed on Synthesis & Evaluation

Students will demonstrate sensitivity to diverse populations. Components include attitudes, skills, sensitivity, and adaptation to diverse populations. Demonstrates understanding of course by earning a minimum “C” as assessed by course assignments.

Assignment:

Students will demonstrate sensitivity to diverse populations by synthesis and evaluation through an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Synthesis & Evaluation

Assessment CJ PLO 4 Diversity	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Synthesis & Evaluation	The student demonstrates excellent synthesis and evaluation of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates an above average synthesis and evaluation of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates an average synthesis and evaluation of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates a below average synthesis and evaluation of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.	The student demonstrates an inadequate synthesis and evaluation of sensitivity to diverse populations in the areas of attitudes, skills, sensitivity and adaptation to diverse populations. and/or further examination.

Assessment Assignment for CJ 425 Senior Seminar

CJ PLO 5 Professional Integrity & Responsibility Assessed on Synthesis & Evaluation

Students will apply ethical standards and professional behavior of the Criminal Justice field. Components include ethics, attendance, punctuality. Demonstrates understanding of course by earning a minimum “C” assessed by course assignments.

Assignment;

Students will demonstrate through synthesis and evaluation the ethical standards and professional behavior of the Criminal Justice field by an assignment prepared by the instructor. The assignment will be detailed in your course syllabus. All written assignments will be typed in Times New Roman 12 point font using APA style. This assignment will be submitted on LiveText and graded on the following rubric:

Rubric: Synthesis & Evaluation

Assessment CJ PLO 5 Professional Integrity & Responsibility	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Synthesis & Evaluation	The student demonstrates excellent synthesis and evaluation of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrates an above average synthesis and evaluation of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrates average synthesis and evaluation of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrates below average synthesis and evaluation of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.	The student demonstrates inadequate synthesis and evaluation of ethical standards and professional behavior associated with the Criminal Justice field. Components include ethics, attendance, and punctuality.

Appendices III-A
Program Enrollment Data

Program Enrollment Data for the Review Period

Year	Number of Graduates			Number of Majors
	Fall	Spring	Total	Total
2008-2009	9	22	31	215
2009-2010	18	19	37	286
2010-2011	11	12	23	271
2011-2012	16	19	35	250
2012-2013	9	27	36	252
Totals	63	98	162	Average 254

Appendix III B
Course Enrollment

Course Enrollment

Course	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
CJ 101	126	84		134	96		96	65		80	49		60	33
CJ 204	28		14	38	23		10	33		27	37		38	36
CJ 223	53	28		31	36		10	33		27	37		39	36
CJ 224	14	36		32	38	9	35	32		18	28		39	28
CJ 225	34			25				33			25		35	42
CJ 226		51		26	33		16	22	13	34			39	38
CJ 299	12													
CJ 299										2				
CJ 301		27					29				20			21
CJ 304	16													
CJ 307		14			21		24	39		25	24		14	32
CJ 308	39			38	26		27	41		8	43		8	29
CJ 311		40												
CJ 313		31		30	16		29	26		38	22		16	30
CJ 315	15	13		14	17		13	15		19	22		23	25
CJ 320														
CJ 322	12	17		17	31		25	19	14	21	14		46	24
CJ 330														
CJ 350			4		5									
CJ 362	13			4										
CJ 370		13									16			
CJ 380	18	29		14	27		27	28		13	26		35	26
CJ 385	24		3								19			
CJ 399					33		20							
CJ 399					1									
CJ 413			5			3			5				1	
CJ 415				11			3						10	10
CJ 425	14	21		19	18		11	16		17	17		10	33
CJ 455														
CJ 465								20					16	
CJ 499	8													

Appendices III-C
Service Courses

Service Courses

Fall 2008	CJ 315 Methodology & Research	13
	CJ 322 Criminology	12
Spring 2009	CJ 315 Methodology & Research	13
	CJ 322 Criminology	17
Fall 2009	C J 315 Methodology & Research	14
	C J 322 Criminology	17
Spring 2010	C J 315 Methodology & Research	17
	C J 322 Criminology (two sections)	31
Fall 2010	C J 315 Methodology & Research	13
	C J 322 Criminology (two sections)	25
Spring 2011	C J 315 Methodology & Research	15
	C J 322 Criminology	19
Fall 2011	C J 315 Methodology & Research 19	19
	C J 322 Criminology (two sections)21	21
Spring 2012	C J 315 Methodology & Research	22
	C J 322 Criminology	14
Fall 2012	C J 315 Methodology & Research	23
	C J 322 Criminology (two sections)	46
Spring 2013	C J 315 Methodology & Research	25
	C J 322 Criminology (two sections)	24

Off Campus Courses
(None)

Exhibits

Exhibit 1
Notification of Disqualifiers

Notification of Disqualifiers for Employment in the Criminal Justice Profession

Before a student declares a major in Criminal Justice and completes the degree, students should be aware that employment in the Criminal Justice profession has requirements that are distinct from other employment in other professions. The following are list of common disqualifiers and requirements which vary with each agency.

Background Investigations, conducted by agencies such as the Federal Bureau of Investigation are required for employment in the criminal justice profession. These background checks reveal such items as prior arrests, prior criminal convictions, drug or alcohol abuse, poor credit scores, and previous behavior, verified by a criminal background check. Any of these factors may be a disqualifier for employment.

Written Examinations vary and the applicant should check with the agency to which you are interested in applying. There are generally minimum passing scores you must achieve in order to qualify for employment for the job.

Physical Ability Examinations vary and the applicant should check with the agency to which you are applying. Failure to score a minimum passing score may disqualify you from employment.

Domestic Violence Convictions will disqualify you from any Criminal Justice profession in which you are required to carry a firearm.

Driving Under the Influence Conviction (DUI) can be a potential disqualifier from employment dependent upon the agency guidelines.

Polygraph Examinations are used to verify background information. Deception on a polygraph examination may result in disqualification.

Psychological Assessments can include written as well as oral assessments. The results of the psychological assessments may result in disqualification from employment.

Medical Examinations include medical guidelines established by each agency. Failure to meet any medical guideline may result in disqualification from employment.

Body Art is an emerging issue in the employment process for Criminal Justice agencies. Each agency has certain disqualifiers, which vary by agency.

Review of Social Media is a common practice by all employers, but particularly Criminal Justice agencies. Pictures or others postings viewed as incompatible with the image and standards of the agency maybe an employment disqualifier.

As a Criminal Justice major at West Virginia State University, before I continue in the major and seek employment in the Criminal Justice profession when I complete my degree, I understand that I may be denied employment due to any of the aforementioned disqualifiers. I have read this information, and verify that West Virginia State University has made me aware of these disqualifiers to employment in the Criminal Justice field, and that it is my responsibility to research the policies of any individual agency.

Print Name: _____ Date: ____/____20____

Signature: _____

Exhibit 2
Criminal Justice Advisory Committee

Criminal Justice Advisory Committee

1. Sergeant Shallon Oglesby, West Virginia State Police
2. Sergeant Jeff Losh, West Virginia State
3. Corporal Michael McConihay, Charleston Police Department
4. Pier Bocchini, Guidance Counselor, Parkersburg South High School
5. Ericka Elswick, Juvenile Probation Officer
6. Robert B. Kuenzel, Attorney at Law
7. Trish McElhaney, West Virginia Crime Victim's Compensation
8. Chief Joseph Saunders, West Virginia State University, Director of Public Safety
9. Kenyatta Grant, West Virginia Coalition Against Domestic Violence
10. Magistrate Traci Carper-Strickland, Kanawha County Magistrate

Exhibit 3
LiveText Data

Summative LiveText Data for fall 2013

CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension

Excellent	Above Average	Average	Below Average	Did not meet expectations
24	30	17	7	0

CJ PLO 2 Critical Thinking Assessed on Knowledge & Comprehension

Excellent	Above Average	Average	Below Average	Did not meet expectations
3	5	2	6	1

CJ PLO 3 Communication Assessed on Knowledge & Comprehension

Excellent	Above Average	Average	Below Average	Did not meet expectations
8	6	4	0	0

CJ PLO 3 Communication Assessed on Synthesis & Evaluation

Excellent	Above Average	Average	Below Average	Did not meet expectations
3	6	3	6	1

CJ PLO 4 Diversity Assessed on Application & Analysis

Excellent	Above Average	Average	Below Average	Did not meet expectations
9	2	0	0	2

CJ PLO 5 Professional Integrity Assessed on Knowledge & Comprehension

Excellent	Above Average	Average	Below Average	Did not meet expectations
9	9	0	2	2