

**AGENDA**  
**West Virginia State University**  
**BOARD OF GOVERNORS**  
**Erickson Alumni Center, Grand Hall**  
**January 23, 2014**  
**12:30 p.m.**

- |                                                                                                                          |                    |     |
|--------------------------------------------------------------------------------------------------------------------------|--------------------|-----|
| 1. Call to Order and Roll Call—Chair Tom Susman, presiding                                                               |                    |     |
| 2. Verification of Appropriate Notification of Public Meeting                                                            | Action             | 2   |
| 3. Review and Approval of Meeting Agenda                                                                                 | Action             | 1   |
| 4. Review and Approve Minutes of November 14, 2013 Regular Meeting                                                       | Action             | 3   |
| 5. Announcements from the Chair                                                                                          |                    |     |
| 6. Reports from Board Committees                                                                                         |                    |     |
| a. Executive                                                                                                             |                    |     |
| b. Institutional Advancement                                                                                             |                    |     |
| c. Audit                                                                                                                 |                    |     |
| d. Recruitment and Retention                                                                                             |                    |     |
| e. Academic Policies                                                                                                     |                    |     |
| f. Finance                                                                                                               |                    |     |
| 7. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues |                    |     |
| 8. Report from the University President                                                                                  |                    |     |
| a. University Reports                                                                                                    |                    |     |
| i. Legislative Agenda                                                                                                    | Information        | 11  |
| ii. Vision 2020 Strategic Plan                                                                                           | Information        | 14  |
| b. University Reports Forwarded by Board Committees                                                                      |                    |     |
| i. BOG Policy #36                                                                                                        | Action             | 26  |
| ii. Financial Statements Audit                                                                                           | Action             | 28  |
| iii. Program Review – Criminal Justice                                                                                   | Action             | 29  |
| iv. Update on Agreement for Athletic Complex                                                                             | Action             | 100 |
| v. BOG Budget Report                                                                                                     | Information        | 101 |
| vi. Property Purchase                                                                                                    | Action             | 105 |
| 9. Other Matters – Report on Presidential Review                                                                         | Information/Action |     |
| 10. Next Meeting Date – <i>March 20, 2014</i>                                                                            |                    |     |

**West Virginia State University**  
***Board of Governors***

**Date/Time:** 1/23/2014 -- 12:30 PM

**Location:**

West Virginia State University, Erickson Alumni Center, Grand Hall, Institute, WV

**Purpose:** To conduct regular business of the Board

**Notes:**

This is a compliant meeting.

**Meeting was approved : 1/13/2014 4:49:06 PM**

**West Virginia State University Board of Governors  
Erickson Alumni Center, Grand Hall  
November 14, 2013  
Minutes**

1. **Call to Order and Roll Call**

Chair Susman called the meeting of the West Virginia State University Board of Governors to order at 12:32 p.m.

**Present:** Dr. Guetzloff, Mrs. Jarvis, Mr. Konstanty, Mr. Lipscomb, Mr. Rowe, Mr. Salyers, Dr. Smith, Mr. Swingle, Dr. Thralls, Mr. White, and Mr. Williams. Members of the faculty, staff, and administration were also present.

2. **Verification of Appropriate Notification of Public Meeting**

Mr. Swingle moved that motioned to verify the appropriate notification of the meeting and Mr. White seconded the motion; motion carried. The Chair noted that there was a quorum.

3. **Review and Approve Meeting Agenda**

Mr. Swingle motioned to approve the agenda as presented and Mrs. Jarvis seconded the motion; motion carried.

4. **Review and Approve Minutes of September 20, 2013 Regular Meeting and October 25, 2013 Special Meeting**

With regard to the minutes for the September 20, 2013 meeting, Dr. Guetzloff noted that on page seven the retention percentage reads 11% and should read 1.1%. Mr. Swingle motioned to approve the minutes with the correction and Mr. White seconded the motion; motion carried. Mr. Swingle motioned to approve the minutes for the special meeting held on October 25, 2013 and Mr. White seconded the motion; motion carried.

5. **Announcements from the Chair**

Chair Susman deferred to Dr. Smith who, on behalf of the Board of Governors, acknowledged Mr. Rowe's birthday and expressed their appreciation for him. Chair Susman said that he will host a tailgate before the football game on Saturday, November 16, 2013 and he invited all Board members to attend. He announced that Ms. Hallie Mason will be the luncheon speaker at the BOG retreat. Ms. Mason serves as the Public Policy Director for Governor Earl Ray Tomblin. Chair Susman said he is confident that everyone will be impressed by her commitment to education in the state. During the working lunch, he would like for the Board to talk about the need to maintain funding for higher education and what good stewards we have been in maintaining costs. He asked Mrs. Schumaker to provide an overview of the agenda. Chair Susman said a request was submitted to the Higher Education Policy Commission (HEPC) to consider five board training credit hours based on the agenda for the retreat and we are awaiting approval.

## 6. Reports from Board Committees

### Institutional Advancement:

Chair Susman chaired the Committee and presented the report.

- The number of donors has increased to 518 so far this year, compared to 780 for the entire last year.
- The campaign is progressing well.
- Homecoming activities were discussed.
- WVSU is making good progress in campaign and Pat Schumann will discuss this later in the agenda.
- Students participated in a phone-a-thon that was held to reach out to alumni.
- The Foundation has drafted a policy related to gifts as well as a document regarding the relationship between the Foundation and the University.

### Audit:

Mr. Williams chaired the Committee and presented the report.

- An in-depth discussion was held about the legislative audit and P-Cards. The University's administration has required extra training for P-Card holders. They are also working through the ongoing issue of how to have temporarily expanded limits on the P-Card during certain times for specific travel or purchases.
- Tracking of items was discussed. The Audit Committee recommends that the administration submit language and a proposed Board policy to reduce the amount or set the minimum of what will be tracked in an audit.
- The members received an update on the financial statement audit. No adverse findings are expected.
- Discussion was held about performing an internal review in the spring to ensure that items that were listed in past legislative audits were corrected. Dr. Guetzloff asked about the consequences if someone accidentally makes a personal purchase with a P-Card. Mr. Salyers said that cardholders sign an agreement and these types of purchases are covered in that agreement. However, the recourse may vary based on the incident.

### Recruitment and Retention:

Mr. Lipscomb chaired the Committee and presented the report.

- Mrs. Amanda Anderson gave a demonstration on the EMAS software system. The system provides integrated enrollment management to increase the University's efforts in student recruitment. It also allows to target students based on different criteria.
- The committee learned more about the five recruitment stages – identify prospective student, inquiry stage, application for admission, student decision and confirmation. Each stage provides a customized communication system to the student as they go through the process. The system also allows territorial managers to have access while on the field.

### Academic Policies:

Dr. Thralls chaired the Committee and presented the report.

- Discussion was held about Dr. Byers' retirement announcement.
- Dr. Byers introduced the new Director of Library Services, Dr. Willette F. Stinson, and Ms. Sherri Shafer, who was named as the new Regents Bachelor of Arts (RBA) program coordinator.
- A search is underway for the Dean of Professional Studies.
- The Committee received a detailed report about accreditation. The Board will receive a presentation later on the agenda.
- Eight program reviews will go to the Committee and full Board this year beginning in January. There will also be follow-up reports from prior program reviews.

### Finance:

Mr. Salyers chaired the Committee and presented the report.

- The budget through October was reviewed. Several auxiliary accounts were also reviewed. The Athletics and student housing accounts continue to be in the red, but there have been improvements in other accounts.
- Discussion was held regarding the resolution for the athletic complex.

### 7. **Possible Executive Session**

Mr. Salyers motioned for the Board to go into executive session, in accordance with West Virginia Code §6-9A-4, to discuss personnel and property issues. Mr. Swingle seconded the motion; motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Swingle. Dr. Thralls seconded the motion; motion carried.

### 8. **Report from the University President**

President Hemphill acknowledged everyone who participated in the Budget Efficiency Summit. Mr. Mike McKown, State Budget Director, was the keynote speaker. Staff is reviewing the feedback provided during breakout sessions. Following this review, a report will be made available to the entire University for further input. The President thanked Ms. Osborne, Mr. Bennett, and Mrs. Schumaker and their staff for coordinating the Summit.

The President said that the University also recently hosted a GEAR UP Leadership Academy on campus. GEAR UP is a federally-funded program directed by the Higher Education Policy Commission that provides educational services in 10 high-need counties to help students plan, apply, and pay for education and training beyond high school. Approximately 500 GEAR UP students spent the day on campus taking a tour, hearing from a motivational speaker, but their most important and rewarding task was assembling science experiment kits for elementary school students. Students in the University's Chapter of the American Chemical Society assisted with this service learning project. He thanked Vice President McCarthy, Kellie Toledo, Dr. Michael Fultz, and others who made the GEAR UP visit a success.

President Hemphill said he is also pleased to report that renovation and expansion of Fleming Hall, including the Convocation Center, remains on-schedule and on-budget. The University looks forward to an opportunity to showcase the completed project with a ribbon cutting ceremony in late February.

He concluded his comments with an acknowledgement of an announcement that was made recently. Dr. Byers officially announced his retirement as Provost effective June 30, 2014. He will remain part of the administration for an additional year to assist with important issues such as accreditation and master planning. President Hemphill said that Dr. Byers has not only has been a critical component of the University community and the State family for 41 years, but he has also been a dear friend to this University and to him personally. He asked everyone to join him in giving Dr. Byers a round of applause for all he has done for State and all he will continue to do.

a. University Reports

- Item 8.a.i.: President Hemphill said while it is pleasing to see an increase of 1.5% in overall headcount enrollment for fall 2013 (2,677 compared to 2,644 in fall 2012), the University has to do better with student retention. When we consider the 2,589 undergraduates enrolled in fall 2012 – and subtract students who graduated, high school enrollments, and non-matriculated students, along with students who returned for fall 2013, we have almost 400 students remaining. He noted that if 200 or even 150 of these 400 students would have returned for fall 2013, overall enrollment for fall 2013 would be at 2,794 (an increase of 183 students or almost 6% over fall 2012) or as high as 2,877 (an increase of 233 students or almost 9% over fall 2012). If 25 of the 138 first-time, full-time fall 2012 freshmen who did not return for fall 2013, did indeed return, instead of 51.5% retention, the University's first to second year retention would be 60%. If 50 more freshmen returned, retention would be 69%. President Hemphill said the Board will have an opportunity during the retreat to learn more about retention and how the University will enhance its efforts moving forward.
- Item 8.a.ii.: An update was provided on the final submission of the Institutional Compacts. President Hemphill thanked Dr. Thralls and the Academic Policies Committee for their comprehensive review. He also expressed appreciation to Mr. Bennett and the group for their work. The final documents, as recommended by the Academic Policies Committee and approved by full Board, were submitted to the HEPC as required. The process for next year's compact will carried out in a less condensed time frame to prevent the need to hold special meetings to review and approve the submission in time for the November 1 deadline.
- Item 8.a.iii.: Work on the creation the University's strategic plan continues. The Vision 2020 committees work wrapped up this fall. The four Committees are:

- Academic, Programs, Research Growth, Faculty Excellence and Reward, and Public Service;
- Building, Renovation, and Technological Infrastructure;
- Recruitment, Retention, Marketing and Branding, and Student Experience; and,
- Philanthropic Giving and Alumni Engagement.

The full planning committee met on October 10, 2013 to hear updates from Committee Chairs. Each committee has given thoughtful consideration to providing meaningful, measurable, and manageable goals which move the University forward in important ways. Review of the committee work is underway. Information regarding the timeline for the writing and production of the plan was also shared. An executive summary will be distributed to the Board at the beginning of the calendar year. The Board Committees and the full Board will receive detailed information regarding the strategic plan with review and consideration by the full Board.

b. University Reports Forwarded by Board Committees

- Action item 8.b.i.: President Hemphill asked the Board for consideration of the update on the trustee agreement for the athletic complex based on feedback from the HEPC. Dr. Guetzloff motioned to approve the revised trustee agreement and Mr. Swingle seconded the motion; motion carried.
- Item 8.b.ii.: President Hemphill asked Dr. Whitehead and Dr. Kiddie to provide an update on the reaffirmation of accreditation. Dr. Whitehead gave a PowerPoint presentation that included background information on the self-study process, which provides the University an opportunity to carefully review where we are in preparing for the reaffirmation visit. She provided an overview of the chronology of the University's process and timeline.

The five criteria committees have reconvened and expect to have a second draft of the second version by December 2, 2013. Dr. Whitehead said they are preparing the electronic evidence room, which must be uploaded eight weeks prior to the visit. An editing committee and logistics team have also been established. An accreditation retreat will be held on December 16-17, 2013. Dr. Guetzloff asked why LiveText was purchased because of not having an evidence room if we now have to create one. Dr. Byers explained that the evidence room is still electronic, but the team has to have a space to work from and it will not be as extensive as before. Mr. Williams said it seems that there were components we were aware of earlier in the process and could have been addressing, i.e., the Library. Dr. Byers said there have been making improvements to the Library and additional ones will be made to prepare for the visit. He said that this is often the case at most universities when preparing for an accreditation visit.

President Hemphill said as he has received briefings and looked at the data and gaps, one thing he feels very good about is that Dr. Whitehead and Dr. Kiddie have both been involved in accreditation visits at previous institutions, and Dr. Carson is an actual reviewer in New England and she will assist the reaffirmation team. Mr. Bennett is also working closely with the group in terms of IT and data. Mr. Williams asked if we should be preparing to make room for capital expenditures. President Hemphill said that the University received one time funding from the state last year and made investments in the Library. The President said that we will continue to brief the Board as requested.

- Item 8.b.iii.: The President said that before calling on Vice President Jones to report on the legislative audit report and budget update, he would like to advise that corrective action has been taken to remedy the issues identified in the legislative audit report. Furthermore, he said the University is committed to being accountable, transparent, and a good steward of public funding. Mr. Jones then provided an overview of the findings.

He said most of the items occurred in 2008, 2009, 2010, and 2011. The findings included the Child Development Center, cash handling, P-Cards and inventory management. Before the Child Development Center closed, most of the records were lost in a flood and there is not much information about what happened with the operations of the facility. Since the time of the findings, we have implemented new cash handling procedures and appointed 12 cash handling sites on campus that are reviewed regularly. With regard to P-Cards, all cardholders were required to retake the training and if anyone failed to do so, their cards were suspended; approximately four cardholders had their cards suspended until they retake the training. Inventory management is being changed in terms of systematic report. The OASIS system will cover a broad range of inventory items. One area of concern was the bookstore and we have replaced the point-of-sale software.

Dr. Thralls asked if there is a follow-up from the auditors when we file our report with response to findings. Mr. Jones said the response normally closes the loop and corrective action is taken before the auditors leave campus. Dr. Guetzloff asked if the new travel policy for the athletic department will come before the Board. President Hemphill said he and Mr. Jones will review the policy and then it will be a public document and available to the Board. Chair Susman noted that it does not require Board approval.

- Item 8.b.iv.: Vice President Jones said the modified cash basis report was updated and distributed in the Finance Committee meeting earlier that day. In the year-to-date columns, Note 1 shows that the University is on a target of 33%; we are actually at 38% of total income, so we are ahead of schedule. Note 2 indicates an additional \$994,000 received, but it has not been posted to this report because of timing. Of that amount, 76% will end up



on the E&G report. Currently, Academic Affairs is at 22.2%, Student Affairs is at 30.75%; the President's area is at 51.2% (note 4), which includes athletic scholarships; University Relations and Operations is at 29.10%, Physical Facilities is at 36% (note 3); Institutional Advancement is at 30.7% and Business of Finance is at 35.08%.

Dr. Guetzloff said the Science Department is not receiving fee money in a timely manner and it is affecting their ability to purchase chemicals, etc. He asked if there can be a better process to prevent this delay so they can get the chemicals and instruments needed for labs. Mr. Jones explained that certain accounts are allowed to be overspent during a period before tuition and fees are posted so that chemicals and instruments are in labs before students arrive. Dr. Guetzloff said that did not happen this year. Mr. Jones said he was not aware of that and he will look into it because there is no directive from his area to not continue that allowance. The Provost noted that he was also unaware of the issue. President Hemphill said it was the first he had heard of it as well. He asked that, moving forward, these types of issues be discussed with the administration prior to Board meetings so they can be addressed.

Mr. Jones continued his report with an update on the auxiliary accounts. He said we lack a payment of \$135,000 from KVCTC from last year and should have received that same amount for this year. The University does not have enough students in the residence halls to balance the housing account. The dining services account looks good at this time, but still have not finalized contract. Dr. Guetzloff asked if we are going to revoke freshmen and sophomore where they have to live on campus. Mr. Jones said we are going to reinforce this rule; the administration has been generous because of the shape of our current facilities were in so we would not lose students.

Faculty Housing had a nearly complete turnover. When residents moved out there was a significant expense for maintenance repairs to get the houses ready for new residents. The parking is starting to rebound. The Bookstore continues to generate surpluses.

9. **Other Matters**

Mr. Konstanty said the Presidential Review Process Ad Hoc Committee met on October 30, 2013 and has a motion to bring to the full Board. He motioned that the Board approve the presidential evaluation procedure, including the hiring of a consultant and the confidentiality and privacy measures regarding the evaluation discussion and distribution, consistent with the practice at other HEPC institutions, as presented and recommended by the Presidential Review Process Ad Hoc Committee. Mr. Swingle seconded; motion carried.

10. **Next Meeting Date**  
January 22-23, 2014

11. **Adjournment**

Dr. Guetzloff motioned to adjourn and Mr. Salyers seconded the motion; motion carried.  
The meeting adjourned at 3:13 p.m.

Respectfully submitted,

L. Vincent Williams  
Secretary

Approved: \_\_\_\_\_  
Tom Susman  
Chair

**Agenda Item 8.a.i.  
January 23, 2014**

**Information**

**Legislative Agenda**



## **BUCKS FOR BRAINS**

West Virginia State University should be included as a participating institution in the West Virginia Research Trust Fund, better known as the Bucks for Brains Program, if the program is continued or if additional funds are appropriated.

As an 1890 Land-Grant Institution, for its land-grant programming, WVSU receives federal formula funds from the United States Department of Agriculture. The University currently has research programs which focus on providing solutions to issues impacting West Virginia, such as the conversion of agricultural waste to energy and fertilizers while providing waste remediation alternatives to its poultry industry. Scientists are also testing biochar, the product of bioremediation, as a soil amendment for abandoned mine reclamation. Other areas of research emphasis include revitalization of agriculture in southern West Virginia, energy production and management, urban forestry, crop genomics and cancer research.

All of these research initiatives have provided immeasurable benefits to West Virginia's economy and have drawn international interest for the University and the State of West Virginia.

## **STATE FUNDING MATCH OF FEDERAL LAND-GRANT MONIES**

West Virginia State University, as a land-grant institution, receives federal formula funds from the United States Department of Agriculture. These federal funds come with a congressional mandate requiring a 100 percent match of state or non-federal funds. WVSU is currently scheduled to receive \$2,817,299 in federal research and extension formula funds; however, the state has currently budgeted to only provide \$1,673,390 in matching funds. The University did receive one-time appropriations of \$420,626 during the 2012-2013 fiscal year with the passage of the budget bill during the extended regular session and Senate Bill 1005 during the first extraordinary session of 2013.

WVSU is seeking the additional \$1,143,909 in the West Virginia State University Land-Grant Match line item in the 2014-2015 budget bill to meet the mandated 100 percent match. If the 100 percent state match is not met, the state jeopardizes \$1,143,909 in federal funding for the University, its students and the State. Should additional budget reductions be included in the FY15 budget, WVSU will respectively seek an increase in funding of equal value.

## **GROWTH OF WVSU RESEARCH INFRASTRUCTURE**

West Virginia State University is one of three research-based institutions and one of only two land-grant institutions within West Virginia. As such, WVSU is continuously expanding research initiatives on and off campus. Our research currently focuses on: Bioenergy; Environmental Remediation; Socioeconomics; Human Health; Aquaculture; Environmental Microbiology and Biotechnology; Horticultural Crops and Production Systems; Urban Forestry and Natural Resource Management; and Vegetable Genomics and Plant Breeding. As a result of this significant research growth, Hamblin Hall, the primary science facility on campus, has reached capacity and lacks the space needed for the continued growth of research programs. In fact, WVSU is leasing space offsite to accommodate newly added research programs and faculty.

The University is seeking \$13 million to construct a 20,000-square-foot research annex to be erected on campus, adjacent to Hamblin Hall. This new facility will provide the much needed laboratory and classroom space for existing and expanding research programs and faculty.





- West Virginia State University was the first public higher education institution in West Virginia to gain accreditation and has been continuously accredited longer than any other public college or university in West Virginia.
- 75 percent of WVSU’s students receive financial aid. With a renewed focus on enrollment management, new recruiting and retention initiatives, and an annual tuition of \$5,932, WVSU is the best value for a four-year education in West Virginia.
- WVSU offers 72 academic program options leading to 21 baccalaureate degrees and 5 master’s degrees.
- The University is aggressively seeking partnerships with other state institutions to create additional pathways for degree-seeking students.

Recently, WVSU signed a 2+2 articulation agreement with WVU in the disciplines of civil, mechanical and industrial engineering and signed five 2+2 articulation agreements with Kanawha Valley CTC and Bridgemont CTC to allow students to seamlessly transfer from associate’s degrees into bachelor’s degrees in Criminal Justice, Art, History, English with a Literature option, and Health Sciences Leadership in Allied Health and Rehabilitation. Additionally, University leaders are working with colleagues at Southern West Virginia CTC in developing similar agreements for degrees in Allied Health/Rehabilitation, Management, Criminal Justice and Elementary Education.

A new master’s degree program in Multicultural Instructional Leadership is now fully accredited with the degree being offered in spring 2014. A new master’s degree program in Public Administration is in the approval process with the Higher Learning Commission, and the University is exploring the option of offering a Master of Social Work that would lead to a corresponding doctorate at WVU.

These new programs are matched with the economic and business needs of the region and the state to ensure graduates are highly qualified to find jobs in their field of study.

- With approximately 19.5 percent of WVSU’s total budget coming from state appropriations, the University has amassed an annual budget of \$64.4 million with a statewide economic impact of \$254 million in business volume. It is estimated that, for every dollar the Legislature spends on WVSU, the University provides \$16 in economic activity.
- As a land-grant institution, WVSU Extension Service serves 29 West Virginia counties daily. These services aid approximately 15,000 people throughout the year.
- As a regional research institution, WVSU contributes significantly to state economic development efforts in the areas of biotechnology, plant, microbial, animal and environmental research. In 1998, the University had a total of \$1.65 million in federal and state land-grant funds dedicated to research and development. In just over a decade, that funding has grown to \$13.5 million. WVSU’s research mission, as one of the eighteen 1890 land-grant institutions in the country, addresses agricultural, environmental, economic and social issues of the citizens of West Virginia, the region, and the nation.

W.Va. County	Enrollment	Percent of Student Population within W.Va.	Ethnicity	Enrollment	Percent of Total Student Population
Kanawha	1,859	69.44%	Am Indian	12	0.45%
Putnam	327	12.22%	Asian	9	0.34%
Boone	79	2.95%	Black	269	10.05%
Other W.Va. Counties	216	8.07%	Foreign	25	0.93%
Out of State	196	7.32%	Hispanic	15	0.56%
<b>Total</b>	<b>2,677</b>		Unknown	879	32.83%
			White	1,468	54.84%
			<b>Total</b>	<b>2,677</b>	

**Agenda Item 8.a.ii.**  
**January 23, 2014**

**Information**

**Vision 2020 Strategic Plan**

The University's new strategic plan, *Vision 2020: State's Roadmap to the Future*, has been developed. A committee, comprised of representatives from the campus community, met over the course of the past year and made a series of recommendations regarding all areas of the University.

Following detailed Committee presentations and discussions, the plan will be presented to the Board of Governors for review and endorsement.

Vision 2020: State's Roadmap to the Future  
West Virginia State University's Strategic Plan

Executive Summary  
provided to the Board of Governors  
January 2014

## **Letter from the President**

More than a year ago, West Virginia State University students, faculty, staff and alumni set a course for greatness. These more than forty individuals, worked together to develop an inclusive, comprehensive strategic plan to bring the University's vision and mission to life. Together, we call this effort, *Vision 2020: State's Roadmap to the Future*.

This unified effort stretched across key areas of recruitment, retention and degree completion, rebranding and marketing our institution, research growth, alumni engagement, philanthropic giving and enhancement of the campus infrastructure all-the-while enhancing and expanding our academic offerings.

Through the hard work and dedication of many individuals, I am pleased to provide West Virginia State University's strategic plan, *Vision 2020: State's Roadmap to the Future*, which will guide our collective efforts toward each of our key areas and overall success.

Now, the true challenge begins. Implementing this comprehensive plan across every aspect of the University will require dedication and perseverance. In order to demonstrate the institution's progress in achieving the goals and objectives outlined herein, a series of reports will be produced. Such reports will provide status updates regarding where we were, how far we have come and what we need to accomplish well into the future.

Throughout this entire process, West Virginia State will remain focused on excellence, accountability and student centeredness in each and every action and interaction. I look forward to working with all members of the State family to lift this plan off the enclosed pages and into everyday life taking place at our beautiful Institute, W.Va. campus.

The course for greatness has been set and, together, we will now travel forward with passion and purpose for our entire State family—today, tomorrow, and long into the future.

**GO STATE!**

Sincerely,

Dr. Brian O. Hemphill  
President, West Virginia State University



## Vision 2020 Strategic Planning Methodology

Under President Hemphill's direction, Vision 2020 Strategic Planning efforts were launched in November 2012. At that time the following information was shared with the taskforce.

**The Purpose of Vision 2020:** To support the University's vision and mission; align the University and its faculty, staff, students and stakeholders for growth and success; create a stakeholder-built framework that supports achievement of the five key initiatives set by the President and heighten student-centered service, accountability and excellence.

**A Living Document:** *Vision 2020* will be monitored and evaluated; progress toward defined goals will be measure and reported; unanticipated challenges and opportunities will be considered and may result in changes to the plan and a comprehensive mid-point evaluation will be conducted.

**A Multifaceted Charge:** *Vision 2020* contributors were tasked with developing an inclusive approach to articulating WVSU's vision and mission; developing an inclusive and comprehensive strategic plan to bring the University's vision and mission to life through the year 2020; implementing a planning process that encourages input from internal and external stakeholders; determining the structure for the strategic plan document and the timeline for completing each phase; recommending, within the document, a process for monitoring the progress of the strategic plan and modifying the plan, if needed. Readers of this plan will see how each aspect of the charge is incorporated into the plan.

To fulfill the mission and duties outlined above, four planning committees were created:

- Academic Programs, Research Growth, Faculty Excellence and Rewards and Public Service
- Recruitment, Retention, Degree Completion, Marketing/Branding and the Student Experience
- Building, Renovation and Technological Infrastructure
- Alumni Engagement and Philanthropic Giving

In addition to the overall charge for the taskforce, each planning committee was provided a charge. (Committee charges are included in this document along with the results of each committee's deliberations.) Over the course of nine months, each committee met regularly and developed their own approach to their work. A meeting of the full taskforce was held in October 2013 to share the activities of each work group.

Upon review of this document, readers will see how the planning process did indeed bring ideas to life and fully met the original charge. This document highlights the significant efforts of the work groups. While it provides considerable detail, not all committee recommendations are included in this document and it is not designed to serve as a work plan. The work of each committee will be ongoing as the strategies included here are implemented.

Updates regarding *Vision 2020's* implementation progress will be available at [www.wvstateu.edu/vision2020](http://www.wvstateu.edu/vision2020). At this time, while we anticipate that our goals will remain fairly constant, the strategies and initiatives will likely evolve over time. Ongoing analysis of ever-shifting

challenges and constraints, and indeed our successes, may result in adjustments and changes to our strategies and targets as the plan moves forward. All updates will be shared online.

## The Context for Planning

*“Higher education faces daunting challenges: soaring costs, access and completion issues, rapidly changing technology, and accountability pressures from state and federal officials. But no challenge is more daunting than the fundamental question that many Americans are now asking: Is college worth it?”* (Busteed, 2013)

Indeed there is no shortage of challenges for colleges and universities across the nation, including West Virginia State University. The challenges mentioned above are intensified by shifting demographics, a fierce competitive landscape, and the reductions or potential for reductions in federal and state appropriations.

West Virginia State University has the responsibility of contributing to the greater good stretching far beyond the borders of State’s campus. *Vision 2020* was created with this duty, what we know to be true about the climate in which we function and the national challenges facing higher education all in mind.

1. *“Out of every 100 students enrolled in the 9th grade in West Virginia, only 17 will earn a two- or four-year college degree within ten years. In the best performing states in the U.S., 30 students achieve this benchmark”* (HEPC/CCTS, 2012)

Successful student outcomes provide us with the opportunity to convey value to prospective students, families, communities and stakeholders. Our commitment to improving retention and graduation rates means more students will finish their degree in an appropriate timeframe, enter the workforce and give back to their communities.

2. *“With data collection, ‘The sooner the better’ is always the best answer”* (Marissa Mayer, CEO, Yahoo)

Data must inform our decisions. As we move forward, we will encourage University decisions at all levels to be data and information driven, supported by adequate resources and based on the priorities articulated in this strategic plan and the University’s mission and vision.

3. *“Be ‘Edupreneurial’ -- Times of change can present ideal opportunities for innovative thinking. Those who can abandon “we’ve always done it this way” thinking will be able to seize opportunities for creative solutions”* (The Lawlor Group, 2013)

Our ability to embrace change will enable WVSU to continue to be a strong university with many excellent programs. But let’s be more ambitious -- with a spirit of curiosity and innovation WVSU will evolve into an even greater institution. Change can be uncomfortable, however, our success in working in an ever-changing environment requires each faculty and staff member to adopt a positive and proactive spirit and a willingness to engage students and those with whom we work. WVSU will be ‘edupreneurial.’

4. *“Partnerships are efficient and enable risk-sharing by allowing different entities to serve complementary roles. Organizations are able to draw upon specialized capabilities of each partner and access new skills and resources that were previously unavailable when working alone”* (Mennel, Mendelson, McElhaney, Marquard, 2013)

Partnerships fuel innovation and encourage a creative and collaborative spirit. Whether with industry, government, our peer educators on all levels, community-based organizations, or internal colleagues, partnerships allow us to advance our educational mission while providing additional opportunities to students, faculty, staff, researchers, etc. Outcomes that may not be possible on our own become more likely when we partner with appropriate collaborators.

*Vision 2020's* overarching objective is to discover ways to enable the University to pursue and achieve excellence – in an environment of challenges, tough decisions, and yes, overwhelming opportunity.

Some strategies included in the plan are cost neutral and can be implemented by shifting focus or changing the ways we go about doing our work. Many strategies require funding. Each individual who contributed to *Vision 2020* fully understands that new funds are in short supply; however we must be prepared to take advantage of opportunities to achieve the important goals outlined in this plan. We must balance current fiscal realities with ever-growing optimism and our vision for today, tomorrow, and 2020.

## **Highlights of the Work of the Vision 2020 Committees**

### **Academic Programs, Research Growth, Faculty Excellence and Rewards, and Public Service**

*“Today, America’s land-grant universities continue to fulfill their democratic mandate for openness, accessibility, and service to people, and many of these institutions have joined the ranks of the nation’s most distinguished public research universities. Through the land-grant university heritage, millions of students are able to study every academic discipline and explore fields of inquiry far beyond the scope envisioned in the original land-grant mission” (APLU, 2012)*

The Charge:

- Stimulate growth through a strategic investment in faculty excellence and reward, with a focus on enhancing academic programs and the student experience
- Identify strategies to grow the research infrastructure
- Create an outstanding research environment that drives an engaged learning environment

#### **Goal I**

**Develop a rewards system to promote, recognize and enhance faculty excellence.**

#### **Goal II**

**Develop new and reconfigure existing academic programs to be responsive to student, stakeholder and community needs.**

#### **Goal III**

**Implement five degree programs that may be completed entirely online. Online options should address student interest along with current and anticipated business/industry demand.**

#### **Goal IV**

**Promote and expand the research mission of the University by increasing and supporting scholarly activities of faculty and students, and developing strategic partnerships with other institutions of higher education, government and industry.**

#### **Goal V**

**Promote and increase university-wide public service activities, which include students, faculty, staff, alumni and partners, outreach and engagement efforts.**

## **Recruitment, Retention, Degree Completion, Marketing/Branding and the Student Experience**

*“The question of how best to provide support in the right areas, grow student enrollment, and attempt to ensure degree completion constitutes one of the most critical issues facing higher education institutions, as they evaluate the manner in which demographic shifts across the country will likely influence their culture and sustainability” (Motley, 2013)*

The Charge:

- Improve and expand processes surrounding initial contacts, tracking and enrolling prospective students
- Recognize shifting demographics in West Virginia and expand State’s recruitment footprint
- Develop strategies to improve students’ experience inside and outside the classroom
- Develop and refine strategies to improve retention and graduation rates
- Reintroduce WVSU to prospective students through effective marketing and branding

### **Goal I**

**Grow the student population to improve higher education participation and supply a well-equipped, educated workforce for the state of West Virginia and the region. Concentrate not only new students but also on retention.**

### **Goal II**

**Establish processes that utilize best practices and create appropriate data bases for tracking and enrolling prospective students.**

### **Goal III**

**Support enrollment growth by using demographic data to identify opportunities for new student recruitment.**

### **Goal IV**

**Expand the existing first-year experience program to a program covering four years. Each year additional connections, opportunities and support are provided to students to continue to move them along the path to degree.**

### **Goal V**

**Improve implementation of student surveys to enhance timely data collection, distribution of survey results, and utilization of results.**

### **Goal VI**

**Support the University’s academic mission through the provision of student experiences that enrich scholarship, engagement and personal development.**

### **Goal VII**

**Improve retention to 65 percent first to second year retention; 30 percent 6-year graduation rate.**

**Goal VIII**

**Develop, execute and assess strategic marketing and communications programs, both internal and external, that strengthen, promote and protect WVSU's brand identity, relevance, accomplishments and excellence.**

## **Building, Renovation and Technological Infrastructure**

### **The Charge**

- Develop strategies to enhance technological infrastructure of the University
- Construct a blueprint to build and renovate facilities, in an effort to improve the physical environment at West Virginia State University
- Define priorities within the infrastructure of the campus that will enable faculty, staff and students to function at their highest levels

### **Goal I**

**Pursue opportunities to invest in technology and information systems. Through these investments, create a more flexible and productive work environment, while simultaneously reducing maintenance, improving overall efficiency, and reducing costs.**

### **Goal II**

**Develop a Campus Master Plan that promotes our campus character. Plan will support a range of teaching, learning, and recreational activities. As part of the planning process, review processes and practices to ensure greater energy efficiency and effectiveness within the University's operations.**

### **Goal III**

**Improve utilization of space across campus to better meet internal needs and capitalize on opportunities to partner with external constituents.**

### **Goal IV**

**Improve efficiencies within Human Resources while supporting professional development for faculty and staff.**



## **Alumni Engagement and Philanthropic Giving**

*“We make a living by what we get, but we make a life by what we give” (Winston S. Churchill)*

The Charge:

- Develop strategies that will improve alumni engagement
- Develop a state-of-the-art communication system to support alumni relations
- Establish and deploy a system for cultivating lifelong philanthropy in support of WVSU
- In partnership with the WVSU Foundation, create a strong financial foundation for the future

### **Goal I**

**Increase the number of alumni engaged in support of the University (as measured by annual gifts) from 2.9 percent to 10 percent by 2020.**

### **Goal II**

**Develop a communications system that informs alumni of University and alumni news and engages them through effective targeted messages and interactive media.**

### **Goal III**

**Cultivate life-long philanthropy in support of WVSU through programs that educate students, alumni and friends about the importance of philanthropy and provide giving opportunities appropriate for each stage of life.**

### **Goal IV**

**In partnership with the WVSU Foundation, develop management practices and financial goals to support increased, long-term financial support for the University.**

**Agenda Item 8.b.i.**  
**January 23, 2014**

**Action**

**BOG Policy #36**

The Executive Committee will review BOG Policy #36 and request a revision in order to meet the current special event and catering needs. The proposed revision, if approved, will be distributed for a thirty day comment period. With this approval, the Board provides final approval if no substantive comments are received during this period. If substantive comments are received, such comments will be provided to the Board for their review and consideration.

**WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS**

**West Virginia State University**

**BOG Policy #36**

**Title: Alcoholic Beverages**

**Section 1. General**

1.1 Scope: This establishes a policy for the use of alcoholic beverages on the campus of West Virginia State.

1.2 Authority: West Virginia Codes §18B-1-6 and 18B-1-8

1.3 Effective Date:

**Section 2. Policy**

2.1 The possession or use of alcoholic beverages is prohibited on property or in facilities (including student housing) of WVSU and WVSCTC.

2.1.1 The possession or use is also prohibited in any of either institution's off-campus or leased facilities.

2.2 This policy does not apply to dwellings located on the campus of West Virginia State University or any of its off-campus or leased facilities which are occupied as a family residence, the Capitol Center, or facilities operated by the WVSU Foundation.

**Agenda Item 8.b.ii.**  
**January 23, 2014**

**Action**

**Financial Statements Audit**

The financial statements audit is enclosed in your meeting packet as a separate bound document. Mike Hager of Hayflich and Grigoraci will provide a presentation and Business and Finance staff will be available to assist in responding to any questions following Mr. Hager's presentation.

**Agenda Item 8.b.iii.**  
**January 23, 2014**

**Action**

**Program Review – Criminal Justice**



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.

Doing 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
<b>Totals</b>	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**

<b>Degree Program:</b> Criminal Justice	<b>Total number of credit hours required for graduation:</b> 120
<b>Professional society that may have influenced the program offering and requirements:</b> 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				
<b>Total Required Major Hours:</b>	<b>51</b>	<b>Total Additional Major Hours:</b>	<b>12</b>	<b>Total Cognate Hours:</b>	<b>0</b>	<b>Total Gen. Ed./Elective Hours:</b>	<b>57</b>

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)

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

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

**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)

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

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

**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.

<b>YEAR / SEMESTER</b>	<b>COURSE NUMBER AND TITLE</b>	<b>ENROLLMENT</b>
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 16<sup>th</sup> Annual Conference. October, 2012.  
West Virginia Criminal Justice Educator's Association 15<sup>th</sup> Annual Conference. November, 2011  
West Virginia Criminal Justice Educator's Association 14<sup>th</sup> 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)

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

<b>Professional registration/licensure:</b> Law Enforcement Officer
<b>Years of employment at present institution:</b> 7
<b>Years of employment in higher education:</b> 8 1/2 full time
<b>Years of related experience outside higher education:</b> 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 13<sup>th</sup> 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).

Stroebe, 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		19
	CJ 313 Race & Gender Issues in Criminal Justice	10
		30
	LE 620 Leadership Psychology – Grad Course	
Spring 2013	CJ 224 Punishment & Corrections	32
		11
	CJ 313 Race & Gender Issues in Criminal Justice	31
	LE 640 Strategic Planning & Policy	

- (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. 29<sup>th</sup> 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	<b>Course CJ 101- When 1st Semester Knowledge/Comprehension</b> 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.	<b>Course CJ 307 - When 4<sup>th</sup> Semester Application/Analysis</b> 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.	<b>Course CJ 415 - When 7<sup>th</sup> Semester Synthesis/Evaluation</b> 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.
CJ PLO 2	<b>Course CJ 226 - When 2<sup>nd</sup> Semester Knowledge/Comprehension</b> 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.	<b>Course CJ 315 - When 5<sup>th</sup> Semester Application/Analysis</b> 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.	<b>Course CJ 380 - When 7<sup>th</sup> semester Synthesis/Evaluation</b> 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.
CJ PLO 3	<b>Course CJ 223 When 3<sup>rd</sup> Semester Knowledge/Comprehension</b> 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.	<b>Course CJ 320 When 4<sup>th</sup> Semester Application/Analysis</b> 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.	<b>Course CJ 330 When Fifth Semester Synthesis/Evaluation</b> 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.
CJ PLO 4	<b>Course CJ 204 When 2<sup>nd</sup> Semester Knowledge/Comprehension</b> 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.	<b>Course CJ 313 When 6<sup>th</sup> Semester Application/Analysis</b> 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.	<b>Course CJ 425 When 8<sup>th</sup> Semester Synthesis/Evaluation</b> 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><b>CJ PLO</b> 5</p>	<p><b>Course CJ 224 When 2nd Semester</b> <b>Knowledge/Comprehension</b> 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><b>Course CJ 308 When 6<sup>th</sup> Semester</b> <b>Application/Analysis</b> 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><b>Course CJ 425When 8th Semester</b> <b>Synthesis/Evaluation</b> 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)
<b>Level of Assessment Knowledge &amp; Comprehension</b>	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)
<b>Level of Assessment Application &amp; Analysis</b>	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)
<b>Level of Assessment Application &amp; Analysis</b>	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)
<b>Level of Assessment Application &amp; Analysis</b>	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)
<b>Level of Assessment Application &amp; Analysis</b>	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)
<b>Level of Assessment Application and Analysis</b>	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)
<b>Level of Assessment Synthesis &amp; Evaluation</b>	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)
<b>Level of Assessment Synthesis &amp; Evaluation</b>	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
<b>Totals</b>	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

**Agenda Item 8.b.iv.**  
**January 23, 2014**

**Action**

**Update on Agreement for Athletic Complex**

Materials are still being developed and will be provided at the meeting.

**Agenda Item 8.b.v.  
January 23, 2014**

**Information**

**BOG Budget Report**

**University - E&G Budget**  
**FY 2014 Budget / Actual Expenditures 11/30/13**

	Salaries & Benefits			%	Supplies & Other Services			%	Total			Notes
	Total Year Budget	Fiscal Y-T-D Actual	Difference		Total Year Budget	Fiscal Y-T-D Actual	Difference		Total Year Budget	Fiscal Y-T-D Actual	Difference	
General Revenue									10,657,707	4,476,236	6,181,471	42.00%
Tuition Revenue									11,180,000	4,835,811	6,344,189	43.25%
R&D Corp Indirect Funds									427,230	65,654	361,576	15.37%
<b>Sub Total of Revenues</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>		<b>22,264,937</b>	<b>9,377,701</b>	<b>12,887,236</b>	42.12% (2.)
Academic Affairs	11,031,558	3,373,717	7,657,841	30.58%	260,726	84,794	175,932	32.52%	11,292,284	3,458,511	7,833,773	30.63%
Student Affairs	1,360,911	518,296	842,615	38.08%	113,659	52,329	61,330	46.04%	1,474,570	570,625	903,945	38.70%
President's Area	1,049,664	465,204	584,460	44.32%	792,350	613,752	178,598	77.46%	1,842,014	1,078,956	763,058	58.57% (4.)
University Relations	1,004,467	380,023	624,444	37.83%	299,167	90,188	208,979	30.15%	1,303,634	470,212	833,422	36.07%
Phy Fac Net of Transfers	2,410,273	884,629	1,525,644	36.70%	620,229	442,724	177,505	71.38%	3,030,502	1,327,353	1,703,149	43.80% (3.)
University Advancement	244,762	130,428	114,334	53.29%	103,510	26,982	76,528	26.07%	348,272	157,409	190,863	45.20% (6.)
Finance	1,427,631	570,056	857,575	39.93%	116,647	123,258	(6,611)	105.67%	1,544,278	693,314	850,964	44.90% (5.)
College Wide	83,662	0	83,662	0.00%	1,345,721	613,267	732,454	45.57%	1,429,383	613,267	816,116	42.90%
<b>Sub Total of Expenses</b>	<b>18,612,928</b>	<b>6,322,353</b>	<b>12,290,575</b>	33.97%	<b>3,652,009</b>	<b>2,047,294</b>	<b>1,604,715</b>	56.06%	<b>22,264,937</b>	<b>8,369,647</b>	<b>13,895,290</b>	37.59%
<b>Grand Total</b>									<b>0</b>	<b>1,008,054</b>		

**Footnotes:**

- (1.) 42% is the target for November activity compared to budgets
- (2.) Revenue clearing account balance of \$287,145. Of this amount 75% or \$215,359 estimated will go to E&G area.
- (3.) Brim Insurance \$47,000, postage \$62,000; repairs \$110,000
- (4.) Athletic Scholarship expense in President's area in October, \$496,000 1st sem; association dues \$45,000
- (5.) Upfront costs for audits of \$66,000 and bank cost for credit card cost of \$19,000
- (6.) New staff cost included in unchanged budget



West Virginia State University  
 Auxiliary Account Activity for November 2013  
 Fund 4612

Fund Number	Fund Name	6/30/2013 Fund Balance	11/30/2013 Fund Balance	FY 14 Net Activity
123610	Student Union Operation	(178,865)	(237,258)	\$ (58,393)
123710	Housing	(1,324,376)	(1,441,095)	\$ (116,719)
123810	Dining Food Services	(624,642)	(324,902)	\$ 299,740
123980	Athletics Current	(427,673)	(535,065)	\$ (107,392)
123981	Athletic Enhancement Funds	181,285	174,343	\$ (6,942)
125180	Faculty Housing	65,636	(455)	\$ (66,091)
125620	Parking	(158,781)	(91,813)	\$ 66,968
129110	Bookstore	2,924,639	3,158,141	\$ 233,502
	<b>Fund 4612 Balance</b>	<b>\$ 457,223</b>	<b>\$ 701,896</b>	<b>\$ 244,673</b>

Balance in All Funds Report

701,896



**Agenda Item 8.b.vi.**  
**January 23, 2014**

**Action**

**Property Purchase**

Materials are still being developed and will be provided at the meeting.