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**West Virginia State University Board of Governors  
Meeting Schedule  
February 7, 2019**

<b>8:30 a.m. to 9:30 a.m.</b>	Academic Policies Committee <i>Grand Hall</i>
<b>8:30 a.m. to 9:30 a.m.</b>	Finance Committee <i>Weisberg Lounge</i>
<b>9:40 a.m. to 10:40 a.m.</b>	Institutional Advancement <i>Weisberg Lounge</i>
<b>9:40 a.m. to 10:40 a.m.</b>	Recruitment and Retention Committee Grand Hall
<b>11:00 a.m. to 11:50 a.m.</b>	Board of Governors Lunch Second Floor
<b>12:00 p.m.</b>	Full Board Meeting Grand Hall

**AGENDA**  
**West Virginia State University**  
**BOARD OF GOVERNORS**  
**Erickson Alumni Center, Grand Hall**  
**February 7, 2019**  
**12:00 p.m.**

1. Call to Order, Oath of Office, and Roll Call-Chair, Mr. William Lipscomb, presiding
2. Verification of Appropriate Notice of Public Meeting Action
3. Review and Approval of Meeting Agenda Action
4. Review and Approval of Minutes of Previous Meeting Action
5. Reports from the Board Committee Chairpersons
  - a. Academic Policies Committee
  - b. Finance Committee
  - c. Institutional Advancement Committee
  - d. Recruitment and Retention Committee
6. Report from the University President
  - a. President's Report
    - i. Tobacco Free Yellow Jacket Initiative- Ms. Lindsey Good, MS, ATC  
Instructor of Health Sciences, Department of Health and Human Performance
    - ii. Vision 2020 Strategic Plan Update
  - b. University Reports Forwarded by Board Committees
    - i. Approval of Program Review for the Action  
BS in Criminal Justice  
Approval of Program Review for the Action  
MS in Criminal Justice
    - ii. Approval for the Institutional Compact and Action  
Master Plan 2019-2022
7. Possible Executive Session under the Authority of West Virginia Action  
Code §6-9A-4 to Discuss Legal, Personnel and Property Matters
8. Other Matters
9. Next Meeting- April 4, 2019
10. Adjournment

Agenda prepared by – DeNeia M. Thomas, Ph.D., Chief of Staff and Board Liaison,  
January 30, 2019

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

**Date/Time:** 2/7/2019 -- 12:00 PM

**Location:**

Erickson Alumni Center  
West Virginia State University

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

**Notes:**

This is a compliant meeting.

**Meeting was approved : 1/22/2019 8:32:26 AM**

**Meeting Minutes**  
**West Virginia State University Board of Governors**  
**Erickson Alumni Center, Grand Hall**  
**December 7, 2018**  
**12:00 p.m.**

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

Mr. Lipscomb called the meeting to order at 12:00 p.m. and asked for the roll call.

Members Present: Mr. Buchanan, Mr. Jones, Mr. Kelley, Mr. Lipscomb, Mrs. Pitchford, Ms. Seawell, Dr. Smith, Mr. Swingle, and Dr. Vaughan. Mr. Williams participated by conference call.

Members Absent: Ms. Dooley

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

Mr. Lipscomb verified the Appropriate Notice of Public Meeting.

**3. Review and Approval of Meeting Agenda**

Mr. Swingle motioned for approval of the agenda as presented. Mrs. Pitchford seconded the motion, and the motion carried.

**4. Review and Approval of Minutes of Previous Meeting**

Mr. Swingle motioned for approval of the minutes of the October 25, 2018 meeting. Mr. Buchanan seconded the motion, and the motion carried.

**5. Reports from the Board Committee Chairpersons**

a. Academic Policies

Presiding Officer, Dr. Smith, chaired the meeting in the absence of the Committee Chair, Ms. Dooley. Dr. McMeans gave an overview of Research and Public Service, R&D Corporation audits, and the history of land-grant status. Discussion about the history of land-grant funding, as well as efforts to secure the 100 percent state match during this legislative session and potential consequences if the match not funded. Dean Carney followed with a presentation on the College of Professional Studies. The Committee discussed the program reviews for the Regents Bachelor of Arts, B.A. and International Studies, B.A...The Committee supported the recommendations of the Faculty Senate for both programs as action to the full Board. Dr. Smith thanked Dr. McMeans along with Dr. Jayasuriya and his team for their excellent presentations.

b. Audit

Committee Chair, Mrs. Pitchford, said that the Committee received a report on the audited financial statements from CliftonLarsonAllen. A summary of the report and a recommendation to the full Board will be presented.

c. Finance

Committee Chair, Mr. Kelley, reported that the Committee received the budget report through October 30, 2018. Revenue is ahead of target and expenses are below target. This is partly due to the work of the Budget Efficiency Task Force. President Jenkins said it has been a collective university effort the past couple of years to

readjust and change the culture in terms of spending and to help improve our fiscal health.

d. Institutional Advancement

Committee Chair, Mr. Lipscomb, reviewed the Committee report from Mr. Burton on fundraising efforts in Athletics, as well as other initiatives. For University Advancement, an update was provided on fundraising, number of donors, and Giving Tuesday. It was announced that the honorees for the Black and Gold Gala would be The Honorable C. Edward Gaunch, Mrs. Georgette Rashid George, and The Honorable Reggie Walton. The Committee also received a report on cultivating local alumni.

e. Presidential Review

Committee Chair, Dr. Smith, provided an overview of the Committee's work on the annual review of President Jenkins. The Committee received electronic and paper copy comments from a total of 56 students, faculty, staff, deans, alumni, community members. The Committee met several times from September to December to discuss, develop and review the feedback. A summary report will be presented during the executive session for a recommended action.

f. Recruitment and Retention

Committee Chair, Mr. Jones, reported that the Committee watched student presentations from fine arts in art and music.

**6. Report from the University President**

President Jenkins welcomed everyone in attendance providing updates and accomplishments by students, faculty, and administration. In November, Dr. Huber was awarded a \$595,000 research and teaching integration grant by the USDA. Dr. Fultz' work on the regional Brimhall Science Bowl, with students from 18 area high schools participated. Dr. Jayasuriya's leadership on inaugural International Festival. Dr. Jayasuriya shared highlights of the festival and photos from the event were shared with the Board. President Jenkins also thanked faculty and staff for helping serve Thanksgiving meal to students the same evening as the International Festival. Freshman Caleb Hanna from Nicholas County was elected to the House of Delegates, representing District 44. Chief Saunders received a \$75,000 total gift from Bayer CropScience for a portable digital emergency display system and stop the bleed kits designed to assist individuals in administering emergency. Congratulations were extended to Chief Saunders recently completed the Firefighter 1 Training, which made him a certified firefighter. He has currently enrolled in Firefighter 2 Training. He also completed the hazardous materials training for both awareness and operations. The University's Healthy Grandfamilies program expanded its reach into Clay and Jackson counties in 2018, with additional growth opportunities being considered in 2019. The program was developed to assist grandparents raising their grandchildren because the parents are unable to care for their children for various reasons. The program helps educate grandparents on being a parent in the 21<sup>st</sup> century.

6.a.i: President Jenkins asked Mrs. Toledo to give a presentation on the new Recovery Program. Mrs. Toledo said the University received a \$25,000 grant from the Department of Health and Human Services. She explained that a collegiate recovery program is designed to provide services to support students while they are in school and in recovery from substance abuse. We are using the Smart Recovery program that will be held weekly on

campus. Another program offered is a Beyond Addictions program to assist students who have a family or a loved one in active addiction.

President Jenkins reported that the Women's Volleyball team finished their season with a 25-10 overall record, tremendous growth from the six games won two seasons ago. The team placed fifth in the conference and advanced to the MEC tournament for the first time since 2013. Gabrielle Bullock was named MEC Freshman Volleyball Player of the Year. President Jenkins also acknowledged sophomore and football player Desmond Trogon for being inducted into the Gamma Phi Beta National Honors Society last month. Coach Banks was congratulated for his recent induction into the South Carolina State University Hall of Fame.

Approximately 150 graduates will participate in the December 2018 commencement. The keynote speaker is WVSU alumna the Honorable Tera Salango. Rehearsal for the platform party will be held at 4:00 p.m. or immediately following the Board's tour after the meeting. The graduate send-off reception hosted by alumni will be held this evening in the Walker Convocation Center lobby.

6.b.i: President Jenkins said, as recommended by the Academic Policies Committee, he brings before the Board for consideration the program review for the Regents Bachelor of Arts. The Committee voted to approve that the program continues at the current level with the recommendations of the Faculty Senate. Dr. Smith motioned for approval by the Board of the program review for the Regents Bachelor of Arts as recommended by the Committee. Mrs. Pitchford seconded the motion, and the motion carried.

President Jenkins said, as recommended by the Academic Policies Committee, he brings before the Board for consideration the program review for the Bachelor of Arts in International Studies. The Committee voted to recommend that the program continues at the current level with a request that it be targeted for further development following the recommendations of the Faculty Senate. The program curriculum should be reviewed for relevancy, and a follow-up report is due by December 1, 2020. Mr. Kelley motioned for approval by the Board of the program review for the Bachelor of Arts in International Studies as recommended by the Committee. Mrs. Pitchford seconded the motion, and the motion carried.

6.b.ii: President Jenkins introduced Chris Knopik and Daniel Persaud from CliftonLarsonAllen, who provided a financial statement audit presentation to the full Board. The presentation included an overview of the audit process, audit results, governance communication, and higher education trends. Mr. Knopik and Mr. Persaud reported that the audit results indicate the financial statement amounts are an unmodified opinion and there were no findings of non-compliance. Following Board discussion, Mrs. Pitchford motioned that the West Virginia State University Board of Governors accepts and approves the financial statements audit report as presented. Mr. Kelley seconded the motion, and the motion carried.

6.a.ii: President Jenkins called on Mr. Bailey to show the University's new commercial that is embedding our new slogan, *It Starts at STATE*, slated to air after the first of the year. President Jenkins expressed his appreciation to Mr. Bailey and our external partners for their work on the commercial.

6.b.iii: President Jenkins deferred to Dr. Smith about any recommendations from the Presidential Review Committee. Dr. Smith asked that the Board go into executive session before making a recommendation.

**7. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel and Property Matters**

Mr. Kelley motioned for approval to go into executive session, in accordance with West Virginia Code §6-9A-4, to discuss personnel matters. Mrs. Pitchford seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mrs. Pitchford, and Mr. Kelley seconded the motion. The motion carried. Mrs. Pitchford asked for the record to reflect that the Committee only discussed items related to the topic listed, that no decisions were made in executive session, and no motions or votes were taken.

Dr. Smith stated that, the information and feedback received during the 30-day comment period, the Presidential Review Committee would like a motion for the full Board. Mr. Jones moved that the Presidential Review Committee recommends to the full Board and moves that Chairman William W. Lipscomb report to the HEPC Interim Chancellor that the annual review of Anthony L. Jenkins, Ph.D., President of West Virginia State University, was conducted for 2018 in accordance with BOG Policy #61 and based upon the written comments submitted anonymously by fifty-six (56) individuals comprised of BOG members, faculty, staff, students and community stakeholders of West Virginia State University, the performance of Anthony L. Jenkins, Ph.D. meets expectations. Mrs. Pitchford seconded the motion, and the motion carried.

**8. Other Matters**

No other matters were brought before the Board.

**9. Next Meeting Date**

February 6-7, 2019

**10. Adjournment**

With there being no further business, the meeting adjourned at 3:16 p.m.

Respectfully submitted,

E. Gail Pitchford  
Secretary

Approved:

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William Lipscomb  
Chair



**West Virginia State University Board of Governors  
President's Report  
University Campus Compact 2019-21 Cycle  
February 7, 2019**

**I. Purpose**

The BOG Bylaws, Article II, 14, state that [Board of Governors] Submit to the Higher Education Policy Commission (HEPC) no later than the 1<sup>st</sup> day of November of each year, an annual report of the institution during the previous fiscal year as compared to stated goals in its institutional compact and master plan.

**II. Background**

HEPC set forth West Virginia's vision for the public four-year colleges and universities with the goal of solidifying higher education as a means to success for West Virginians and an economic catalyst for the state. Through a collaborative effort among the Commission and campuses, West Virginia is working to uphold a system that promises access to higher education for West Virginians, success through degree completion, and a lasting, positive impact on its economic future.

Representing a significant step toward fulfilling West Virginia's master plan for four-year higher education, *Leading the Way*, each public institution has developed a "Compact" to address goals in the plan's three focal areas – *Access, Success, and Impact*. ([WVHEPC Master Plan: Leading the Way](#))

The Compacts, which were evaluated by a review team and approved by the Higher Education Policy Commission as required by State Code, include tangible objectives for the master plan time period (2013-18), institutional strategies to move the institution toward meeting the objective, and assessment efforts to evaluate progress and guide future efforts.

**III. Discussion**

The final report highlighting the progress West Virginia State made over the past five years successes, challenges and an assessment of areas where the Commission can support our efforts to improve efficiency and student success was submitted to the Higher Education Commission by Dr. Kumara Jayasuriya, our Provost and Vice President for Academic Affairs on January 4, 2019.

- Fall Low-Income Student Headcount (2017-2018 Academic Year)
- Number of STEM Education Degrees Awarded (2017-18 Academic Year)
- Total Dollar Value of Licensure Income in FY17 (Round to Whole Dollars)
- Total Number of Peer-Reviewed Publications Generated by Institution in FY17
- Total Number of Start-up Companies Created in FY17
- Total Number of Patents Issued in FY17

The HEPC Commission voted to reauthorize the current master plan for up to two additional years. As the first step under the renewed Master Plan, universities were asked to establish revised goals on the plan's key quantitative metrics. HEPC recommended WVSU goals for attainment by 2020 on the current quantitative metrics

for the university to review and modify as needed to submit to HEPC on December 31, 2018. WVSU submitted the proposed targets to HEPC. The revised goals must be approved by the Board of Governors before they are considered for approval by the Commission.

Upon Board approval of the quantitative metrics, WVSU will review the Compact strategies. The institutional Compact is a living document and may be revised at any time with approval from the BOG and Commission. All institution Compacts for 2019-2021 will be submitted to HEPC for Commission approval at the April 26, 2019 meeting. Upon approval from the Commission reporting information will be established.

IV. Recommendation(s)

Approval of the WVSU proposed targets for the University Campus Compact 2019-2021.

V. Appendices

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Á Campus Compact Progress Sheet with proposed 2019-2021 Targets

## APPENDIX

**Final Compact Report of West Virginia State University  
2013-2018 Compact Cycle  
WV Higher Education Policy Commission**

**Strategy - Developmental Education**

The general focus of this strategy was to increase the rate of underprepared students who successfully complete their college level Math and English courses. After several initiatives, the success rate of developmental Math and English has only increased by small percentages. In partnering with Complete College America (CCA), West Virginia State University decided to stop offering developmental courses and offer co-requisite courses in both Math and English. WVSU stopped offering developmental English courses at the beginning of Fall 2016 and stopped offering developmental Math course in Fall 2017. Since we made the change to co-requisite model, the English success rate has gone up to 77% and Math rate has gone up to 50%. In addition to these changes, the math department created a new course, Math 118 – College Algebra with Business Applications, to make the content more relevant to Business students.

**Strategy - Progress Toward Degree**

While the 15-to-finish initiative started in 2015, it has not been widely supported by faculty advisors up until 2017. In Fall 2017, WVSU started a strong promotion of 15-to-finish with faculty training and promotional material placed in all of the academic buildings and the student union. As a result, the number of students attempted 30 credit hours in a year has increased. Moreover, several “Momentum Year” initiatives from Complete College America such as utilizing Meta majors, degree maps, and proactive advising will start in Spring 2019. One of the major barriers to implement Meta majors was identifying a system to code students into the Meta majors. As a temporary solution, WVSU will keep track of students on a spreadsheet separate from the Banner system.

Another initiative that has been very successful at WVSU is the creation of First Year Advising Center (FYAC). Under the direction of FYAC administration, WVSU has started intrusive advising with at least three touch points during a semester, 60 and 90 credit hour degree audits, and monitoring attendance tracker and faculty referral system.

Additionally, WVSU revamped the General Education curriculum from 53 credit hours to 38 credit hours, allowing more flexible pathways for students to finish their degrees.

We were unable to implement a Living and Learning Community in our Keith Scholars Residence Hall. This was mainly due to personal changes in different departments. We are in the process of revamping this effort and hope to start Living and Learning Community in the Fall 2019.

**Strategy - Graduate Student Success**

WVSU has added four master’s degrees since 2014. As a result, the enrollment at the graduate level has gone up from 55 students to 124 students from 2013 to 2017. This is a 125% increase in graduate enrollment. To improve the success rate of the graduate students, WVSU has created a graduate council that controls the quality of our programs, curriculum, and provide continuous improvement through program assessment. Furthermore, WVSU created an office of graduate studies with a director position

to streamline the admission process, increase the efficiency of information gathering and dissemination, and enhance the graduate experience at WVSU.

#### Faculty Scholarship

The university created and implemented its Promoting Excellence in Education through Research (PEER) program. In the first year of the program, 17 grants were awarded with a total amount of \$85,000. Subsequently, the amount of funding was increased to \$100,000 due to the success of the program. In order to increase university support for research and scholarly activities, WVSU increased the travel funds from \$50,000 to \$100,000.

Moreover, the promotion and tenure guidelines for faculty members have been revamped to include higher expectations in regards to research and publications. WVSU Board of Governors also adopted a policy called "Evaluation of Tenured Faculty" that allows the university to conduct post-tenure reviews of faculty and put them on probationary status, if needed.

#### Collaborative Access Plan

WVSU has collaborated with 5 county school systems. They are Kanawha, Putnam, Clay, Jackson, and Boone. The number of students who are taking dual credit courses has increased from 240 in 2014 to 1994 in 2018. The university effectively launched a 1+3 program in six areas where high school students are allowed to complete their freshman year in college while attending the high school. WVSU also started a Loyalty program for students who come to WVSU with 6 dual credit hours to have their tuition frozen for four years. Most of all, WVSU has received accreditation from National Alliance of Concurrent Enrollment and Partnerships (NACEP). This accreditation speaks volumes towards the quality of the Early Enrollment Program at WVSU since this is the only program in West Virginia that has this accreditation. Approximately, 100 students from our first-time full-time freshman have participated in Early Enrollment classes. This make up about a third of our incoming cohort.

Another collaboration that started in 2015 was offering early enrollment courses to Upward Bound and Upward Bound Math-Science students. These were offered free of charge to the students and the cost was covered by the Upward Bound grant.

#### Academic Quality Plan

WVSU continued their efforts in program level assessment by identifying program level learning objectives. As assessment is an ongoing process, all programs are currently collecting assessment data. However, only a few programs has used the data to improve the student learning. WVSU's assessment coordinator is working with those programs to make sure the data collected are used for continuous improvement of student learning.

General Education assessment was only started last year. Fall 2018 is the first time all general education courses participated in collecting assessment data. We will analyze the data in Spring 2019 and the findings from that process will be used to improve the general education program.

#### **Strategy – Grow WVSU Headcount Enrollment**

The grant funding for the "Return to Learn" program has concluded. West Virginia State University continues to strengthen its partnership with The Learning House, a third-party vendor, to target market

online programs to non-traditional adult learners. Currently, we offer seven online programs and discussions are underway to explore four potential new online programs.

The Director of Undergraduate Admissions initiated a professional development opportunity with our EMAS Pro to offer webinar training sessions to shore up staff skill set to edit and create communication plan work flows within EMAS to increase touchpoints to targeted sub-populations (i.e. re-recruits from Fall 2017 and Fall 2016)

The WVSU Loyalty Program, “My State, My Rate” was established to provide significant cost savings to families that participate in the WVSU Early Enrollment Program or the Collaborative Program by freezing their tuition upon enrollment into West Virginia State University. To obtain additional information visit this link: <http://wvstateu.edu/Academics/Early-Enrollment/Sections/WVSU-Loyalty-Program.aspx>.

Straight 2 STATE is an innovative program that allows students who complete an associate’s degree from our partner community and technical colleges to earn a bachelor’s degree at West Virginia State University. In addition, all of a student’s academic associate’s credits will transfer and be credited toward their bachelor’s degree. To obtain additional information visit this link:

<http://www.wvstateu.edu/Admissions/Straight-2-State.aspx>.

In June 2017 West Virginia State University launched its inaugural residential Summer Bridge Program. This initiative was jointly implemented by Academic Affairs, Enrollment Management and Student Affairs, and the Office of Undergraduate Admissions.

To attract prospective students and grow our enrollment the University has acquired approval to offer four new degree programs that include: Bachelor’s in chemical engineering, Bachelor’s in Nursing, Master’s in Computer Science and Master’s in Sports Studies.

In August 2018 West Virginia State University hired its inaugural Director of Retention and Student Success. The individual in this role has been charged to lead collaborative efforts and engage a broad array of campus stakeholders to develop and implement a comprehensive university-wide student retention and academic success plan

Retention Specialist have implemented social media, email blitzes, and flyer promotional campaigns that targets the Fall 2018 cohort of first-time full-time freshmen and transfer students to increase student utilization of tutoring services provided through the Learning Enrichment Centers.

### **Strategy –15 to Finish Initiative**

Academic Affairs collaborated with Enrollment Management and Student Affairs to promote the 15 to Finish awareness campaigns during New Student Orientation student and parent sessions.

Academic Affairs has re-emphasized the Complete College America advising principals of 15-to-Finish, which are currently utilized in student individual advising sessions. Faculty advisors will also emphasize the principals of 15-to Finish at New Student Orientations and Registration Celebration events and advise accordingly.

West Virginia State University has implemented a corequisite model for Math Pathways with its MATH 111E, MATH 118E, and MATH 119E curricula. Students enrolled in these courses have enhanced services in the Learning Enrichment Center while matriculating through courses which receive credit.

### **Strategy - Default Management**

All graduating students who received federal student loans are sent an email to inform to complete the mandatory online Exit Counseling. Students are notified of whom their lender is and provided with their contact information, so they can set up payment arrangements.

Money Matters presentations are presented during each WVSU New Student Orientation and Welcome Days to students and parents. The mandated Smart Borrowing lectures are presented to all Freshman Experience classes during the semester. Money Matters and Smart Borrowing are both dynamic financial aid literacy presentations designed to assist students and their parents with general WVSU specific financial aid questions. Subjects covered include budgets, loan repayment options, deferments and forbearance, points of contacts at various stages of student loans aging such as in-school, in-grace and repayment, and other financial information.

EdFinancial is contacted to provide outreach to all of WVSU delinquent and defaulted federal loan recipient students. Each month WVSU receives a Detailed Report with projected default rates. The report includes details on continuous actions to continue to reduce the default the rate.

### **Strategy – Communication Plan**

The Office of Financial Aid developed and implement a Communication Flow Plan that targets both returning and new students.

The Office of Financial Aid develop and implanted returning and new student funnel report during aid year 17/18 to assist with collaborative initiatives to track recruitment of new students and retention of returning students

Intentional efforts were executed to encourage Faculty and Staff to attend the Lunch & Learn program. We provided to optional dates for the individuals to attend however both had low attendance. The Office of Financial Aid will explore opportunities to market this program via several different approaches.

In collaboration with the Department of Athletics the Office of Financial Aid held a series of financial aid literacy workshops specifically for student athletes and coaches to reiterate pertinent financial aid policies and deadlines. Students that had outstanding requirements and documentation that inhibited them to register for classes were individually counseled to complete the financial aid process.

The Office of Financial Aid relocated its Computer Lab to enhance student accessibility and as a result student utilization of the lab increased significantly. This new location has allowed Financial Aid Counselors to provide students with personalized assistance with filing their FAFSA. Efforts are underway to promote the Computer Lab so ensure students are aware of this personalized assistance opportunity.

In collaboration with Housing and Residence Life the Office of Financial Aid held a series of financial aid literacy workshops at Keith Scholars Hall for residential students to guide them thru process on how to file a FAFAS, respond to specific questions and concerns. Financial Aid counselors provided individualized counseling. In addition, partnerships were implemented with the Cashier's Office, Scholarship Office to triage and hold meetings with residential students with balances above \$500 to provide additional counseling and assistance.

### **Strategy - Career Pathways Plan**

Develop a one-stop-shop (database) of opportunities for students.

The one stop shop was launched through a Career Services Manager software system. The Career Services Manager (CSM) is a comprehensive web-based career services management system. The system has one customizable application which is branded with the WVSU look and feel. The system is compatible with BANNER in that all the student names and A numbers are uploaded into the system so students do not have to “register” to access opportunities. The system is called “Jobweb”.

The Office of Career Services implemented a career exploration initiative based on a career guidance software called Sigi 3. All students are able to assess their interests, personality, values, and skills through the self-assessment module. Students can determine academic pathways and explore career pathways that match their self-assessment and establish short-term and long-term goals.

### **Strategy - Establish an Office of Undergraduate Research**

The Vice President for Research and Public Service, along with the supporting executive administrative staff, continued working with the Provost and other academic administrators in exploring ways to establish an Office of Undergraduate Research (OUR). Although this Office has not been formally established, many services to undergraduate (and Graduate Students) in connection to research activities continued been offered through the Center for the Advancement of Science Technology, Engineering and Mathematics (CASTEM) and other campus units. Funding models to permanently support the OUR implementation and its functions are being discussed.

Gradual increase in the attainment of externally sponsored support by faculty, staff and administrators, coupled with increasing faculty participation in research activities, have generated more opportunities for undergraduate (and graduate) students to engage in research and support their research activities. At least 25 undergraduate and 15 graduate students were engaged, during this reporting cycle, and continue participating in research activities. The target goal for the upcoming reporting cycle will focus on identifying the funding model and formalizing the administrative functions of the OUR. The formal establishment of the OUR, the number of students served by this office, and their contributions to research activities are the proposed main future measurable outcomes in relation to this activity. It is imperative that this office is established in that one of the three priorities for the Administration for this academic year is to increase hands-on experiential undergraduate activities.

The President, Provost and Vice President for Research and Public Service have worked with the WVSU Faculty Senate in developing criteria for faculty status for the Research and Public Service unit’s eligible personnel. The criteria to appoint research faculty within the RPS unit was approved by the faculty senate and remains active. Approximately 17 research and extension staff members were previously identified as eligible, and approximately 10 of them have received formal appointments though the various Academic Colleges. Qualified individuals were assigned within one of the University’s academic departments, based on their expertise and academic background. The remainder staff members are being further evaluated to determine their appropriate fit with academic departments and faculty rank. New research associates and faculty members hired by the RPS unit, who meet the eligibility criteria, can now apply for academic appointments immediately upon joining the University.



The number of faculty appointments, the faculty contributions to academic activities, and students served are the measurable outcomes of this activity. To that point, Research and Public Service researchers are contributing to departments and colleges by teaching, advising and contributing to other faculty and student related activities. Additionally, as a University, such an appointment mechanism has contributed to a “One University, One Mission” philosophy.

West Virginia State University							
Student Access							
	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	Formal 2018 Target (2017-18 Data)
Enrollment							
Fall Headcount	2,683	2,664	2,859	3,221	3,481	4,093	3,549
In-State	2,451	2,436	2,598	2,955	3,170	3,760	NA
Out-of-State	232	228	261	266	311	333	NA
Annualized FTE	2,120	2,139	2,238	2,243	2,252	2,447	2,859
In-State	1,899	1,918	1,983	1,982	1,938	2,127	NA
Out-of-State	221	220	255	261	313	320	NA
Fall First-Time Freshmen Headcount	297	416	417	374	414	388	500
In-State	261	339	321	298	295	295	NA
Out-of-State	36	77	96	76	119	93	NA
Fall Low-Income Student Headcount*	1,204	1,182	1,417	1,170	853	1,076	1,575
Fall Underrepresented Racial/Ethnic Group Total	335	296	306	335	769	597	509
American Indian	13	12	14	11	154	18	NA
Black	304	269	279	313	340	355	NA
Hispanic	18	15	13	11	48	53	NA
Multi Racial	.	.	.	.	221	164	NA
Native Hawaiian/Pacific Islander	.	.	.	.	6	7	NA
Fall Adult (25+) Headcount	915	847	834	749	619	554	1,150
* Data to be provided by institution.							

West Virginia State University								
Student Success								
		2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes								
	Students Passing Developmental Courses							
	Math	54.1%	56.6%	59.9%	55.3%	49.7%	50.3%	60.0%
	In-State	55.4%	57.3%	62.1%	56.6%	52.0%	53.4%	NA
	Out-of-State	45.5%	52.9%	48.1%	50.0%	42.1%	41.5%	NA
	English	33.3%	73.0%	78.4%	71.9%	73.8%	74.3%	77.0%
	In-State	50.0%	71.4%	80.0%	67.3%	76.1%	71.9%	NA
	Out-of-State	0.0%	77.8%	73.7%	82.6%	66.7%	77.8%	NA
	Developmental Students Passing College-Level Course							
	Math	24.7%	33.6%	29.9%	28.4%	39.1%	50.9%	40.0%
	In-State	27.0%	34.4%	30.0%	28.3%	39.8%	55.1%	NA
	Out-of-State	9.1%	29.4%	29.6%	28.9%	36.8%	39.0%	NA
	English	0.0%	56.8%	60.8%	70.6%	65.6%	73.7%	62.0%
	In-State	0.0%	53.6%	60.0%	67.3%	67.4%	70.8%	NA
	Out-of-State	0.0%	66.7%	63.2%	78.3%	60.0%	77.8%	NA
Retention								
	Full-Time, First-Time Freshmen	60.7%	62.5%	63.0%	65.0%	63.0%	71.5%	70.0%
	In-State	61.5%	64.3%	66.0%	67.2%	64.4%	77.9%	NA
	Out-of-State	55.8%	50.0%	49.3%	57.9%	57.9%	67.6%	NA
	Part-time, First-Time Freshmen	31.3%	55.6%	28.6%	53.9%	66.7%	37.5%	60.0%
	Low-Income First-Time Freshmen	57.8%	57.3%	57.1%	57.8%	62.8%	66.5%	60.0%
	Returning Adults	61.5%	58.3%	51.4%	55.4%	56.5%	60.0%	65.0%
	Transfer Students	68.6%	72.6%	68.6%	69.1%	67.6%	70.6%	76.0%
	Underrepresented Racial/Ethnic Group Total	48.3%	35.3%	51.8%	59.3%	58.1%	69.4%	60.0%
	American Indian	100.0%	.	100.0%	100.0%	0.0%	86.1%	NA
	Black	46.2%	35.3%	50.0%	60.8%	58.3%	61.6%	NA
	Hispanic	0.0%	.	.	0.0%	100.0%	50.0%	NA
	Multi Racial	.	.	.	.	.	74.3%	NA
	Native Hawaiian/Pacific Islander	.	.	.	.	.	100.0%	NA
Progress Toward Degree								
	First-Time Freshmen Earning 30 Hours	21.5%	21.2%	27.2%	27.8%	27.8%	33.3%	30.0%
	In-State	20.5%	19.5%	27.7%	26.5%	27.9%	36.9%	NA
	Out-of-State	27.9%	33.3%	24.7%	32.3%	27.6%	24.4%	NA

Four-Year Graduation Rate Cohort Years:		2009	2010	2011	2012	2013	2014	2014 Cohort
	First-Time Freshmen	4.8%	8.5%	9.6%	12.1%	13.6%	16.8%	14.0%
	In-State	4.5%	10.3%	8.6%	12.3%	12.2%	15.3%	NA
	Out-of-State	6.5%	0.0%	16.3%	11.1%	19.7%	21.9%	NA
	Low-Income First-Time Freshmen	3.5%	6.1%	6.4%	10.2%	6.0%	11.6%	12.0%
	Returning Adults	25.7%	33.8%	41.8%	39.6%	32.4%	27.0%	40.0%
	Transfer Students	34.8%	38.4%	39.8%	46.4%	42.4%	44.1%	45.0%
	Underrepresented Racial/Ethnic Group Total	2.4%	3.9%	10.3%	5.9%	12.5%	16.7%	15.0%
	American Indian	0.0%	20.0%	100.0%	.	0.0%	100.0%	NA
	Black	2.6%	2.9%	3.8%	5.9%	13.0%	15.7%	NA
	Hispanic	0.0%	0.0%	0.0%	.	.	0.0%	NA
	Multi Racial	.	.	.	.	.	.	NA
	Native Hawaiian/Pacific Islander	.	.	.	.	.	.	NA
Six-Year Graduation Rate Cohort Years:		2007	2008	2009	2010	2011	2012	2012 Cohort
	First-Time Freshmen	18.6%	19.6%	21.8%	26.7%	28.6%	33.0%	30.0%
	In-State	20.2%	19.2%	23.7%	28.6%	28.4%	32.3%	NA
	Out-of-State	13.6%	21.3%	13.0%	18.2%	30.2%	16.7%	NA
	Low-Income First-Time Freshmen	16.9%	16.3%	17.2%	20.9%	25.7%	26.1%	25.0%
	Returning Adults	37.6%	42.1%	33.1%	35.1%	30.8%	44.8%	45.0%
	Transfer Students	47.2%	43.3%	38.4%	43.9%	49.3%	53.6%	55.0%
	Underrepresented Racial/Ethnic Group Total	12.7%	16.1%	14.6%	21.1%	17.2%	23.5%	22.0%
	American Indian	0.0%	0.0%	0.0%	40.0%	100.0%	.	NA
	Black	13.5%	15.9%	14.1%	20.0%	11.5%	23.5%	NA
	Hispanic	0.0%	33.3%	50.0%	0.0%	0.0%	.	NA
	Multi Racial	.	.	.	.	.	.	NA
	Native Hawaiian/Pacific Islander	.	.	.	.	.	.	NA

West Virginia State University								
Student Success- Underlying Data								
	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	Formal 2018 Target 2016 Cohort	
Developmental Education Outcomes								
	Students Passing Developmental Courses							
	Math	54.1%	56.6%	59.9%	55.3%	49.7%	50.3%	60.0%
	<i>Passed</i>	46	64	100	105	80	80	NA
	<i>Enrolled</i>	85	113	167	190	161	159	NA
	English	33.3%	73.0%	78.4%	71.9%	73.8%	74.3%	77.0%
	<i>Passed</i>	1	27	58	110	90	113	NA
	<i>Enrolled</i>	3	37	74	153	122	152	NA
	Developmental Students Passing College-Level Course							
	Math	24.7%	33.6%	29.9%	28.4%	39.1%	50.9%	40.0%
	<i>Passed</i>	21	38	50	54	63	81	NA
	<i>Enrolled</i>	85	113	167	190	161	159	NA
	English	0.0%	56.8%	60.8%	70.6%	65.6%	73.7%	62.0%
	<i>Passed</i>	0	21	45	108	80	112	NA
	<i>Enrolled</i>	3	37	74	153	122	152	NA
Retention								
	Full-Time, First-Time Freshmen	60.7%	62.5%	63.0%	65.0%	63.0%	71.5%	70.0%
	<i>Retained</i>	179	180	250	262	230	288	NA
	<i>Enrolled</i>	295	288	397	403	365	403	NA
	Part-time, First-Time Freshmen	31.3%	55.6%	28.6%	53.9%	66.7%	37.5%	60.0%
	<i>Retained</i>	5	5	4	7	6	3	
	<i>Enrolled</i>	16	9	14	13	9	8	
	Low-Income First-Time Freshmen	57.8%	57.3%	57.1%	57.8%	62.8%	66.5%	60.0%
	<i>Retained</i>	108	90	124	134	130	145	
	<i>Enrolled</i>	187	157	217	232	207	218	
	Returning Adults	61.5%	58.3%	51.4%	55.4%	56.5%	60.0%	65.0%
	<i>Retained</i>	56	56	54	41	35	24	
	<i>Enrolled</i>	91	96	105	74	62	40	
	Transfer Students	68.6%	72.6%	68.6%	69.1%	67.6%	70.6%	76.0%
	<i>Retained</i>	188	199	157	177	161	156	
	<i>Enrolled</i>	274	274	229	256	238	221	
	Underrepresented Racial/Ethnic Group Total	48.3%	35.3%	51.8%	59.3%	58.1%	69.4%	60.0%
	<i>Retained</i>	14	6	29	32	43	118	
	<i>Enrolled</i>	29	17	56	54	74	170	

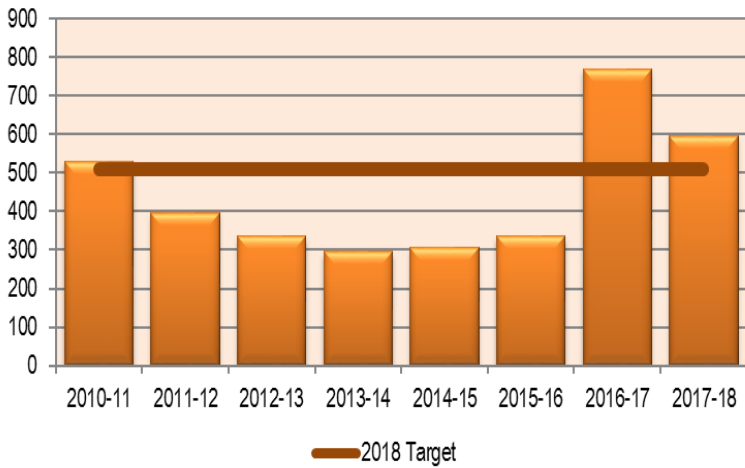
	American Indian	100.0 %		100.0%	100.0 %	0.0%	86.1%	NA
	Black	46.2%	35.3%	50.0%	60.8%	58.3%	61.6%	NA
	Hispanic	0.0%	.	.	0.0%	100.0 %	50.0%	NA
	Multi Racial	.	.	.	.	.	74.3%	NA
	Native Hawaiian/Pacific Islander	.	.	.	.	.	100.0 %	NA
Progress Toward Degree								
	First-Time Freshmen Earning 30 Hours	21.5%	21.2%	27.2%	27.8%	27.8%	33.3%	30.0%
	<i>Earned 30 Hours</i>	67	63	113	116	104	138	NA
	<i>Enrolled</i>	311	297	416	417	374	414	NA
Four-Year Graduation Rate	<i>Cohort Years:</i>	2009	2010	2011	2012			2014 Cohort
	First-Time Freshmen	4.8%	8.5%	9.6%	12.1%	13.6%	16.8%	14.0%
	<i>Graduated</i>	21	32	30	36	56	70	NA
	<i>Enrolled</i>	436	367	311	297	411	416	NA
	Low-Income First-Time Freshmen	3.5%	6.1%	6.4%	10.2%	6.0%	11.6%	12.0%
	<i>Graduated</i>	8	12	12	16	13	27	
	<i>Enrolled</i>	232	196	187	157	217	232	
	Returning Adults	25.7%	33.8%	41.8%	39.6%	32.4%	27.0%	40.0%
	<i>Graduated</i>	38	26	38	38	34	20	
	<i>Enrolled</i>	148	77	91	96	105	74	
	Transfer Students	34.8%	38.4%	39.8%	46.4%	42.4%	44.1%	45.0%
	<i>Graduated</i>	39	63	109	127	97	113	
	<i>Enrolled</i>	112	164	274	274	229	256	
	Underrepresented Racial/Ethnic Group Total	2.4%	3.9%	10.3%	5.9%	12.5%	16.7%	15.0%
	<i>Graduated</i>	2	3	3	1	7	9	
	<i>Enrolled</i>	82	76	29	17	56	54	
	American Indian	0.0%	20.0%	100.0%	.	0.0%	100.0 %	NA
	Black	2.6%	2.9%	3.8%	5.9%	13.0%	15.7%	NA
	Hispanic	0.0%	0.0%	0.0%	.	.	0.0%	NA
	Multi Racial	.	.	.	.	.	.	NA
	Native Hawaiian/Pacific Islander	.	.	.	.	.	.	NA

Six-Year Graduation Rate	Cohort Years:	2007	2008	2009	2010			2012 Cohort
	First-Time Freshmen	18.6%	19.6%	21.8%	26.7%	28.6%	33.0%	30.0%
	<i>Graduated</i>	68	73	95	98	89	98	NA
	<i>Enrolled</i>	365	372	436	367	311	297	NA
	Low-Income First-Time Freshmen	16.9%	16.3%	17.2%	20.9%	25.7%	26.1%	25.0%
	<i>Graduated</i>	33	31	40	41	48	41	
	<i>Enrolled</i>	195	190	232	196	187	157	
	Returning Adults	37.6%	42.1%	33.1%	35.1%	30.8%	44.8%	45.0%
	<i>Graduated</i>	76	67	49	27	28	43	
	<i>Enrolled</i>	202	159	148	77	91	96	
	Transfer Students	47.2%	43.3%	38.4%	43.9%	49.3%	53.6%	55.0%
	<i>Graduated</i>	75	45	43	72	135	147	
	<i>Enrolled</i>	159	104	112	164	274	274	
	Underrepresented Racial/Ethnic Group Total	12.7%	16.1%	14.6%	21.1%	17.2%	23.5%	22.0%
	<i>Graduated</i>	14	15	12	16	5	4	
	<i>Enrolled</i>	110	93	82	76	29	17	
	American Indian	0.0%	0.0%	0.0%	40.0%	100.0%	.	NA
	Black	13.5%	15.9%	14.1%	20.0%	11.5%	23.5%	NA
	Hispanic	0.0%	33.3%	50.0%	0.0%	0.0%	.	NA
	Multi Racial	.	.	.	.	.	.	NA
	Native Hawaiian/Pacific Islander	.	.	.	.	.	.	NA

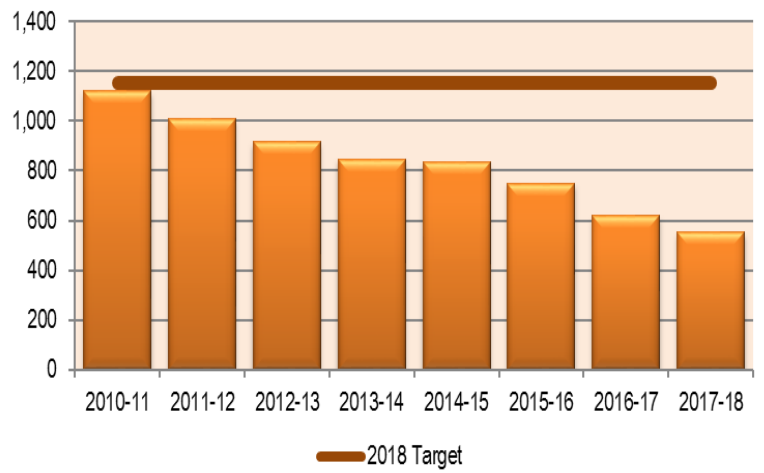
West Virginia State University							
Impact							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Formal 2018 Target (2017-18 Data)
Degrees Awarded	410	435	443	438	368	402	449
Associate's							
Bachelor's	397	418	432	416	357	370	435
Master's	13	17	11	22	11	32	14
Doctorate							
STEM	59	54	57	54	52	60	66
Associate's							NA
Bachelor's	50	50	51	44	48	51	NA
Master's	9	4	6	10	4	9	NA
Doctorate							NA
STEM Education*		12	9	6	4	2	15
Health	19	14	18	9	11	13	23
Associate's							NA
Bachelor's	19	14	18	9	11	13	NA
Master's							NA
Doctorate							NA
Federal Student Loan Cohort Default Rate	2010	2011	2012	2013	2014	2015	2015 Cohort
Cohort Years:							
Three-Year Rate	16.4%	14.2%	16.6%	15.4%	18.5%	17.1%	10.50%
Research and Development	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018 Data
Research grants & contracts*	\$4,802,514	\$4,275,211	\$5,423,134	\$6,141,887	\$11,916,423	\$6,731,311	\$10,000,000
Licensure Income*							0
Peer-Reviewed Publications*			31	33	48	29	44
							Total FY2014 to FY 2018
Start-up Companies*					0	0	1
Patents Issued*					0	0	1
* Data to be provided by institution.							



### Fall Underrepresented Headcount West Virginia State University

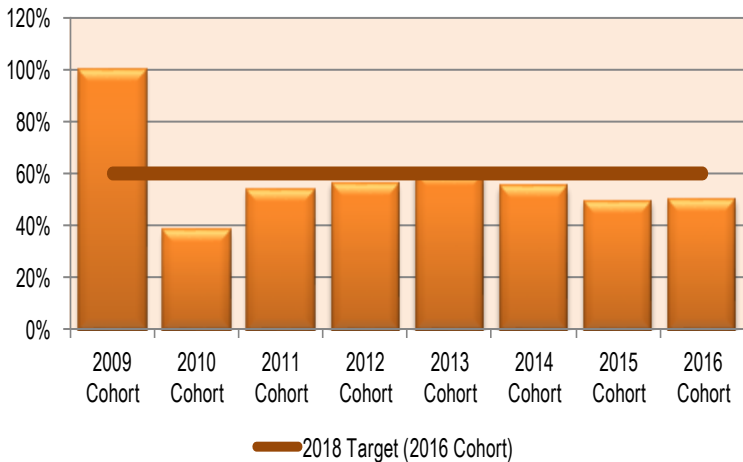


### Fall Adult (25+) Headcount West Virginia State University

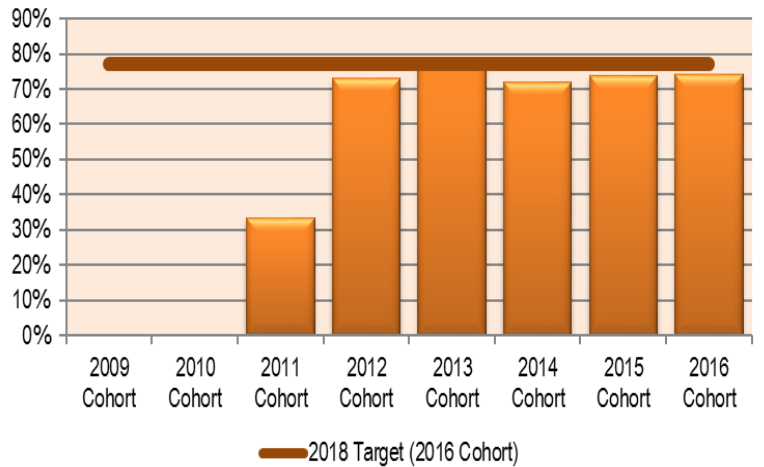


## Success

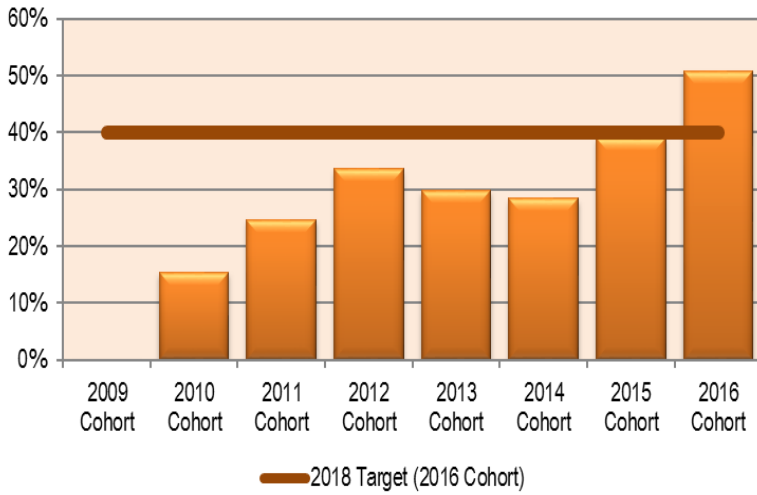
### Students Passing Dev. Math West Virginia State University



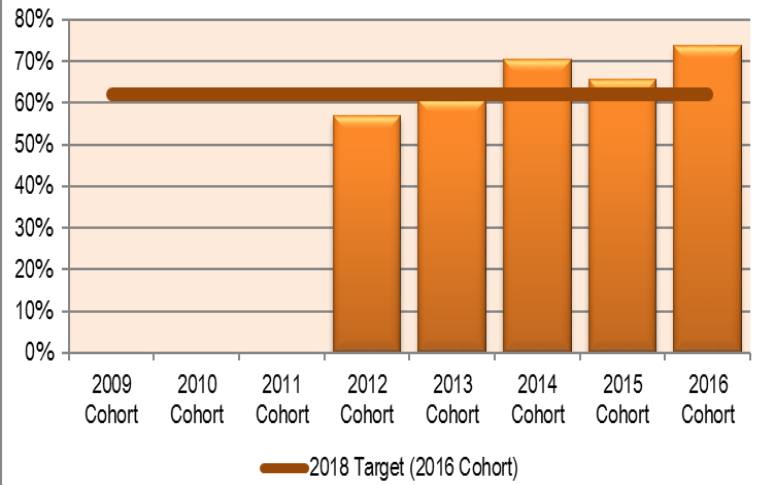
### Students Passing Dev. English West Virginia State University



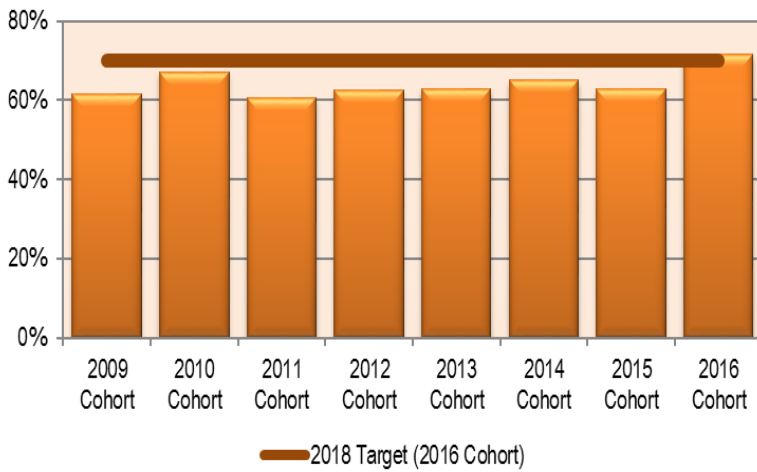
### Dev. Students Passing College-Level Math West Virginia State University



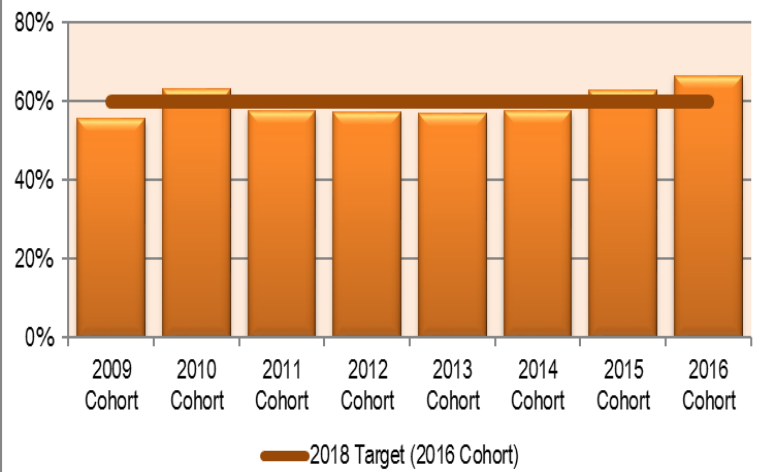
### Dev. Students Passing College-Level English West Virginia State University



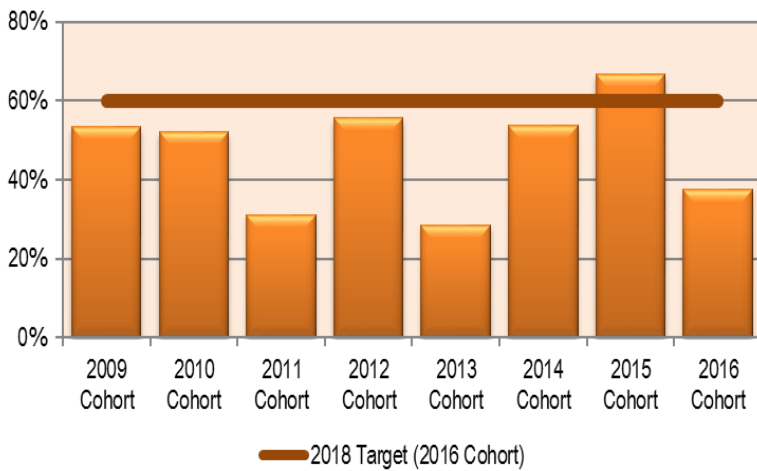
### Retention - FTFTF West Virginia State University



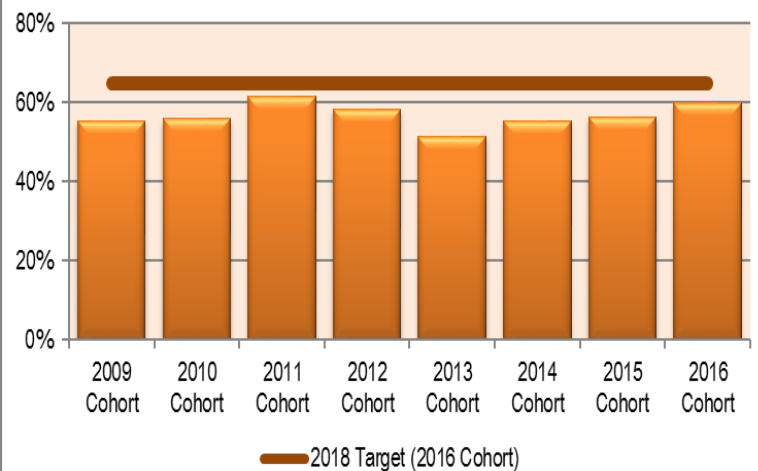
### Retention - Low Income FTF West Virginia State University



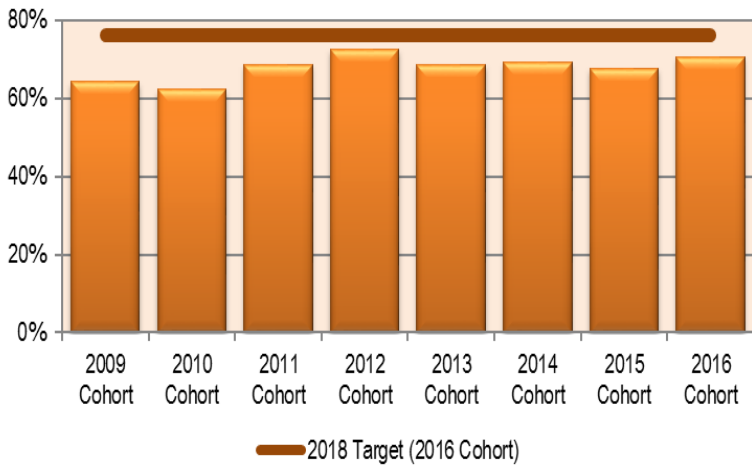
### Retention - Part Time FTF West Virginia State University



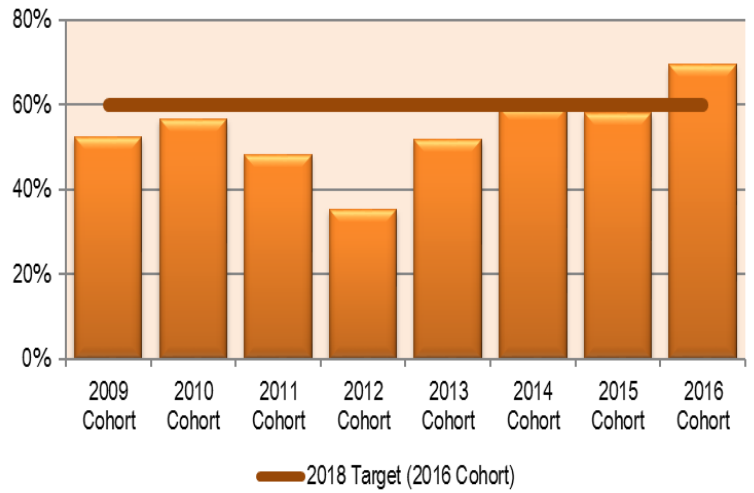
### Retention - Returning Adults West Virginia State University



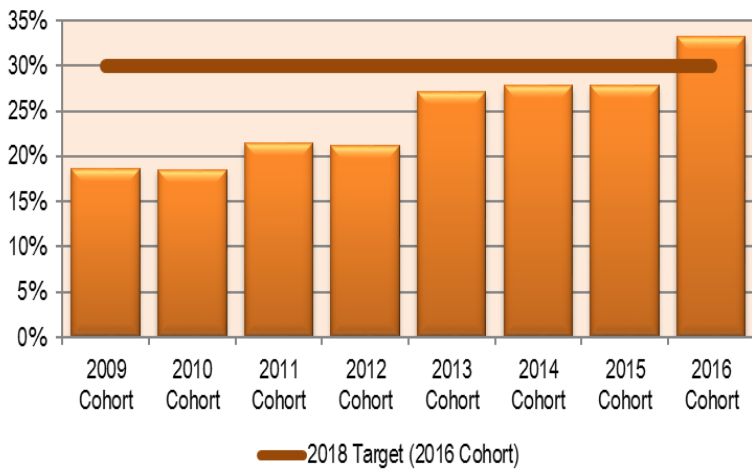
### Retention - Transfer Students West Virginia State University



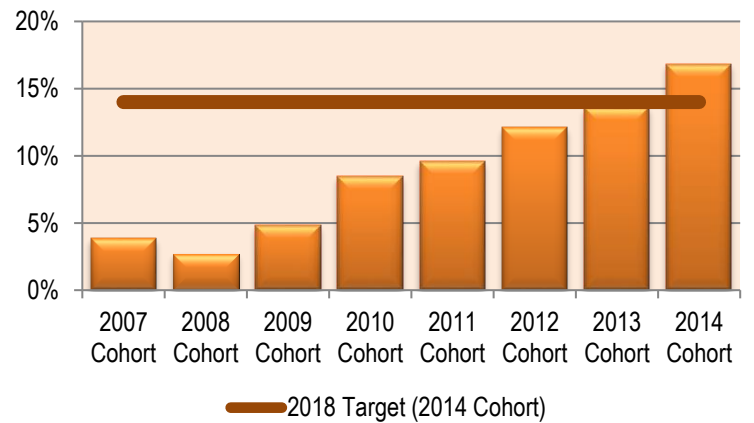
### Retention - Underrepresented Racial/Ethnic Group West Virginia State University



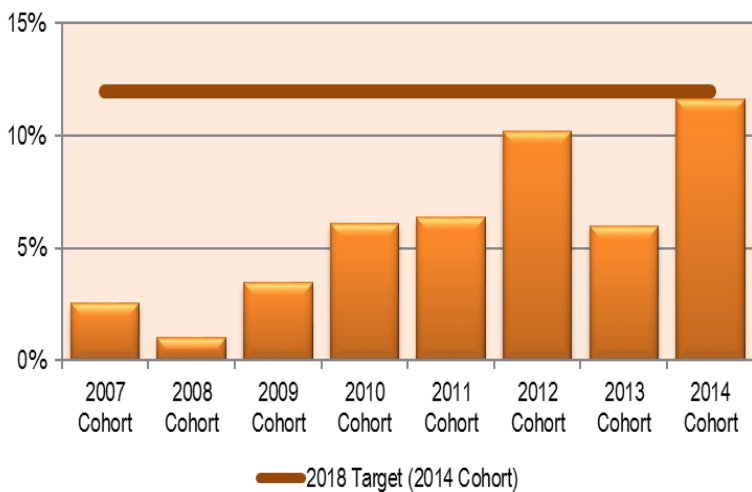
### FTF Earning 30 Hours West Virginia State University



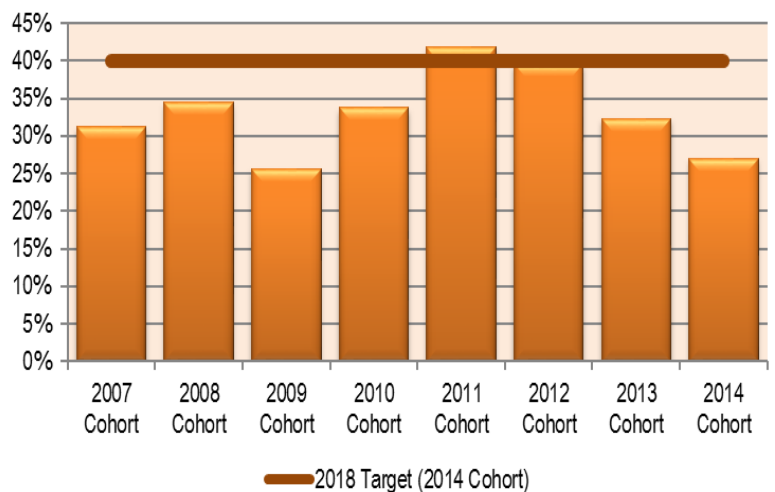
### Four-Year Graduation Rate - FTF West Virginia State University



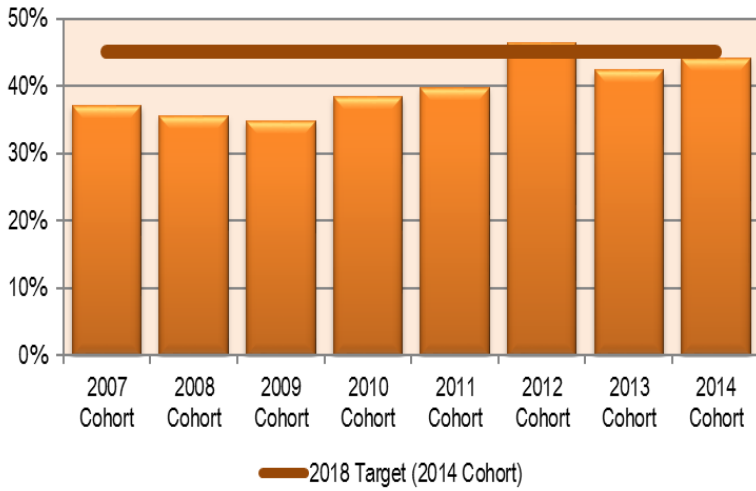
### Four-Year Graduation Rate - Low Income FTF West Virginia State University



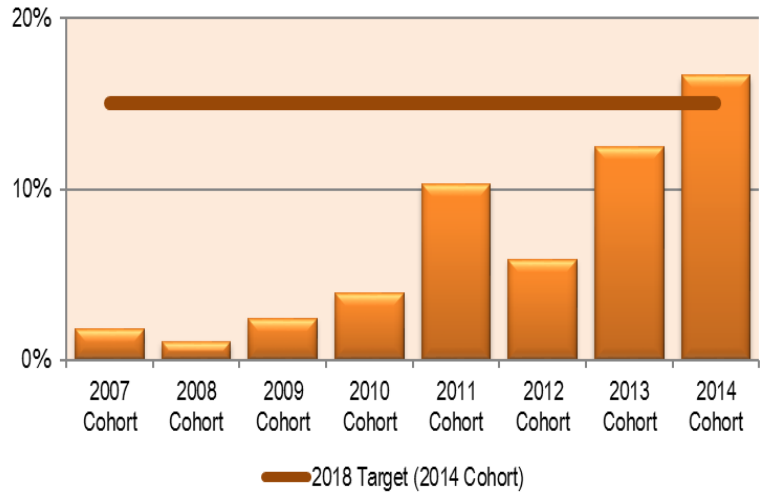
### Four-Year Graduation Rate - Returning Adults West Virginia State University



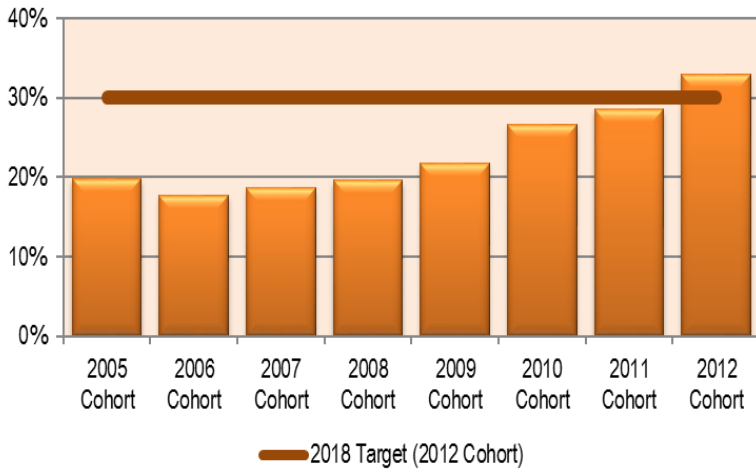
### Four-Year Graduation Rate - Transfer Students West Virginia State University



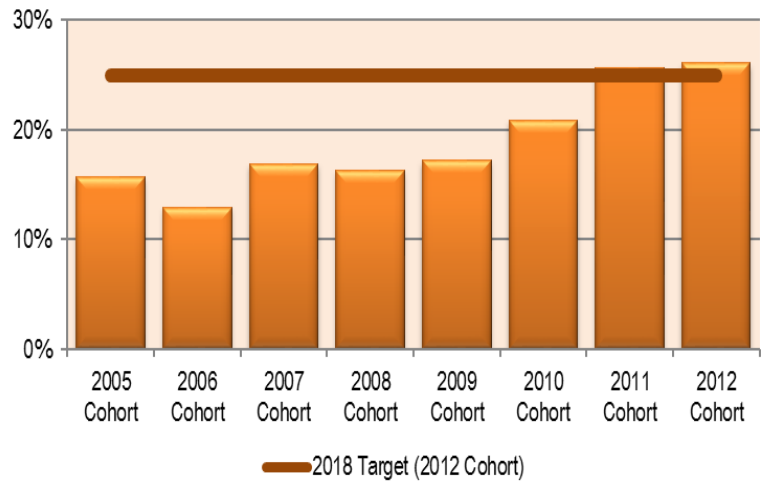
### Four-Year Graduation Rate - Underrepresented West Virginia State University



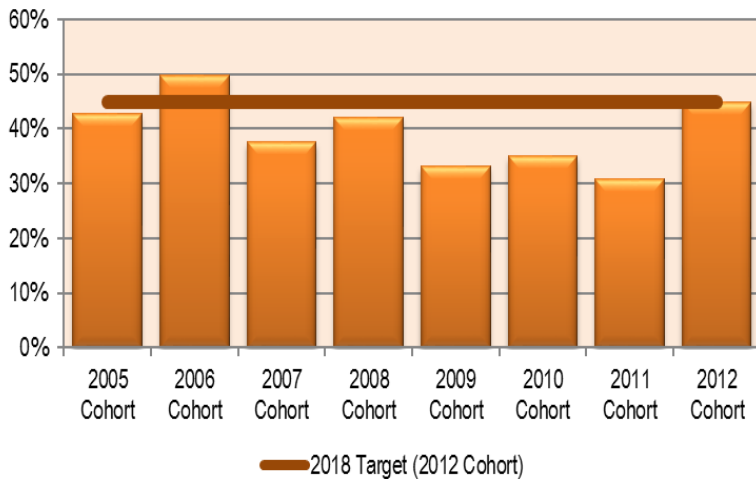
### Six-Year Graduation Rate - FTF West Virginia State University



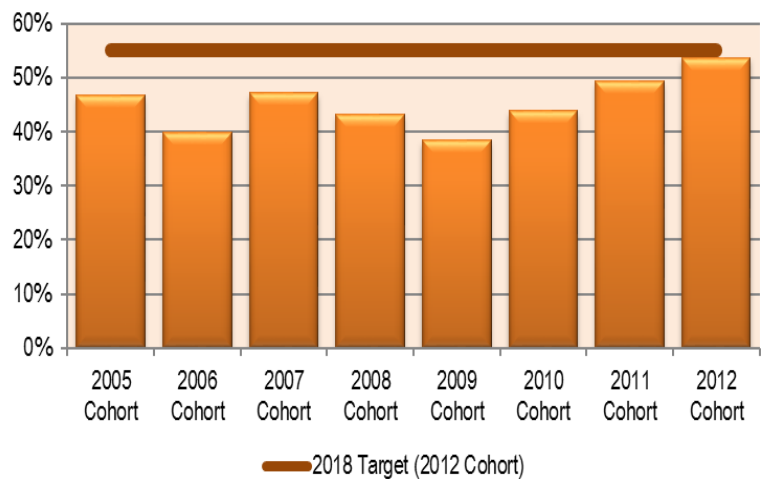
### Six-Year Graduation Rate - Low Income FTF West Virginia State University



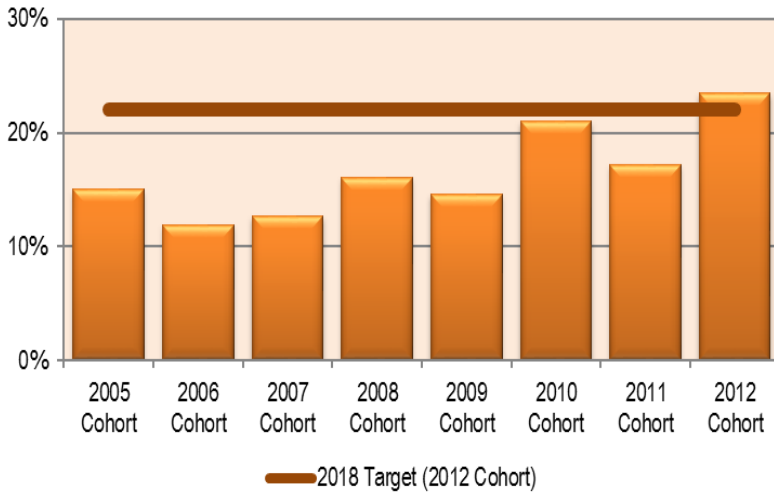
### Six-Year Graduation Rate - Returning Adults West Virginia State University



### Six-Year Graduation Rate - Transfer Students West Virginia State University

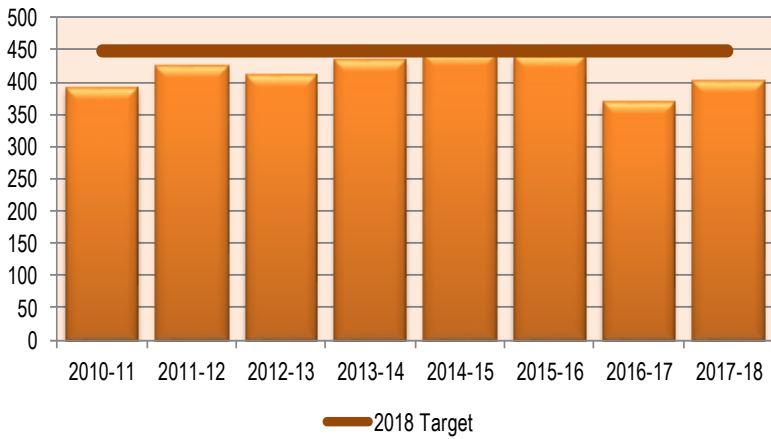


### Six-Year Graduation Rate - Underrepresented West Virginia State University

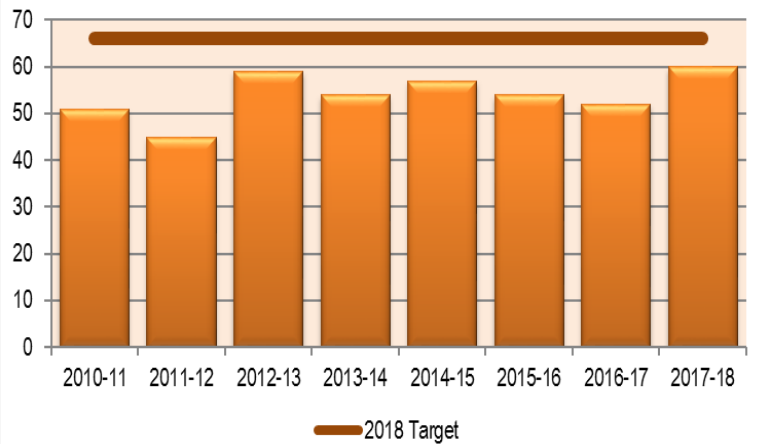


## Impact

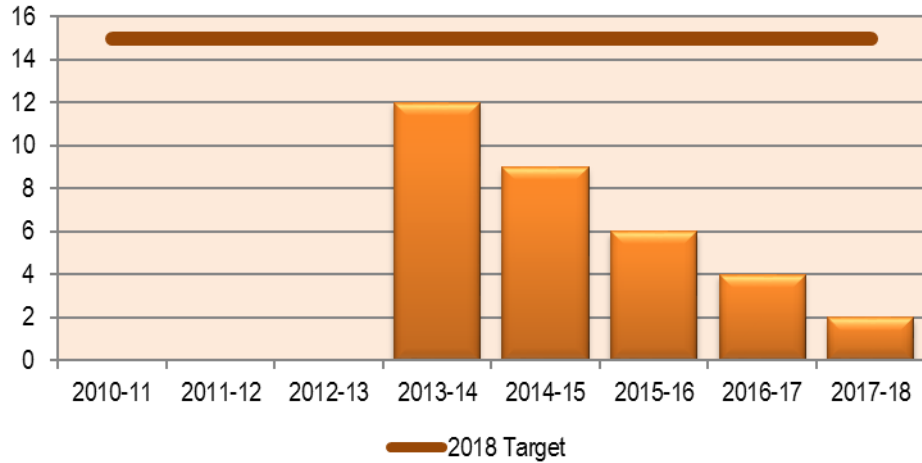
### Degrees Awarded West Virginia State University



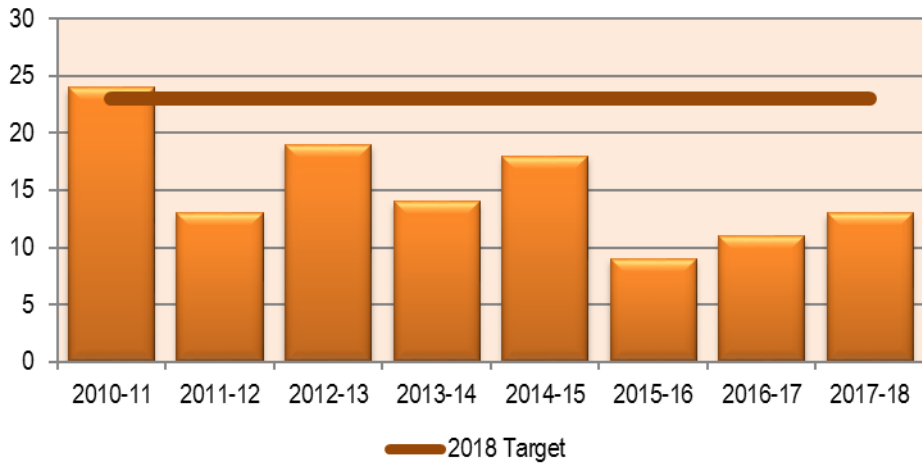
### STEM Degrees Awarded West Virginia State University



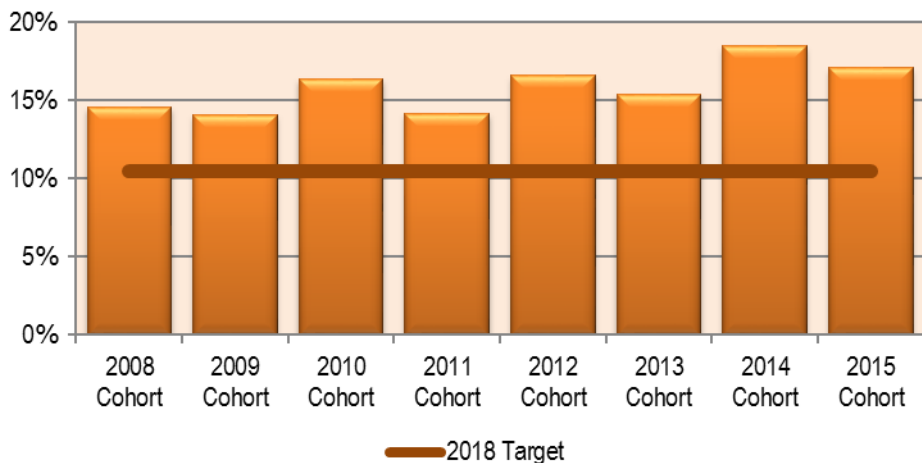
## STEM Education Degrees Awarded West Virginia State University



## Health Degrees Awarded West Virginia State University

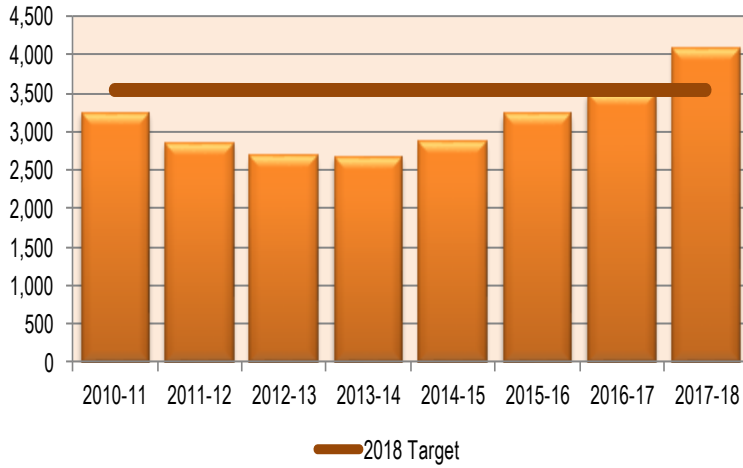


## 3 Year Student Loan Default Rate West Virginia State University

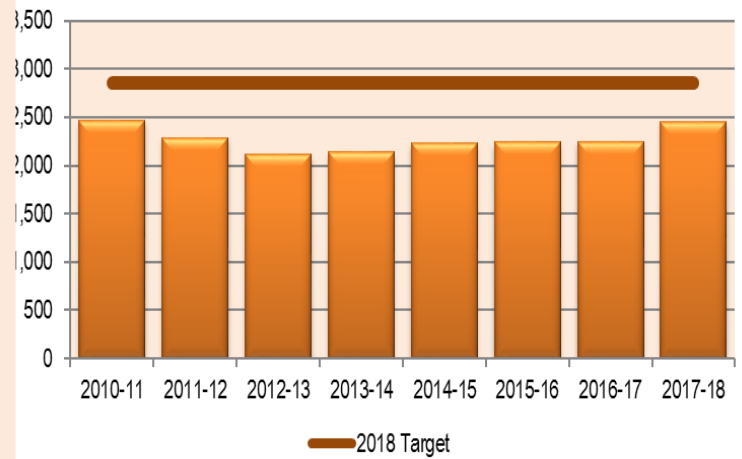


# Access

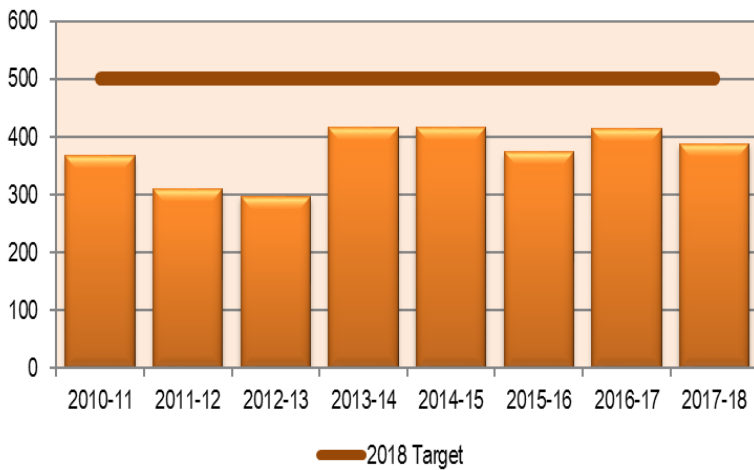
## Fall Headcount Enrollment West Virginia State University



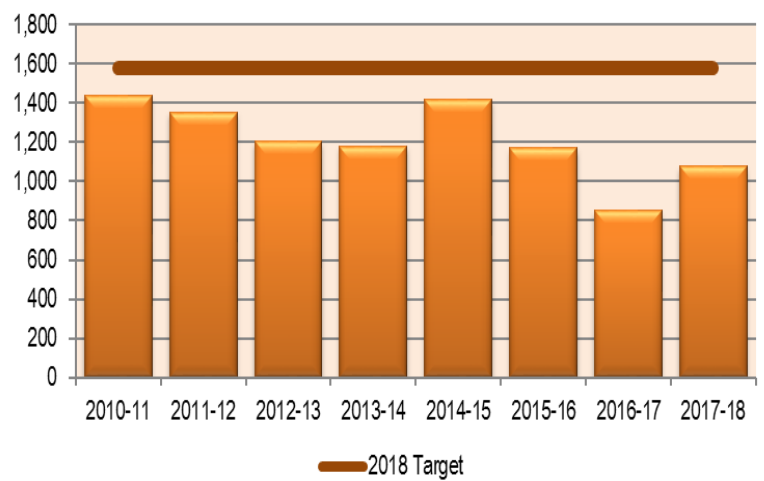
## Annualized FTE West Virginia State University



## Fall FTE Headcount West Virginia State University



## Fall Low-Income Headcount West Virginia State University



West Virginia State University  
Proposed Campus Compact 2019-2022

System		West Virginia State University			HEPC-Proposed 2020 Institutional Target	Difference from 2017-18 Value	Institution Proposed 2020 Target (if different)
2017	System Goal	2017	Five Year Average	2018 Target			

**Access**

Fall Head Count	64,313	73,500	4,093	3,264	3,549	4,502	409	4,339
Annualized FTE	58,452	68,000	2,447	2,264	2,859	2,569	122	
Fall First-Time Freshmen Headcount	10,478	12,750	388	402	500	407	19	
Fall Low-Income Student Headcount	0	22,000	1,076	1,140	1,575	1,130	54	
Fall Underrepresented Racial/Ethnic Group Total	7,426	6,700	597	461	509	657	60	627
Fall Adult (25+) Headcount	6,475	11,500	554	721	1150	582	28	

6% increase above 2017 Actual (4093)

5% increase above the 2017 actual (597)

**Success**

Students Passing Corequisite Courses (NEW)	<b>2016</b>		<b>2016</b>					
Math								60.0%
English			75.2%	**		80.0%	4.8 ppt	
Students Passing Developmental Courses	<b>2016</b>	-	<b>2016</b>	-	-	-	-	-
Math	70.6%	70%	50.3%	**	60.0%	-	-	-
English	77.1%	75%	74.3%	**	77.0%	-	-	-



Developmental Students Passing College-Level Course	<b>2016</b>		<b>2016</b>					
Math	70.7%	60%	50.9%	**	40.0%	56.0%	5.1 ppt	
English	72.7%	70%	<del>73.7%</del>	**	<del>62.0%</del>			
Retention	<b>2016</b>		<b>2016</b>					
Full-Time, First-Time Freshmen	76.1%	80%	71.5%	**	70.0%	76.0%	4.5 ppt	
Part-time, First-Time Freshmen	45.3%	50%	<del>37.5%</del>	**	<del>60.0%</del>	-	-	-
Low-Income First-Time Freshmen	68.2%	75%	66.5%	**	60.0%	72.0%	5.5 ppt	
Returning Adults	61.5%	65%	60.0%	**	65.0%	65.0%	5.0 ppt	
Transfer Students	75.4%	76%	70.6%	**	76.0%	76.0%	5.4 ppt	
Underrepresented Racial/Ethnic Group Total	64.0%	75%	69.4%	**	60.0%	74.0%	4.6 ppt	
Progress Toward Degree								
First-Time Freshmen Earning 30 Hours	46.3%	65%	33.3%	**	30.0%	38.0%	4.7 ppt	
Four-Year Graduation Rate Cohort Years:	<b>2014</b>		<b>2014</b>		<b>2015</b>			
First-Time Freshmen	30.6%	30%	16.8%	**	14.0%	22.0%	5.2 ppt	
Low-Income First-Time Freshmen	21.8%	20%	11.6%	**	12.0%	17.0%	5.4 ppt	
Returning Adults	40.0%	48%	27.0%	**	40.0%	32.0%	5.0 ppt	
Transfer Students	48.8%	48%	44.1%	**	45.0%	49.0%	4.9 ppt	
Underrepresented Racial/Ethnic Group Total	17.7%	20%	16.7%	**	15.0%	20.0%	3.3 ppt	

Six-Year Graduation Rate <i>Cohort Years:</i>	2012		2012		2013			
First-Time Freshmen	51.1%	60%	33.0%	**	30.0%	38.0%	5.0 ppt	
Low-Income First-Time Freshmen	38.5%	40%	26.1%	**	25.0%	31.0%	4.9 ppt	
Returning Adults	42.4%	58%	44.8%	**	45.0%	50.0%	5.2 ppt	
Transfer Students	53.0%	58%	53.6%	**	55.0%	59.0%	5.4 ppt	
Underrepresented Racial/Ethnic Group Total	37.2%	40%	23.5%	**	22.0%	29.0%	5.5 ppt	
<b>Impact</b>								
Degrees Awarded	13,665	15,500	402	417.2	449	422	20	
STEM Degrees	3,547	3,750	60	55.4	66	63	3	
STEM Education Degrees	0	**	2	6.6	15			

**AGENDA**  
**West Virginia State University Board of Governors**  
**Academic Policies Committee**  
**Erickson Alumni Center, Grand Hall**  
**February 7, 2019**  
**8:30a.m. - 9:30a.m.**

1. Call to Order and Roll Call – Committee Chair Ms. Kitty Dooley, presiding
  
2. Verification of Appropriate Notice of Public Meeting Action
  
3. Review and Approval of Agenda Action
  
4. Review and Approval of Minutes of Previous Meeting Action
  
5. University Recommendations and Reports
  - 5.1 Program Review
    - 5.1.1 Criminal Justice, B.S
    - 5.1.2 Criminal Justice Administration M.S
  - 5.2 Updates from the College of Arts and Humanities – Dean Wallace
  
6. Next Meeting Date –April 4, 2019
  
7. Adjournment

Agenda prepared by Ms. Brittany Fletcher, Administrative Clerk, Academic Policies Committee,  
January 23, 2019

**West Virginia State University**  
***Academic Policies Committee Board of Governors***

**Date/Time:** 2/7/2019 -- 8:30 AM

**Location:**

Erickson Alumni Center  
Grand Hall  
West Virginia State University

**Purpose:** Conduct the regular business of the Committee

**Notes:**

This is a compliant meeting.

**Meeting was approved : 1/22/2019 8:31:58 AM**

**MEETING MINUTES**  
**West Virginia State University Board of Governors**  
**Academic Policies Committee**  
**Erickson Alumni Center, Grand Hall**  
**December 7, 2018**  
**9:30 a.m. – 10:25 a.m.**

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

*Committee Chair calls the Meeting to Order*

*Administrative Clerk calls the Roll*

Members Present: Ms. Baigen Seawell, Dr. Frank Vaughan, Dr. Ann Brothers Smith, Mr. L. Vincent Williams. Several members of the administration, faculty, and staff were also present.

Members Absent: Chair Ms. Kitty Dooley

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

Presiding Officer Dr. Ann Brothers Smith announced the Verification of Appropriate Notice of Public Meeting.

**3. Review and Approval of Meeting Agenda**

Presiding Officer Dr. Ann Brothers Smith made a recommendation to add action items to future agenda's. Dr. Frank Vaughan motioned for approval of the Agenda, seconded by Ms. Baigen Seawell. Academic Policies Committee approved the Meeting Agenda.

**4. Review and Approval of Minutes of the Previous Meeting**

Ms. Baigen Seawell motioned approval of Previous Meeting Minutes, seconded by Dr. Frank Vaughan. Academic Policies Committee approved the previous meeting minutes.

**5. Research and Public Service Report**

**a. Research and Public Service Status and Progression**

Dr. Orlando McMeans mentioned that on page 11 there was an overview of the audits and reviews. Some of the audits and review are every two to five years. This year we had six to seven reviews and had clean audit in the R&D Corporation. Dr. McMeans brought to the attention of the APC board the civil rights review under item III. Discussion. See pg.11-12. This review is done along with WVU Davis College of Agriculture, WVU Experiment Station and WVU Extension. All reviews and audits will go to President Jenkins for his review.

**b. A Compendium on the History of the Land-Grant Status**

Dr. Orlando McMeans recommended to the committee to read the Compendium on the History of the Land-Grant Status, which is located in the board packet and on the University website. This information will show you why WVSU is unique. The only institution in a hundred years to have lost their land-grant status. Dr. Ann Brothers-Smith asked when this status was lost. Dr. McMeans replied that the land-grant status of West Virginia State University was lost in 1956 and regained in 1990. Dr. Frank Vaughan asked what does it mean in the Compendium that describes research and public services as alternative physical agent of the University. Dr. McMeans explained that it does not mean it is an alternative. It is the R&D Corporation. Dr. Vaughan asked what is

the relationship between R&D and the University. Dr. McMeans replied that the R&D was established for the expediency in dealing with grants.

## **6. Academic Affairs Recommendations and Reports**

### **a. Program Review**

#### **i. Regents of Bachelor of Arts, B.A.**

Provost Jayasuriya gave a brief summary of RBA and how it is one of the biggest programs on campus. Professor Carol Susman was present, who was the previous coordinator of RBA and Dr. Michael Harris was present, who is the current RBA coordinator. Provost Jayasuriya's recommendation to the committee is to continue at the current level of activity. It consistently graduates a lot of students. Dean Wallace explained that this is one of best programs in the University. RBA graduates a large number of students, and they have jobs. The RBA program is growing and will continue to grow especially with creating a 100% online program. Dr. Michael Harris explained how this program is a great retention program, because of students who come from other programs and there are few freshmen in the program. Students put together their experience into a portfolio, and the chair of the student's content area approves the portfolio. Dr. Jayasuriya explained that this program started about 10 years ago, because the State of WV was 49 in the nation of people with bachelor's degree. Governor Williams asked if the program is communicating with local businesses in the area on what their needs are? Dean Wallace explained that there is a state advisor board that has meet here on campus. Dr. Harris explained that there is a meeting that the coordinators go to see what is working best and come up with marketing plans. Dr. Jayasuriya mentioned that since we started an online program Learning House has been marketing to businesses. Dean Wallace explained that most of the classes in RBA are being offered throughout the University. They are already being assessed in different areas, so they do not need their own assessment. Provost Jayasuriya suggested to this committee to recommend that the program to continue at the current rate with no follow up review.

#### **ii. International Studies, B.A.**

Provost Jayasuriya gave a brief summary of International Studies. The Program Review committee recommends that the Bachelor of Arts in International Studies be targeted for further development. The program review committee recommends that additional faculty and financial resources should be provided to broaden its offerings. It is recommended that a follow up report for December 1<sup>st</sup>, 2019. Mr. L. Vincent Williams mentioned that it seems as though the graduation rate is two per year? Provost Jayasuriya replied that we had 6, 5, 0, 2 and 2 graduates in the past five years. Mr. Williams said that the course is structured around French and Spanish. Looking at what WV is exporting too and the two biggest exporters were India and China. Do not see any course work in the far east and believes that there should be some changes that are a part of today's world. Dean Wallace mentioned that the program has potential for growth. We have international students who are interested in the program, and during December there was a girl from Saudi Arabia who was interested in the program. Dr. James Natis said that Canada is one of our largest trade partners and Mexico. Students are able to take courses on China, South East Asia, Korea, India, etc, through the history department and Political Sciences. Provost Jayasuriya mentioned that we will look into revising the curriculum and if those types of avenues are available to make it clearer to the students. Mr. Williams asked where are these graduates now? Dr. James Natis replied that a lot of them go off to graduate school and one of them is down in Florida working with

Congolese basketball players. Dr Natsis suggested improvements to the language lab to become more comfortable and to invest in some software to teach Arabic and Chinese. Mr. Williams asked if there is going to be a new budget that supports these program review recommendations. Dr. Vaughan said that the faculty are embedded into other departments and that there is no single faculty member who is just in international studies. Provost mentioned that we do not need to add other faculty, but to look at different ways to attract students to the program. Dr. Ann Brothers-Smith said that we are recommending to support item 3 and report no objections.

**b. Updates from the College of Professional Studies – Dean Carney**

Dean Carney gave an update on the graduate programs and early enrollment program. Master of Science in Criminal Justice in Administration began in 2011-2012 with 12 students enrolled, and in 2016-2017, had 20 students. Currently the program has 16 students and continues to grow. The highlights are that this program is making a 100% online master's program and students will be able to finish in 4 semesters. A new graduate program Master of Science in Sport Studies, which is led by Dr. Aaron Settle, has been developed. This fall 2018 a total of 10 students are enrolled into the program, and in Spring 2019, there will be a total of 15 enrolled. Dean Carney hopes that they will be graduating their first graduates from this program next spring. This program is looking to develop mostly classes online and still offer hybrid. The Bachelor of Science in Sports Studies we still remain the only school in West Virginia that is national recognized. The Masters of Education in Structural Leadership began in Spring 2017. The program has grown from 31 to 55 students in this program. We have a variety of cohorts to meet the needs of teachers in schools, called the WVSU cohort which involves teachers from Boone, Clay, Kanawha and Putnam and the 100% online program. Graduates in the program included two in the fall 2018 and 16 in the Summer 2018, with a total of 18 graduates from this program. There is three licensers for their program superintendent, director of supervision, and principalship which are all embedded into the curriculum. If students pass the praxis test for leadership, then they can obtain certificates in all three areas.

Yellow Jacket Connection is early enrollment and duel credit. In Spring 2018, the program received accreditation and is the only program in WV that has accreditation. According to HEPC this is the largest early enrollment in the state of WV. 1925 students are currently in the program and it continues to grow each day. Over 21 high schools in 5 counties have students who participate in early enrollment. Ms. Baigen Seawell asked how many of these students who received duel credit come here to WVSU? Dean Carney said that this Spring they are trying to bring these students who participate in the early enrollment onto campus to meet with the Deans and interact with students. Provost Jayasuriya said that this fall there was 302 full time Freshman and 100 of them came from early enrollment. Dean Wallace said that we need to hire a recruiter just to go out to these early enrollment students and recruit them. Dr. Ann Brothers Smith asked how does the early enrollment affect are FTE? Provost Jayasuriya replied that these students take one course. About 4 of these students count as one FTE, but when counting these numbers, they take out the high school students. Dr. Frank Vaughan asked what are we doing as far as admissions? Dean Carney replied that she has been in conversation with them, and she is willing to go

out to recruit these students that are in these 5 counties. Ms. Seawell mentioned that some students who call admissions already think that they are enrolled into the University, because of having an A#. They do seem interested in coming here, but are not formalize with the admissions process. Dean Wallace mentioned that President Jenkins initiative to freeze tuition that it would increase amount of interest.

**7. Next Meeting Date**

February 7, 2019

**8. Adjournment**

With there being no further business, a motion was made by Ms. Baigen Seawell and seconded by Dr. Frank Vaughan to adjourn the meeting. The motion passed. The meeting adjourned at 10:49 a.m.

Respectfully Submitted by –Brittany Fletcher, Administrative Clerk, Academic Policies Committee. December 10, 2018



Please find the Program Review documents for the BS and MS in Criminal Justice, which will be reviewed by the APC and the Full Board at the February meeting

Program Review Committee Recommendation forms for these reviews were not included from the department directly.

Program Review Committee Recommendations prepared for print packet

**West Virginia State University Board of Governors  
Academic Policies Committee  
Academic Program Review for BS in Criminal Justice  
February 7, 2019**

- I. Purpose  
State the purpose of the document.
- II. Background  
Provide the context for the Board's consideration.
- III. Discussion  
Provide the detailed reason for the paper/proposal before the Board. Writers may include reference documents and informational items in this section.
- IV. Recommendation(s)  
What are the recommendations? (approval, endorse, informational)
- V. Appendices (as needed)  
Clearly, label for the reader. Where there are multiple appendices, an index of them should be included either at the bottom of the paper or as a cover sheet to the appendices.

West Virginia State University

Comprehensive Program Review

for

**Bachelor of Science  
In Criminal Justice**

*Submitted to*

The Program Review Committee

Fall 2013-Spring 2018

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## **SECTION I: PROGRAM DESCRIPTION**

### **A. Program Purpose Statement**

The Bachelor of Science degree in Criminal Justice offers a curriculum which provides students with a thorough understanding of the criminal justice system as well as its interrelationships with society. The courses offered cover the criminal justice system (law enforcement, courts, and corrections), theoretical causes of crime, perpetrators of crime and provides up-to-date knowledge of research in the field. This foundation prepares students for successful careers in law enforcement, corrections, probation, parole, juvenile justice, community supervision and social services. Completion of this degree enhances advancement opportunities for those already employed in the criminal justice field. In addition, this program prepares students who wish to advance their studies 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 educate students to be critical thinkers who can communicate effectively. The program is also committed to providing students with an understanding of racial and gender issues within the criminal justice system as well as 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 mission of the College of Professional Studies is “To prepare qualified professionals to serve and lead in a global society.” The Department of Criminal Justice is committed to offering courses convenient to all types of students, including traditional and non-traditional. For those students employed full-time or part-time, the Department offers morning, afternoon and evening classes as well as Web 50, Web 80 and Web 100 on-line courses in order to meet the University’s mission of higher education and innovative teaching. The faculty in the Department of Criminal Justice are committed to improving the quality of the students’ experiences through teaching, advising, participating in community outreach, and conducting research. The faculty is focused on producing educated graduates who can achieve maximum potential in their chosen field.

The Department of Criminal Justice’s mission statement evolved from the objectives of the University and the College of Professional Studies. 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 this mission by preparing students to successfully discover employment in the criminal justice field. Students are provided with an excellent background on the components of the criminal justice system as well as its processes. By offering courses which provide information on relevant issues in the field including race, gender, ethics, international criminal justice systems, homeland security, and terrorism, students are given the necessary educational background to be knowledgeable citizens. In addition to the aforementioned courses, the additional major courses prepare the students to become criminal justice professionals who become employed within a global society. Students are also encouraged to enroll in courses from related disciplines such as sociology, political science, and psychology, which some are required as part of the University’s general education curriculum. Taking these courses offers students different perspectives within their educational background which reinforces the department’s mission statement.

Completion of the required major courses and certificate program guides students toward 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 licensures and/or certifications are not automatically earned with the completion of the degree or certificate. Additional professional certifications or licensure requirements, such as a Federal Bureau of Investigation (FBI) Criminal Background Check, a West Virginia Criminal Background Check or other organizational specific qualifications ensuring professional status, are made known to all criminal justice majors in their introductory course.

### **D. Previous Reviews and Corrective Actions**

The Program’s last Program Review conducted in 2013 including the years 2008-2013 stated that the Program was approved to continue at its current level of activity. No corrective actions were required.



## SECTION II: ADEQUACY

### A. Curriculum

The Bachelor of Science Degree in Criminal Justice requires all students to complete fifty-one (51) hours of major courses (shown in the table below) 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 fifty-seven (57) semester hours of general education and elective courses. These courses are designed to increase the students’ general knowledge and increase students’ basic skills in the areas of reading, writing, mathematics, analytical thinking, and problem solving.

<b>Table One: Required Criminal Justice Courses</b>
CJ 101 Introduction to Criminal Justice
CJ 204 Juvenile Justice
CJ 223 Police & Society
CJ 224 Punishment & Corrections
CJ 225 Victimology
CJ 226 Court Systems in the U.S
CJ 307 Criminal Law
CJ 308 Ethics in Criminal Justice
CJ 313 Race & Gender Issues in Criminal Justice
CJ 314 Statistics for Professional Studies
CJ 315 Research Methods
CJ 320 Communication in Criminal Justice I
CJ 322 Criminology
CJ 330 Advanced Report Writing
CJ 380 Criminal Procedure
CJ 415 Management in Criminal Justice
CJ 425 Senior Seminar in Criminal Justice

In addition to the 51 major course hours, students are required to enroll in one of four certificate programs. Courses taken in the certificate program cannot be applied to another certificate program; however, 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: explained below. Refer to Appendix II – A: Curriculum for courses in the various certificate programs. A minimum grade of “C” is required in all criminal justice 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 courses listed 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 with the exception of courses listed in more than one 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 with the exception of courses listed in more than one 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 with the exception of courses listed in more than one certificate program.

## **B. Faculty**

The Criminal Justice Department currently has two full time, tenured faculty; two full time, tenure track faculty; and two full time, term faculty. The academic ranks of the faculty include one Professor, two Associate Professors, two Assistant Professors, and one Instructor. Three members hold a doctoral degree, one member is ABD towards a doctoral degree, and two members have a Master's degree. During the 2016-2017 academic year, the department employed one full-time term faculty to absorb the course load of a tenure track professor who switched departments following the spring 2016 semester.

The major strength of the faculty is that five of the six full time faculty members have professional experience in the criminal justice field. The Chairperson of the Department has 16 years of experience working as a Paralegal for various law firms as well as conducting several research projects as a research analyst and obtaining certification in a variety of evidence based programs utilized within West Virginia correctional institutions. Another faculty member is a retired First Lieutenant from the West Virginia State Police, a second faculty person was a counselor and educator within correctional institutions, a third faculty person was a Deputy Commissioner for West Virginia corrections, and a fourth faculty person worked as an investigator for the medical

examiner’s office. In addition to experience, the faculty members have engaged in various forms of service to the criminal justice field and the communities. Examples include volunteering as adjunct faculty at the West Virginia State Police Academy, training and consultation to local criminal justice agencies, and evaluations of programs utilized by advocacy based programs.

In addition to the full time faculty, the Criminal Justice Department hires a number of adjunct professors, some being graduate students with expertise in the criminal justice field, to assist with course instruction for the in-seat and online programs. Adjunct faculty members are hired to teach specialized courses which are infrequently offered or when there is a need based on scheduling. All adjunct faculty members have at least a Master’s degree and/or some expertise in the course they are teaching. There have been graduate students hired to teach undergraduate courses while they were in their final semester of graduate work under the direct supervision of Dr. Walter Stroupe. These graduate students were selected based on their expertise in the subject area or their superior coursework during the tenure of their graduate studies.

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.

#### **2. Entrance Abilities:**

<b>Term</b>	<b>Average Transfer GPA</b>	<b>Average High School GPA</b>	<b>Average ACT Score</b>	<b>Average SAT Score</b>
Fall 2013	2.71	3.12	18.87	903.33
Spring 2014	2.75	2.88	18.90	895.71
Fall 2014	2.85	2.86	18.53	869.09
Spring 2015	2.85	3.03	18.69	878.24
Fall 2015	2.84	2.92	18.48	882.11
Spring 2016	2.78	2.92	18.48	888.24
Fall 2016	2.79	3.04	18.78	877.83
Spring 2017	2.80	2.94	18.80	872.86
Fall 2017	2.81	2.93	18.64	908.33
Spring 2018	2.86	2.93	18.71	908.33

The student enrollment in the Criminal Justice Department currently has a 2.80 transfer GPA for students transferring from another university or community college. The average high school GPA for criminal justice majors is 2.96 with average 18.69 ACT and 888.41 SAT scores.

### **3. Exit Abilities:**

A student who is a successful candidate for graduation with a Bachelor 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 also complete the requirements for one certificate Program.

In addition to the aforementioned requirements, students are required to take a major discipline examination. The examinations are administered in CJ 425, Senior Seminar. The Major Discipline Examination (MDE) measures a student's basic knowledge of the American criminal justice system, both historically and philosophically milieus. The MDE consists of 140 multiple choice questions and are 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 a student's knowledge in each section; but several questions within the examination are critical thinking based. The design also allows for 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. This allows for the student's knowledge to be compared as they have evolved through the program. The data was collected during the end of each semester and the average scores are reported in the following table.

<b>Semester</b>	<b>Number of Students</b>	<b>Mean Score</b>
<b>Fall 2013</b>	17	81
<b>Spring 2014</b>	16	82
<b>Fall 2014</b>	14	73
<b>Spring 2015</b>	22	82
<b>Fall 2015</b>	17	76
<b>Spring 2016</b>	28	85
<b>Fall 2016</b>	9	87
<b>Spring 2017</b>	24	90
<b>Fall 2017</b>	28	82
<b>Spring 2018</b>	15	77

Collectively, 190 students have taken the examination since the Fall 2013 semester and achieved an average score of 81.5. This data demonstrates the students' knowledge and critical thinking skills on the components of the criminal justice system following their educational journey in this undergraduate program. In addition to the aforementioned data, the following table displays the frequency of the MDE student's scores collected since Fall 2013. This data further represents that criminal justice majors are learning and retaining information being taught throughout the program.

<b>Table Four: Frequency of Major Discipline Examination Scores</b>			
<b>Score</b>	<b>f</b>	<b>Score</b>	<b>f</b>
<b>99</b>	8	<b>77</b>	5
<b>97</b>	12	<b>76</b>	6
<b>96</b>	5	<b>75</b>	4
<b>95</b>	3	<b>74</b>	3
<b>94</b>	4	<b>73</b>	4
<b>93</b>	6	<b>72</b>	3
<b>92</b>	11	<b>71</b>	1
<b>91</b>	5	<b>70</b>	3
<b>90</b>	6	<b>69</b>	4
<b>89</b>	5	<b>68</b>	5
<b>88</b>	6	<b>66</b>	4
<b>87</b>	3	<b>64</b>	2
<b>86</b>	7	<b>63</b>	2
<b>85</b>	9	<b>62</b>	2
<b>84</b>	6	<b>59</b>	2
<b>83</b>	5	<b>58</b>	1
<b>82</b>	8	<b>56</b>	2
<b>81</b>	5	<b>50</b>	4
<b>80</b>	4	<b>49</b>	3
<b>79</b>	7	<b>44</b>	1
<b>78</b>	3	<b>40</b>	1

While the Mean Score for the 190 students was 81.5, the mode score was 97, and the median score was 83. When analyzing various sections of the examinations, each section met the benchmark of 70% in each category. The administration of the examination will continue as part of the assessment process.

**4. Graduates:**

Several Criminal Justice agencies that employ graduates of the criminal justice 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
- West Virginia Department of Corrections and Parole Services
- West Virginia Division of Justice and Community Service
- Putnam County Sheriff's Office
- West Virginia Coalition Against Domestic Violence
- The Kanawha Institute for Social Research and Action

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 including written communication, verbal communication, and job performance. Survey responses have been difficult to obtain and some agencies report it is difficult to examine all personnel files to determine graduates of West Virginia State University. Five agencies, West Virginia State Police, Kanawha County Sheriff's Department, WV Division of Justice and Community Service, West Virginia Coalition Against Domestic Violence, and The Kanawha Institute for Social Research and Action, responded by stating all graduates are rated between good and excellent on written communication, excellent on verbal communication and between good and excellent on job performance.

#### **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 \$500.00 per academic year.

##### **2. Facilities**

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, 524, 223 and 224 are also considered multimedia classrooms as all four have a white board and ceiling mounted data projectors with computers, but are in need of repair or replacement.

#### **E. Program-Level Assessment**

##### **1. Assessment Procedures**

The curriculum map signifies each PLO will be assessed at three different assessments points during 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 incorporates assessment of each PLO at three levels:

- 1) Knowledge and Comprehension

- 2) Application and Analysis
- 3) Synthesis and Evaluation.

Assessment rubrics were developed for each assessment assignment and can be found in Appendix II – E: Assessment. The rubric criteria consists of the following:

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

The first phase of assessment is conducted in CJ 101 and assesses PLO 1 Knowledge through Knowledge and Comprehension. The second assessment is conducted in CJ 226 and assesses PLO 2 Critical Thinking through Knowledge and Comprehension. The third assessment is examined during CJ 223 and assesses Communication through Knowledge and Comprehension. The fourth assessment is conducted in CJ 204 and assesses Diversity through Knowledge and Comprehension. The fifth assessment is CJ 224 and it assesses Professional Integrity through Knowledge and Comprehension.

The second phase of assessment is conducted in CJ 307 and assesses PLO 1 Knowledge through Application and Analysis. The second assessment is conducted in CJ 315 and assesses PLO 2 Critical Thinking through Application and Analysis. The third assessment is examined during CJ 320 and assesses Communication through Application and Analysis. The fourth assessment is in CJ 313 and assesses Diversity through Application and Analysis. The fifth assessment is CJ 308 and it assesses Professional Integrity through Application and Analysis.

The third phase of assessment is conducted in CJ 415 and it assesses PLO 1 Knowledge through Synthesis and Evaluation. The second assessment is conducted in CJ 380 and assesses PLO 2 Critical Thinking through Synthesis and Evaluation. The third assessment is examined during CJ 330 and assesses Communication through Synthesis and Evaluation. The fourth assessment is in CJ 425 and assesses Diversity through Synthesis and Evaluation. The fifth assessment is CJ 425 and it assesses Professional Integrity through Synthesis and Evaluation.

The data was collected during the end of each semester and the average scores are reported in the following table. The assignments needed to be prepared in APA format and in the length required by the instructor. To attain a C or above, there needed to be evidence of the ability to design, formulate, compose, and generate a comprehensive assignment. The assignments were graded using the rubrics wherein 1) Did not meet expectations scored a 59 or below; 2) Below average scored 69-60; 3) Average scored 79-70; 4) Above average scored 89-80; and 5) Excellent scored 100-90.

<b>Table Five: Assessment of Program Learning Outcomes (PLO) Data</b>			
<b>Semester</b>	<b>PLO Assessed</b>	<b>Number of Students</b>	<b>Mean Score</b>
<b>Fall 2013</b>	PLO 1 -CJ 101	31	4.03 (80-89)
	PLO 1- CJ 223	20	4.10 (80-89)
	PLO 1- CJ 224	26	3.73 (70-79)
	PLO 1- CJ 226	27	4.00 (80-89)
<b>Spring 2014</b>	PLO 2- CJ 313	24	4.04 (80-89)
	PLO 2- CJ 320	22	4.31 (90-100)
	PLO 2- CJ 308	18	3.77 (70-79)
<b>Fall 2014</b>	PLO 3- CJ 330	21	4.14 (80-89)
	PLO 3- CJ 425	24	4.20 (80-89)
<b>Spring 2015</b>	PLO 1- CJ 101	38	4.47 (90-100)
	PLO 2- CJ 313	17	4.17 (80-89)
<b>Fall 2015</b>	PLO 3- CJ 330	31	4.06 (80-89)
	PLO 1- CJ 224	45	3.88 (70-79)
<b>Spring 2016</b>	PLO 2- CJ 307	14	4.35 (90-100)
	PLO 4- CJ 425	28	3.75 (70-79)
<b>Fall 2016</b>	PLO 3- CJ 330	29	4.13 (80-89)
	PLO 2- CJ 313	17	4.00 (80-89)
<b>Spring 2017</b>	PLO 2- CJ 320	49	4.28 (80-89)
	PLO 1- CJ 223	55	4.05 (80-89)
<b>Fall 2017</b>	PLO 1- CJ 101	30	3.76 (70-79)
	PLO 2- CJ 315	10	3.90 (80-89)
	PLO 4- CJ 425	29	3.62 (70-79)
<b>Spring 2018</b>	PLO 4- CJ 204	55	3.85 (80-89)
	PLO 5- CJ 308	16	3.50 (70-79)
	PLO 2- CJ 380	12	4.33 (90-100)

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

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

The Criminal Justice faculty initiated development of a new assessment plan beginning in Fall 2013 resulting from concerns observed from the previous assessment collection method and data analysis. The areas of concern were addressed through faculty development training to alleviate the lack of understanding of assessment and narrowing the PLOs with consistent grading rubrics.

Following these development trainings on assessment, the department examined the collected data and developed an assessment plan. The new assessment plan, captured statistics through this review period and continues to provide criminal justice faculty with comprehensible data that is frequently assessed to ensure the criminal justice learning objectives are successfully being satisfied. During the review period, no changes had been made to the curriculum. However, after reviewing the collected data, it emphasized the need for additional courses specializing in technology in order to keep on track with the changing criminal justice field.



### **3. Graduate Satisfaction**

During the review period, 213 students received Bachelor of Science degrees in Criminal Justice. A satisfaction survey was conducted on all graduates during the review period and 170 responses were collected. The results are as follows:

<b>Teaching effectiveness of the faculty</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	1	0.59%
Satisfied	56	32.94%
Very Satisfied	113	66.47%
<b>Availability of Faculty</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	7	4.12%
Satisfied	58	34.12%
Very Satisfied	105	61.76%
<b>Department faculty concerned with your intellectual development</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	21	12.35%
Satisfied	57	33.53%
Very Satisfied	92	54.12%
<b>Willingness of faculty to provide help</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	16	9.41%
Satisfied	47	27.65%
Very Satisfied	107	62.94%
<b>Courses offered</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	19	11.18%
Satisfied	79	46.47%
Very Satisfied	46	27.06%
<b>Elective Criminal Justice Courses Offered</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	20	11.76%
Satisfied	56	32.94%
Very Satisfied	68	40.00%
<b>Overall Perception of the Criminal Justice Program</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	3	1.76%
Satisfied	52	30.59%
Very Satisfied	89	52.35%

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.

#### **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 agencies. These include law enforcement officers, an attorney, a magistrate, a guidance counselor, a victim's advocate and a representative 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**

One strength of the department is the faculty. Three of the current faculty have terminal degrees and one is ABD toward her doctoral degree with related criminal justice experience. The faculty members experience include a retired First Lieutenant, West Virginia State Police, an experienced paralegal/researcher, 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. Faculty have consulted and assisted these agencies in areas of research, assessment, evaluation and training. These relationships benefit current students particularly in the placement for internships.

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

A fourth strength of the department are the Straight to State agreements with BridgeValley Community and Technical College, Southern West Virginia Community and Technical College, Mountwest Community and Technical College and New River Community and Technical College. The department also has agreements with several police departments that allow their two year degree students to seek their baccalaureate degree through our program.

A fifth strength is the department's expansion of 100% online course offerings. 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 (Alpha Tau Delta) and Criminal Justice Honor Society (Alpha Phi Sigma), which are active student organizations. Both organizations have won competitive awards at state, regional and national conferences.

A seventh strength is the department offers a graduate program in Criminal Justice Administration. This program has strengthened our undergraduate program as current

students can elect to remain at the university to obtain a graduate degree. We often have some graduate students serve as mentors/tutors to our undergraduate students to assist with recruiting and building a partnership between the two programs.

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 using adjunct faculty to offer the required courses for the in-seat and online programs as well as not having a computer lab and/or technology for the undergraduate students.

## SECTION III: VIABILITY

### A. Program Enrollment

The following table gives the numbers of graduates and enrollment for the past five years. With the initiation of the graduate program and continued recruiting, the department expects enrollment to continue to rise. Based on the last five years, enrollment has averaged approximately 219 students per year. The department sees no reason for less growth and expects an increase, especially with the addition of the 100% online program.

**Program Enrollment Data**

Year	Number of Graduates			Number of Majors
	Fall	Spring	Total	Total
2013-2014	17	20	37	207
2014-2015	16	26	42	226
2015-2016	19	31	50	213
2016-2017	11	26	37	215
2017-2018	28	19	47	233
<b>Totals</b>	<b>91</b>	<b>122</b>	<b>213</b>	<b>Average 218.8</b>

### B. Course Enrollment

The course enrollment for the Criminal Justice Department is detailed in Appendix III-B. However, with the addition the 100% online program, course enrollment has started to increase. With this increase, the Criminal Justice Department will need to create a course rotation schedule in order to meet the needs of all in-seat and online students.

### C. Enrollment Projections

Based on enrollment trends, the enrollment of the Criminal Justice Department enrollments should remain strong and continue to grow as more courses and concentration areas are added. According to the Occupational Outlook Handbook the employment of police and detectives is expected to grow by 7% percent from 2016 to 2026. 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 are expected to grow by 6% percent from 2016 to 2026. Continued growth in the demand for probation and parole services will lead to new openings for officers.

#### D. Cost Analysis

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).

**Departmental Cost of Instruction:** The Departmental Cost of Instruction (DCI) encompasses two components: (1.) Departmental costs to offer the major and (2.) Departmental costs to offer courses in the department. To determine the departmental costs to offer the major, calculations were conducted to generate the program cost per graduate and the cost per student in the major. In this cost analysis we only considered salaries, including fringe benefits.

Calculation of the cost to offer the major: The numerator value is determined by using 2017-2018 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 2013-2018 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:

$$\text{Cost per graduate} = \frac{\text{2017-2018 degree program instructional faculty salaries}}{\text{Average number of program graduates 2013-2018}}$$

$$\text{Cost per student in the major} = \frac{\text{2017-2018 degree program instructional faculty salaries}}{\text{Average number of majors in the degree program 2013-2018}}$$

$$\text{Criminal Justice program cost per graduate} = \$374,400/42.6 = \$8,789$$

$$\text{Criminal Justice program cost per student in the major} = \$374,400/218.8 = \$1,711$$

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 (2017-2018) of the 5 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:

$$\text{Cost of courses offered in the department} = \frac{\text{2017-2018 degree program instructional faculty}}{\text{Total student credit hours produced by department}}$$

**Criminal Justice cost offered in the department** =  $\$374,400/3960 = \$95$

The Facilities and Administrative cost (Cost of Operation) also uses total faculty compensation for 2017-2018. For this value, federal indirect rate of 56.9%, 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):  
Cost of operation = 2017-2018 degree program instructional faculty \* 0.569

**Criminal Justice Cost of Operation** =  $\$374,400 * 0.569 = \$213,034$

In summary for the Criminal Justice degree program, the total salary for faculty during the 2017-2018 year of the review period is \$374,400.00 and includes both part-time and full-time faculty salaries. The average cost per major is \$1,711.00 while the average cost per graduate is \$8,789.00. 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 \$95.00 per semester credit hour. The cost of operation (non-instructional cost) is \$213,034.00.

#### **E. Service Courses**

The department currently has two service courses. CJ 322 Criminology which is cross listed with Sociology 322 and CJ 315 Research Methods which is cross listed with Sociology 315.

#### **F. Off-Campus Courses**

The department currently offers early enrollment courses at George Washington High School. CJ 101 is offered during the Fall semesters and CJ 223 or CJ 311 are offered during the Spring semesters.

#### **G. Articulation Agreements**

The department has “Straight to State” agreements with the BridgeValley Community and Technical College, Southern West Virginia Community and Technical College, MountWest Community and Technical College and New River Community and Technical College, which creates 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. Although many other programs offer concentration on criminology or forensic science, our program specializes in practical application and education within the field. In comparison to the closest university, Marshall University, our department has a similar number of majors. But due to the popularity of the major and number of jobs in the field; all programs seem to be sustainable.

### **B. Post-Program 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 with 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 lecturers from local agencies that provide employment information. Following graduation we have many students who are working at the following agencies or continuing their education.

- West Virginia Supreme Court
- South Charleston Police Department
- City of Charleston Police Department
- Saint Albans Police Department
- Putnam County Sheriff's Department
- Kanawha County Sheriff's Department
- West Virginia State Police (Academy)
- Kanawha County Sheriff's Department
- West Virginia Department of Health and Human Resources
- West Virginia Regional Jail Authority
- West Virginia Division of Juvenile Services
- West Virginia Department of Corrections and Parole Services
- West Virginia Division of Justice and Community Service
- Putnam County Sheriff's Office
- West Virginia Coalition Against Domestic Violence
- The Kanawha Institute for Social Research and Action
- Marshall University
- West Virginia College of Law

# Appendices



## APPENDIX II- A: Curriculum

Degree Program: Criminal Justice		Total Number of Credit Hours Required for Graduation: 120			
Professional Society Influencing Program Offering and Requirements: Academy of Criminal Justice Sciences					
Major Core Courses Required (Course Number and Title)	Hours	Major Certificate Courses Required (Course Number and Title)	Hours	General Education Courses Required (Course Area)	Hours
CJ 101 Introduction to Criminal Justice	3	<u>Generalist (Select Four)</u>		G ED 101 FYE	3
CJ 204 Juvenile Justice	3	CJ 299 Special Topics	3	English 101 OR 101E	3
CJ 223 Police and Society	3	CJ 304 Crimes in the Family	3	English 102	3
CJ 224 Punishments and Corrections	3	CJ 311 Drugs & Society	3	COMM 100	3
CJ 225 Victimology	3	CJ 370 International Terrorism	3	Math 103, 111, 111E, 120 OR BA 312	3
CJ 226 Court Systems in the U.S.	3	CJ 399 Special Topics	3	Art	3
CJ 307 Criminal Law	3	CJ 420 Law & Social Control	3	Humanities	3
CJ 308 Ethics In Criminal Justice	3	CJ 435 Fingerprinting	3	International Perspective	3
CJ 313 Race & Gender Issues in CJ	3	CJ 465 Sex Crimes	3	Natural Science	3-4
CJ 314 Statistics for Professional Studies	3	CJ 475 Homicide Investigation	3	Scientific Reasoning	3-4
CJ 315 Research Methods	3	CJ 499 Special Topics	3	Social Science	3
CJ 320 Communications in CJ I	3			History	3
CJ 330 Advanced Report Writing	3	<u>Law Enforcement (Select Four)</u>		Wellness	2
CJ 322 Criminology	3	CJ 362 Contemporary Issues in Policing	3		
CJ 380 Criminal Procedure	3	CJ 385 Criminal Invest.	3	Free Electives	17-19
CJ 415 Management in CJ Organizations	3	CJ 413 Internship in CJ	3		
CJ 425 Senior Seminar in Criminal Justice	3	CJ 445 Crime Scene Invest.	3		
		CJ 455 Interviewing & Interrogation	3		
		<u>Corrections (Select Four)</u>		Area of Emphasis in Criminal Justice for Regents Bachelor of Arts	
		CJ 312 Community Corrections	3	CJ 307 Criminal Law	3
		CJ 350 Correctional Institutions	3	CJ 308 Ethics in Criminal Justice	3
		CJ 408 Correctional Law	3	CJ 313 Race, Gender and Crime	3
		CJ 413 Internship in CJ	3	CJ 315 Research Methodology	3
		CJ 418 Treatment of Offenders	3	CJ 322 Criminology	3
		<u>Investigation (Select Four)</u>		CJ 380 Criminal Procedure	3
		CJ 301 Introduction to Forensic Science	3	Criminal Justice Minor	
		CJ 385 Criminal Invest.	3	CJ 101	3
		CJ 435 Fingerprinting	3	Any Two Courses in CJ 200/CJ300	6
		CJ 445 Crime Scene Invest.	3	Any Two Courses in CJ 300/CJ 400	6
		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 Gen. Ed./Elective Hours:</b>	<b>57-59</b>

## APPENDIX II- B: Faculty Data

<b>Name:</b> Mark Addesa	<b>Rank:</b> Assistant 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> M. S. Criminal Justice
<b>Degree Conferred by:</b> Eastern Kentucky University	<b>Date Degree Received:</b> August, 1978
<b>Area of Specialization:</b> Criminal Justice in the area of Victimization	
<b>Professional Registration/Licensure:</b> None	
<b>Years of Employment at Present Institution:</b> 40	
<b>Years of Employment in Higher Education:</b> 40	
<b>Years of Related Experience Outside Higher Education:</b> 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 2016	CJ 101 Introduction to Criminal Justice	49
	CJ 101 Introduction to Criminal Justice (OL)	18
	CJ 223 Police & Society (OL)	19
	CJ 225 Victimology	33
Spring 2017	CJ 101 Introduction to Criminal Justice	19
	CJ 101 Introduction to Criminal Justice (OL)	16
	CJ 223 Police & Society	30
	CJ 225 Victimology	17
Fall 2017	CJ 101 Introduction to Criminal Justice	42
	CJ 101 Introduction to Criminal Justice (OL)	26
	CJ 223 Police & Society	21
	CJ 225 Victimology (OL)	25
Spring 2018	CJ 101 Introduction to Criminal Justice	26
	CJ 101 Introduction to Criminal Justice (OL)	23
	CJ 223 Police & Society	23
	CJ 225 Victimology	26

- (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, 2013-2018
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.  
Quality Matters, April, 2014  
Online Development Workshop, 2015
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Leighann J. Davidson	<b>Rank:</b> Instructor
<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> M.S. in Criminal Justice
<b>Degree Conferred by:</b> West Virginia State University	<b>Date Degree Received:</b> August, 2013
<b>Area of Specialization:</b> Criminal Law/Procedure and Criminal Justice Research	
<b>Professional registration/licensure:</b> None	
<b>Years of employment at present institution:</b> 4	
<b>Years of employment in higher education:</b> 4	
<b>Years of related experience outside higher education:</b> 16	

**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 2016	CJ 101 Introduction to Criminal Justice	26
	CJ 223 Police & Society	11
	CJ 307 Criminal Law	27
	CJ 315 Methodology & Research	25
	CJ 380 Criminal Procedure	28
Spring 2017	CJ 223 Police & Society	22
	CJ 307 Criminal Law	22
	CJ 307 Criminal Law	19
	CJ 315 Methodology & Research	29
	CJ 380 Criminal Procedure	17
	CJ 413 Internship in Criminal Justice	3
Fall 2017	CJ 101 Introduction to Criminal Justice	41
	CJ 101 Introduction to Criminal Justice	21
	CJ 307 Criminal Law	21
	CJ 315 Methodology & Research	10
	CJ 380 Criminal Procedure	14
	CJ 380 Criminal Procedure	25
	CJ 413 Internship in Criminal Justice	2
Spring 2018	CJ 299 Special Topics: Criminal Justice	1
	CJ 307 Criminal Law	27
	CJ 311 Drugs & Society	24
	CJ 311 Drugs & Society	33
	CJ 315 Methodology & Research	31
	CJ 315 Methodology & Research	15
	CJ 380 Criminal Procedure	13
	CJ 413 Internship in Criminal Justice	1

**(B).**  
**(C).**

If degree is not in area of current assignment, explain:

Identify your professional development activities during the past five years.

- Barnes & Nobel – Webinar regarding Open Educational Resources -2018
- American Chemical Society – “The Opioid Crisis & Quest for Superior Analgesics without Addiction”- 2018
- ATIXA Civil Rights Investigator Workshop Training 2017 and 2018
- WVSU’s Faculty Development Phase I, II and III 2017 and 2018
- West Virginia Criminal Justice Educators Association (WVCJEA) Conferences 2016, 2017 & 2018
- CITI Program – “Social & Behavioral Research” – 2017
- *Former offenders and higher education policies* – 2016 (Presentation - Southern Regional Council on Educational Admin.)
- *From education to employment: Are we ready?* – 2016 Project conducted with Dr. Nega Debala
- Effective Practices in Community Supervision (EPICS) User Trainer Workshop 2015
- Cognitive Behavioral Interventions for Substance Abuse Treatment (CBI-SA) Lead User Trainer Workshop 2015
- Thinking for a Change (T4C) Lead User Trainer Workshop 2015
- Motivational Interviewing Workshop 2014
- Trauma Informed Dialogue Workshop 2014
- Level of Service Case Management Inventory (LS/CMI+Y) User Trainer Workshop 2013

**(D).**

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

- 2018 – *Research about Reentry and Recidivism*  
Panel Discussion - CJ Research & Reform Working Group for the Center of Advancing Opportunities in Washington D.C.
- 2017 – *From hell to hope: A collaborative women’s writing project*  
Presentation at the Appalachian Studies Conference in Cincinnati, OH
- 2016 – Douglas Yearwood National Publication Award  
Awarded by Justice Research and Statistics Association (JRSA) and Bureau of Justice Statistics (BJS)  
*“Evidence-based offender assessment: A comparative analysis of West Virginia and U.S. risk scores”* Report conducted with Dr. Stephen Haas, Dr. Douglas Spence and Thomas Arnold
- 2015 - *“Ensuring the fidelity of offender risk assessment in large-scale correctional settings: The quality assurance-treatment intervention programs and supervision initiative (QA-TIPS)”*  
National Criminal Justice Association Conference Presentation with Dr. Stephen Haas, Atlanta, GA
- 2014 - *“Level of service case management inventory (LS/CMI) & quality assurance treatment intervention programs & supervision (QA-TIPS)”*  
Guest Speaker at WV Division of Corrections Biannual Meeting, Stonewall, WV

**(E).**

Indicate any other activities that have contributed to effective teaching.

- July 2018 – Learning House Webinar “Online College Students”
- March 2018 – Learning House Webinar “Student Motivation and Engagement”
- June 2016 – Learning House – “MT-204 – Faculty Orientation to Moodle for Master Courses”
- June 2016 – Learning House – “BP 500: Course Delivery Best Practices”
- May 2015 – Quality Matters – “Applying the Quality Matters Rubric Workshop”

**(F).**

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

- 2018 – *Heroin(e)* Film Review  
Published in Contemporary Justice Review, 21(3)

**(G).**

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

## APPENDIX II- B: Faculty Data

<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 Asst.	<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> Municipal Court Judge State of WV	
<b>Years of employment at present institution:</b>	8
<b>Years of employment in higher education:</b>	28
<b>Years of related experience outside higher education:</b>	20

**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 2016	CJ 308 Ethics in the Criminal Justice System	13
	CJ 308 Ethics in the Criminal Justice System	12
	CJ 322 Criminology	23
	CJ 425 Senior Seminar in Criminal Justice	11
Spring 2017	CJ 308 Ethics in the Criminal Justice System	5
	CJ 308 Ethics in the Criminal Justice System	2
	CJ 322 Criminology	25
	CJ 425 Senior Seminar in Criminal Justice	21
	CJ 425 Senior Seminar in Criminal Justice	2
Fall 2017	CJ 308 Ethics in the Criminal Justice System	18
	CJ 425 Senior Seminar in Criminal Justice	30
	CJ 540 Ethical Practices in Criminal Justice Admin.	21
Spring 2018	CJ 308 Ethics in the Criminal Justice System	17
	CJ 425 Senior Seminar in Criminal Justice	19
	CJ 550 Criminal Justice & Community	19

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

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

- West Virginia Municipal Court Training. November, 2013, 2014, 2015, 2016 & 2017

- Bethel University College of Criminal Justice Facilitator Professional Development, Nashville, TN (Oct. 2015 & Feb. 2017)
- West Virginia Municipal Court Proceedings/Law Enforcement Training (February 2015)
- Transitioning to a Private Sector Career; Post Law Enforcement Career Conference (Webinar); American InterContinental University

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

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

- MT-206 Faculty Orientation to Moodle for Non-Master Courses (August 2016)
- VISITING TEACHER CONSULTANT AND CULTURAL AMBASSADOR. International Cultural Exchange Center of Beijing Language and Culture University, China. Taught freshman level students from University of Science and Technology, Beijing, China. Topic was conversational English. July 2015 and July 2016.

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

- Kane, M.J. (2015) **Research paper writing guide for criminal justice and forensic investigation scholars**. Coronado, CA: Crime Ink Publishing. ISBN 9781329167780.
- Contributor to *Seeking Samurai: How modern budoka are reinvigorating samurai tradition*. (2014, July) **Blitz: Australian Martial Arts Magazine, 28(7), 64-69**. Contributed to *Owning Samurai Armour*. Featured in *The Samurai Philosopher*.

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> Walter Stroupe	<b>Rank:</b> 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> 12	
<b>Years of employment in higher education:</b> 13.5	
<b>Years of related experience outside higher education:</b> 33	

**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 2016	CJ 630 Planning Organizational Staff Development	18
Spring 2017	CJ 465 Sex Crimes & Paraphilias	26
	CJ 499 Special Topics: Serial Killers	31
Fall 2017	CJ 445 Crime Scene Investigation	24
	CJ 520 Introduction to Criminal Justice Administration	20
Spring 2018	CJ 465 Sex Crimes & Paraphilias	27
	CJ 499 Special Topics: Homicide Investigation	27

- (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 2013 to 2018
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- Governor’s Human Rights Award 2015
  - Appointed to the Governor’s Committee on Crime, Delinquency & Corrections, 2015
  - American Business Club of America, 2015
  - Riverside High School, Crime Scene Investigation Demonstration, 2013
  - Elk Valley Christian School Careers in Criminal Justice, 2013



- St. Francis Catholic Church, St. Albans, Dangers of Social Media, 2013
- Kanawha County Library, South Charleston, Crime Scene Investigation Demonstration, 2013
- Kanawha County Library, Dunbar, Crime Scene Investigation Demonstration, 2013
- Kanawha County Library, Elk Valley, Crime Scene Investigation Demonstration, 2013

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

- Moodle Training 2016-2017
- Quality Matters Review Certification 2015

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

Woods, K. N., Stroebel, S. S., O'Keefe, S. L., Griffee, K., Harper-Dorton, K. V., Beard, K. W., Young, D. H., Swindell, S., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Kuo, S.-Y. (2018). Conditioning by Orgasm Produced by Heterosexual Oral Sex during the Critical Period. *Sexual Addiction & Compulsivity*, <https://doi.org/10.1080/10720162.2017.1403985>

Griffee, K., Stroebel, S. S., O'Keefe, S. L., Harper-Dorton, K. V., Beard, K. W., Young, D. H., Swindell, J. D., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Kuo, S.-Y. (2017). Sexual Imprinting of Offspring on their Parents and Siblings, *Cogent Psychology*, 4, 1307632. doi: 10.1080/23311908.2017.1307632 <http://dx.doi.org/10.1080/23311908.2017.1307632>

Griffee, K., Beard, K. W., Stroebel, S. S., Harper-Dorton, K. V., O'Keefe, S. L., Young, D. H., Swindell, J. D., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Kuo, S.-Y. (2017). Genital Piercing: Childhood and adolescent behaviors that serve as predictors and scores on scales measuring hyper-sexuality and risky sexual behavior, sexual orientation, depression, conflict, intimacy, and sexual satisfaction. *Sexual Addiction & Compulsivity*, <http://dx.doi.org/10.1080/10720162.2017.1290563>

Beard, K.W., Griffee, K., Newsome, J. E., Harper-Dorton, K. V., O'Keefe, S. L., Linz, T. D., Young, D. H., Swindell, J. D., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Nichols, A. (2017). Father-daughter Incest: Effects, risk-factors, and a proposal for a new parent-based approach to prevention. *Sexual Addiction & Compulsivity*, <http://dx.doi.org/10.1080/10720162.2017.1306467>

Griffee, K., Swindell, S., O'Keefe, S. L., Stroebel, S. S., Beard, K. W., Shih-Ya Kuo, S.-Y., & **Stroupe, W.** (2016). Etiological risk factors for sibling incest: Data from an anonymous computer-assisted self-interview. *Sexual Abuse: A Journal of Research and Treatment*, 28, 620-59. doi: 10.1177/1079063214558941

Griffee, K., Swindell, S., O'Keefe, S., Stroebel, S., Beard, K., Kuo, Shih-Ya & **Stroupe, W.** (2014). Etiological Risk Factors for Sibling Incest: Data from an Anonymous Computer-Assisted Self-Interviews. *Sexual Abuse: A Journal of Research and Treatment*. 1-40.

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, 2013, doi:10.1080/10538712.2013.743952

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> Dr. Cassandra B. Whyte	<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> West Virginia University	<b>Date Degree Received:</b> 1975
<b>Area of Specialization:</b> Curriculum & Instruction (Educational Psychology)	
<b>Professional registration/licensure:</b> WV Licensed Professional Counselor LPC 316	
<b>Years of employment at present institution:</b> 36	
<b>Years of employment in higher education:</b> 47	
<b>Years of related experience outside higher education:</b> 3	

**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 2016	CJ 224 Punishment & Corrections	19
	CJ 313 Race & Gender Issues in Criminal Justice	26
	CJ 620 Planning Organizational Staff Development	18
Spring 2017	CJ 224 Punishment & Corrections (OL)	21
	CJ 313 Race & Gender Issues in Criminal Justice	17
	CJ 640 Strategic Planning & Policy Formulation	20
Fall 2017	CJ 224 Punishment & Corrections	13
	CJ 224 Punishment & Corrections (OL)	23
	CJ 304 Crimes in the Family	27
	CJ 313 Race & Gender Issues in Criminal Justice (OL)	27
Spring 2018	CJ 224 Punishment & Corrections	22
	CJ 224 Punishment & Corrections	19
	CJ 313 Race & Gender Issues in Criminal Justice	19

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

Dr. Whyte taught courses to inmates at the Huttonsville Correctional Center for Davis and Elkins College (D & E), and later supervised a staff and program for West Virginia Business College at the prison. For 22 years, Dr. Whyte also taught classes and administratively supervised the WVSU Department of Public Safety. For 13 of those years, she supervised the Regional Community Policing Institute as part of her administrative duties with other areas. During that time the WVSU Department of Public Safety evolved from a Security Operation to a Department of Sworn Law Enforcement Officers. Dr. Whyte and Chief Saunders were feted at a Governor’s Awards Ceremony in recognition of safety and planning efforts for the state. Dr. Whyte also had experience as a Visiting Graduate Faculty at a 1862 Land Grant University on the Pacific Coast (*Oregon State*

University-OSU) for a Summer Term as a result of winning a National Award and has taught an occasional course for (Marshall University College of Graduate Studies–MU while working at WVSU dealing with motivation, high-risk populations, and achievement.

(C).

Identify your professional development activities during the past five years.

- Cybercrime, Invitational Workshop, National Council on White Collar Crime, 2013.
- Net/CE accredited Continuing Education Approved Provider 2013-2018  
Courses selected are relevant to CJ Treatment, Counseling, or Educational Programming:  
*Opioid Use Disorder; Cocaine Abuse; Borderline Personality Disorder; Post-Traumatic Stress Disorder; Human Trafficking and Exploitation; Frontotemporal Degeneration- (Head Injuries and Personality); Ethics for Counselors-Updates; Obsessive-Compulsive Disorder; Clinical Care of the Transgender Patient; Online Professionalism and Ethics; Aging and Long-Term Care; Conducting Culturally Sensitive Psychosocial Research; Clinical Trials: Considerations for Women and Ethnic Minorities.*
- WV Integrated Behavioral Health Workshop, offered by WV Dept. of Health & Human Services, 2013-14
- WV Drug Endangered Child Workshops, sponsored by U.S. Attorney, 2013-14
- West Virginia Criminal Justice Educators' Association (WVCJEA) – Current  
Editor of *West Virginia Criminal Justice Educators' Association Journal* 2015 - Current
- Workshops KVPCA in Charleston, *Motivational Interviewing Series* used in Corrections Institutions - Advanced Practice (Several Half-Day Sessions) 2015-17

(D).

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

- **Chaired Panel Presentations and Led Discussion** on Effective Treatment Programs to Reduce Recidivism in Criminal Justice” presented regarding “Locus of Control in regard to Counseling in Correctional Facilities and Community Corrections”, Fairmont State University, Fairmont, West Virginia, 2014
- **Participant in External Evaluation** with Consultant present at Andrew Jackson Middle School regarding overall Educational Programming. I contributed about **Safety and Security Section and highlighted “Communications and the Community-School Safety”** - 2016.

(E).

Indicate any other activities that have contributed to effective teaching.

- The Learning House – Course Delivery Best Practices 2017
- The Learning House MT Faculty Orientation to Moodle for Non-Master Courses 2018

(F).

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

**Editor** of the *West Virginia Criminal Justice Educators' Association Journal*. West Virginia Criminal Justice Educators' Association, Whyte, Cassandra B. and Goff, Nicklaus Ed, (2017) Volume 14, No. 4, 1-57.

Publication Topics for Dr. Cassandra Whyte published within Security America Training Books

- 2014 – “Emergency Reporting”; “Illegal Drug Use”; “Patrolling”; and “Surviving An Active Shooter Event”
- 2015 – “Discipline”; “Professional Appearance”; “Professional Relationships”; and “Sexual Harassment”
- 2016 – “Cooperation With Law Enforcement”; “Identifying Heroin Addiction”; “See Something – Say Something”; and “Site Training New Hires”
- 2017 – “Electronic Security Measures”; “Fire Safety”; “Legal Issues of Security Officers”; & “Terrorism– Homeland Security”
- 2018 – “Dealing With Difficult People”; “Harassment”; “Social Media Safety”; and “Working With And Managing The New Generations”

(G).

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> Samuel Van Saun Swindell	<b>Rank:</b> Assistant 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> Ph.D.
<b>Degree Conferred by:</b> Sam Houston State University	<b>Date Degree Received:</b> 2011
<b>Area of Specialization:</b> 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>	
<b>Professional registration/licensure:</b>	None
<b>Years of employment at present institution:</b>	5
<b>Years of employment in higher education:</b>	13
<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 2016	None	
Spring 2017	None	
Fall 2017	None	
Spring 2018	None	

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.

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

Woods, K. N., Stroebel, S. S., O'Keefe, S. L., Griffee, K., Harper-Dorton, K. V., Beard, K. W., Young, D. H., **Swindell, S.**, Stroupe, W. E., Steele, K., Lawhon, M., & Kuo, S.-Y. (2018). Conditioning by Orgasm Produced by Heterosexual Oral Sex during the Critical Period. *Sexual Addiction & Compulsivity*, <https://doi.org/10.1080/10720162.2017.1403985>

Griffee, K., **Swindell, S.**, O'Keefe, S. L., Stroebel, S. S., Beard, K. W., Shih-Ya Kuo, S.-Y., & Stroupe, W. (2016). Etiological risk factors for sibling incest: Data from an anonymous computer-assisted self-interview. *Sexual Abuse: A Journal of Research and Treatment*, 28, 620-59. doi: 10.1177/1079063214558941

Griffee, K., **Swindell, S.**, O'Keefe, S., Strobel, S., Beard, K., Kuo, Shih-Ya & Stroupe, W. (2014). Etiological Risk Factors for Sibling Incest: Data from an Anonymous Computer-Assisted Self-Interviews. *Sexual Abuse: A Journal of Research and Treatment*. 1-40.

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, 2013, doi:10.1080/10538712.2013.743952

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.

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> William R. Whyte	<b>Rank:</b> Assistant 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> M.Ed. Education
<b>Degree Conferred by:</b> Springfield College – Springfield, MA	<b>Date Degree Received:</b> May, 1970
<b>Area of Specialization:</b> Psychology and Corrections	
<b>Professional registration/licensure:</b>	
<b>Years of employment at present institution:</b>	36
<b>Years of employment in higher education:</b>	48
<b>Years of related experience outside higher education:</b>	41

**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 2016	CJ 226 Court Systems in the United States (OL)	19
	CJ 330 Communications for CJ Professionals II (OL)	18
	CJ 330 Communications for CJ Professionals II (OL)	19
	CJ 415 Management of Criminal Justice Organizations (OL)	17
Spring 2017	CJ 226 Court Systems in the United States (OL)	18
	CJ 320 Communications for CJ Professionals I (OL)	20
	CJ 320 Communications for CJ Professionals I (OL)	29
	CJ 415 Management of Criminal Justice Organizations (OL)	27
Fall 2017	CJ 226 Court Systems in the United States (OL)	11
	CJ 226 Court Systems in the United States (OL)	11
	CJ 330 Communications for CJ Professionals II (OL)	29
	CJ 330 Communications for CJ Professionals II (OL)	18
	CJ 415 Management of Criminal Justice Organizations (OL)	31
Spring 2018	CJ 226 Court Systems in the United States	27
	CJ 320 Communications for CJ Professionals I	16
	CJ 320 Communications for CJ Professionals I	25
	CJ 330 Communications for CJ Professionals II	13
	CJ 415 Management of Criminal Justice Organizations	13

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

Employment

1972 - 1997 - WV Division of Corrections  
1972 - 1977 - Psychological Diagnostician for Inmates  
1977 - 1981 - Prison Warden  
1981 - 1997 - 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.

West Virginia Private Investigators and Security Personnel Assoc. (WVPISP) Workshops 2002 – present;  
American Criminal Justice Association (ACJA) Workshops 2006 – present  
West Virginia Criminal Justice Educators Association (WVCJEA) 2006 – present

Attended and participated in annual training conferences:

West Virginia Private Investigators and Security Personnel Assoc. – 2014, 2015, 2016, 2017

American Criminal Justice Association – 2014 and 2015

West Virginia Criminal Justice Educators Association – 2013, 2014, 2015, 2016, 2017

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

2013 Presentation for WV American Soc. for Ind. Sec. (ASIS) Conf. – “Private Security & The Courts II”

2015 Presentation at WV Private Invest. & Sec. Personnel (WVPISP) Conf. – “WV Legislative Update”

2015 Presentation for WVASIS Conf. – “Best Practices”

2016 Special Recognition for Adv. Pro. Training Services at Sec. America, Inc. 34<sup>th</sup> Annual Winter Conf.

2018 Presentation for WVPISP Conf. – “The Impact of Sec. Amendment Related Leg. On WV Businesses”

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

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

July 2014 – Re-Certified as “Peer Reviewer” by QM Quality Matters

June 2016 – Learning House – Faculty Orientation to Moodle for Non-Master Courses

June 2016 – Learning House – Certificate in Course Delivery Best Practices

**(F).**

**Editor** of the *West Virginia Criminal Justice Educators’ Association Journal*. West Virginia Criminal Justice Educators’ Association, Whyte, Cassandra B. and Goff, Nicklaus Ed, (2017) Volume 14, No. 4, 1-57.

Publication Topics published within Security America Training Books

2014 – “Emergency Reporting”; “Illegal Drug Use”; “Patrolling”; and “Surviving An Active Shooter Event”

2015 – “Discipline”; “Professional Appearance”; “Professional Relationships”; and “Sexual Harassment”

2016 – “Cooperation With Law Enforcement”; “Identifying Heroin Addiction”; “See Something – Say Something”; and “Site Training New Hires”

2017 – “Electronic Security Measures”; “Fire Safety”; “Legal Issues of Security Officers”; & “Terrorism– Homeland Security”

2018 – “Dealing With Difficult People”; “Harassment”; “Social Media Safety”; and “Working With And Managing The New Generations”

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> Carla Brooks	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M. S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> May, 2017
<b>Area of Specialization:</b> Criminal Justice/Victimology	
<b>Professional Registration/Licensure:</b> Private Detective	
<b>Years of Employment at Present Institution:</b> 2	
<b>Years of Employment in Higher Education:</b> 2	
<b>Years of Related Experience Outside Higher Education:</b> 2	

**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 2016	CJ 204 Juvenile Justice & Delinquency	26
Spring 2017	CJ 204 Juvenile Justice & Delinquency	31
	CJ 225 Victimology	10
Fall 2017	CJ 204 Juvenile Justice & Delinquency	23
	CJ 225 Victimology	14
Spring 2018	CJ 204 Juvenile Justice & Delinquency	16
	CJ 225 Victimology	7

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

Ms. Brooks spent the last few years working as a private investigator for various criminal justice agencies. The courses taught during Fall 2016 and Spring 2017 were during the last year of her graduate work and supervised under Dr. Walter Stroupe and Dr. Michael Kane.

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

West Virginia Criminal Justice Educators Conference, 2018  
WVSU's Faculty Development 2017 and 2018

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

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



Online Development Workshop 2017

- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Calissa Carper	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. in Forensic Science
<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:</b>	
<b>Years of Employment at Present Institution:</b>	2
<b>Years of Employment in Higher Education:</b>	2
<b>Years of Related Experience Outside Higher Education:</b>	9

**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 2017	CJ 301 Intro to Forensic Science	9

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- West Virginia State Police Forensic Laboratory - July of 2009 – Present
  - National Firearms Examiner Academy sponsored by the Bureau of Alcohol, Tobacco, Firearms and Explosives.
  - Training Officer of the Firearm and Tool Mark Section
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- Online Development Workshop 2017
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Sarah Clere	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input checked="" type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M. S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> May, 2017
<b>Area of Specialization:</b> Criminal Justice Administration	
<b>Professional Registration/Licensure:</b> N/A	
<b>Years of Employment at Present Institution:</b> 0.5	
<b>Years of Employment in Higher Education:</b> 0.5	
<b>Years of Related Experience Outside Higher Education:</b> 15	

**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 2017	CJ 224 Punishment & Corrections	7

- (B). If degree is not in area of current assignment, explain:  
  
Ms. Clere earned her Bachelor of Science in Criminal Justice in 2003 and spent the last 15 years working within various criminal justice agencies and the West Virginia legislature. She taught this course during her last semester of graduate work under the direct supervision of Dr. Walter Stroupe.
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Meredith Davis	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M. S. Criminal Justice
<b>Degree Conferred by:</b> University of New Haven, New Have, CT	<b>Date Degree Received:</b> December, 2006
<b>Area of Specialization:</b> Forensic Psychology	
<b>Professional Registration/Licensure:</b> N/A	
<b>Years of Employment at Present Institution:</b> 0.5	
<b>Years of Employment in Higher Education:</b> 0.5	
<b>Years of Related Experience Outside Higher Education:</b> 12	

**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 2017	CJ 311 Drugs & Society	19

- (B).** If degree is not in area of current assignment, explain:  
  
Ms. Davis received her M.S. in Criminal Justice, with a concentration in forensic psychology, from the University of New Haven. She is currently a Counselor at Acadia Healthcare Charleston Comprehensive Treatment Center in Charleston, West Virginia. Her areas of professional interest include brief interventions, motivational interviewing, medication-assisted treatment for substance use disorders, and the relationship between addictions, mental health, and the criminal justice system.
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.  
  
Houck, J. M., Forcehimes, A. A., Davis, M. M. A., and Bogenschutz, M. P. (2017). Qualitative and quantitative feedback following workshop training in evidence-based practices: A dissemination study. *Professional Psychology: Research and Practice*, 47(6), 413-417.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Leslie Goff	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M. S. Criminal Justice Administration
<b>Degree Conferred by:</b> University of Cincinnati	<b>Date Degree Received:</b> June, 2011
<b>Area of Specialization:</b> Criminal Justice Research	
<b>Professional Registration/Licensure:</b> N/A	
<b>Years of Employment at Present Institution:</b> 1	
<b>Years of Employment in Higher Education:</b> 1	
<b>Years of Related Experience Outside Higher Education:</b> 10	

**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 2016	CJ 315 Methodology & Research	10
Spring 2017	CJ 315 Methodology & Research	5

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Jennifer Howard	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> B.S. Forensic Science and Technology
<b>Degree Conferred by:</b> Mountain State University	<b>Date Degree Received:</b> May, 2009
<b>Area of Specialization:</b> Forensic Science	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution:</b>	2
<b>Years of Employment in Higher Education:</b>	3
<b>Years of Related Experience Outside Higher Education:</b>	9

**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 2016	CJ 445 Crime Scene Investigation	16

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

Ms. Howard received her B.S. in Forensic Science and Technology, from Mountain State University. She is currently working towards her M.S. in Criminal Justice at Marshall University. She is employed as a Forensic Scientist for the West Virginia State Police Laboratory in Charleston, West Virginia. Her areas of expertise include central evidence processing and crime scene investigation.

- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Sarah Loftus	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input checked="" type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> August, 2017
<b>Area of Specialization:</b> Criminal Justice Administration/Advocacy	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution:</b>	0.5
<b>Years of Employment in Higher Education:</b>	0.5
<b>Years of Related Experience Outside Higher Education:</b>	11

**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 2017	CJ 304 Crimes in the Family	5

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

Ms. Loftus worked for the Detective Bureau for the South Charleston Police Department for approximately 3 years. Following that experience, she worked as a paralegal for various law firms and a child support specialist for the State of West Virginia. In addition to this experience, she worked as a domestic violence victims' advocate for the YWCA. Ms. Loftus earned her Bachelor of Science in Criminal Justice in 2011 and spent the last several years working within various criminal justice agencies. She taught this course during her last semester of graduate work under the direct supervision of Dr. Walter Stroupe.

- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Dori McDonough	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input checked="" type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> May, 2018
<b>Area of Specialization:</b> Criminal Justice Administration	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution:</b>	0.5
<b>Years of Employment in Higher Education:</b>	0.5
<b>Years of Related Experience Outside Higher Education:</b>	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
Spring 2018	CJ 304 Crimes in the Family	9

- (B).** If degree is not in area of current assignment, explain:  
  
Ms. McDonough earned her Bachelor of Science in Criminal Justice in 2016 and spent the last several years working within various criminal justice agencies. She taught this course during her last semester of graduate work under the direct supervision of Dr. Walter Stroupe.
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.



## APPENDIX II- B: Faculty Data

<b>Name:</b> Ella Messinger	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input checked="" type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> August, 2017
<b>Area of Specialization:</b> Criminal Justice Administration/Correctional Psychology	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution:</b>	0.5
<b>Years of Employment in Higher Education:</b>	0.5
<b>Years of Related Experience Outside Higher Education:</b>	4

**To determine compatibility of credentials with assignment:**

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2016	CJ 350 Correctional Institutions	5

- (B). If degree is not in area of current assignment, explain:  
  
Ms. Messinger earned her Bachelor of Science in Behavioral Sciences in 2014 and spent the last several years working within correctional facilities as a psychological assistant and compliance manager. She taught this course during her graduate work under the direct supervision of Dr. Walter Stroupe.
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Cornelia Palmer	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice
<b>Degree Conferred by:</b> Marshall University	<b>Date Degree Received:</b> May, 2009
<b>Area of Specialization:</b> Criminal Justice Administration/Investigations	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution:</b>	0.5
<b>Years of Employment in Higher Education:</b>	0.5
<b>Years of Related Experience Outside Higher Education:</b>	7.5

**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 2018	CJ 322 Criminology	10

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.  
2018 – Moodle Training – Learning House
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Reginald Patterson	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input checked="" type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> August, 2017
<b>Area of Specialization:</b> Criminal Justice Administration/Law Enforcement	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution:</b>	1
<b>Years of Employment in Higher Education:</b>	1
<b>Years of Related Experience Outside Higher Education:</b>	31

**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 2016	CJ 455 Interviewing and Interrogation	7
Spring 2017	CJ 370 International Terrorism	16

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

Mr. Patterson earned his Bachelor of Science in Criminal Justice and Corrections in 2007 and also attended the FBI National Academy in 2006. He spent the last several years working within homeland security, protective services, and recruiting as a law enforcement officer. He taught these courses during his graduate work under the direct supervision of Dr. Walter Stroupe.

- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Kristina Raynes	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> Juris Doctorate
<b>Degree Conferred by:</b> The University of Akron	<b>Date Degree Received:</b> May, 2000
<b>Area of Specialization:</b> Criminal Justice/Legal Studies	
<b>Professional Registration/Licensure:</b> Lawyer	
<b>Years of Employment at Present Institution:</b> 2	
<b>Years of Employment in Higher Education:</b> 12	
<b>Years of Related Experience Outside Higher Education:</b> 18	

**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 2016	CJ 204 Juvenile Justice & Delinquency	14
	CJ 204 Juvenile Justice & Delinquency	12
Spring 2017	CJ 204 Juvenile Justice & Delinquency	21
Fall 2017	CJ 204 Juvenile Justice & Delinquency	19
	CJ 204 Juvenile Justice & Delinquency	22
Spring 2018	CJ 204 Juvenile Justice & Delinquency	16
	CJ 204 Juvenile Justice & Delinquency	25

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.  
  
2016 – Moodle Training – Learning House
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Chelsea Richmond	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> Juris Doctorate
<b>Degree Conferred by:</b> Washington & Lee University	<b>Date Degree Received:</b> May, 2014
<b>Area of Specialization:</b> Criminal Justice/Legal Studies	
<b>Professional Registration/Licensure:</b> Lawyer	
<b>Years of Employment at Present Institution:</b> 2	
<b>Years of Employment in Higher Education:</b> 2	
<b>Years of Related Experience Outside Higher Education:</b> 4	

**To determine compatibility of credentials with assignment:**

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2016	CJ 226 Court Systems in the U.S.	13
Spring 2017	CJ 226 Court Systems in the U.S.	5
Fall 2017	CJ 226 Court Systems in the U.S.	13

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Amy Sadler	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice
<b>Degree Conferred by:</b> Marshall University	<b>Date Degree Received:</b> December, 2012
<b>Area of Specialization:</b> Criminal Justice/Probation	
<b>Professional Registration/Licensure:</b> Probation Officer	
<b>Years of Employment at Present Institution:</b> 0.5	
<b>Years of Employment in Higher Education:</b> 0.5	
<b>Years of Related Experience Outside Higher Education:</b> 6	

**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 2017	CJ 225 Victimology CJ 313 Race & Gender Issues in CJ	25 7

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.  
2017 – Moodle Training – Learning House
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Charles Sadler	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice
<b>Degree Conferred by:</b>	<b>Date Degree Received:</b>
<b>Area of Specialization:</b> Criminal Justice/Law Enforcement	
<b>Professional Registration/Licensure:</b> Police Officer	
<b>Years of Employment at Present Institution</b>	
<b>Years of Employment in Higher Education:</b>	
<b>Years of Related Experience Outside Higher Education:</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
Fall 2016	CJ 385 Criminal Investigation	30
Spring 2017	CJ 223 Police & Society	10
Fall 2017	CJ 362 Contemporary Issues in Policing	21

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.  
2017 – Moodle Training – Learning House
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Patricia Sanders	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> Juris Doctorate
<b>Degree Conferred by:</b> University of Dayton	<b>Date Degree Received:</b> June, 1996
<b>Area of Specialization:</b> Criminal Justice/Legal Studies	
<b>Professional Registration/Licensure:</b> Lawyer/Magistrate	
<b>Years of Employment at Present Institution:</b> 2	
<b>Years of Employment in Higher Education:</b> 2	
<b>Years of Related Experience Outside Higher Education:</b> 22	

**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 2016	CJ 307 Criminal Law	6
Spring 2018	CJ 307 Criminal Law	14

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.  
2017 – Moodle Training – Learning House
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.



## APPENDIX II- B: Faculty Data

<b>Name:</b> Kerri Steele	<b>Rank:</b> Assistant 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> Ph.D. in Social Work
<b>Degree Conferred by:</b> University of Georgia	<b>Date Degree Received:</b> May, 2013
<b>Area of Specialization:</b> Social Work/Research	
<b>Professional Registration/Licensure:</b> Graduate Social Worker – State of West Virginia Board of Social Work	
<b>Years of Employment at Present Institution:</b> 6	
<b>Years of Employment in Higher Education:</b> 6	
<b>Years of Related Experience Outside Higher Education:</b> 12	

**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 2016	CJ 314 Statistics for Professional Studies	26
	SWK 621 Human Behavior/Diversity/Social Justice	11
	SWK 633 Social Policy Analysis	11
Spring 2017	CJ 314 Statistics for Professional Studies	35
	SWK 200 Theories of Poverty	1
	SWK 656 Non-Profit Financial Management	2
	SWK 682 Advanced Field Experience	9
Fall 2017	CJ 314 Statistics for Professional Studies	33
	SWK 200 Theories of Poverty	38
	SWK 298 Current Issues in Human Services	1
	SWK 621 Human Behavior/Diversity/Social Justice	4
	SWK 633 Social Policy Analysis	4
Spring 2018	CJ 314 Statistics for Professional Studies	35
	SWK 245 Human Behavior/Social Environment	1
	SWK 400 Methods of Social Work Research	14

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

The CJ 314 course is statistics for professional studies, which is cross-listed with Psych 200 Stats for Behavioral and Social Sciences. It's is a required course for CJ, Social Work, and Health Sciences. I have taken 7 statistics courses during my higher education beyond the elementary statistics at bachelor's level: At the MSW level, I had Intermediate Statistics and Elementary SPSS Foundations. At the PhD Level, I had Advanced Statistics, ANOVA, Regression, Data Analysis and Statistical Inference I, and Data Analysis and Statistical Inference II. My dissertation is quantitative as are the 7 articles I've authored and co-authored since 2015.

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

- American Chemical Society – “The Opioid Crisis & Quest for Superior Analgesics without Addiction”- 2018
- WVSU’s Faculty Development Phase I, II and III 2017 and 2018
- West Virginia Criminal Justice Educators Association (WVCJEA) Conferences 2016, 2017 & 2018
- CITI Program – “Social & Behavioral Research”

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

I was awarded Teacher of the Year for West Virginia State University in Fall of 2016. I was awarded Professor of the Year for West Virginia State University in Fall of 2017.

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

- Moodle Online Training
- Grant Writing Workshops

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

Woods, K.N., Stroebel, S.S., O'Keefe, S.L., Griffiee, K., Harper-Dorton, K.V., Beard, K.W., Young, D.H., Swindell, S., Stroupe, W.E., **Steele, K.**, Lawhon, M., & Kuo, S.-Y. (2018). Conditioning by orgasm produced by heterosexual oral sex during critical period. *The Journal of Treatment and Prevention*, <https://doi.org/10.1080/10720162.2017.1403985>

Steele, K., Wamsley, B.R., Olfert, M.D., Lemley, S., & Dunn, B. (2017). Response to drug crisis in one Appalachian city: A collaborative early warning system approach. *Urban Social Work*, 1 (2), 183-201.

Beard, K.W., Griffiee, K., Newsome, J. E., Harper-Dorton, K. V., O'Keefe, S. L., Linz, T. D., Young, D. H., Swindell, J. D., Stroupe, W. E., **Steele, K.**, Lawhon, M., & Nichols, A. (2017). Father-daughter Incest: Effects, risk-factors, and a proposal for a new parent-based approach to prevention. *Sexual Addiction & Compulsivity*, <http://dx.doi.org/10.1080/10720162.2017.1306467>

Griffiee, K., Beard, K. W., Stroebel, S. S., Harper-Dorton, K. V., O'Keefe, S. L., Young, D. H., Swindell, J. D., Stroupe, W. E., **Steele, K.**, Lawhon, M., & Kuo, S.-Y. (2017). Genital Piercing: Childhood and adolescent behaviors that serve as predictors and scores on scales measuring hypersexuality and risky sexual behavior, sexual orientation, depression, conflict, intimacy, and sexual satisfaction. *Sexual Addiction & Compulsivity*, <http://dx.doi.org/10.1080/10720162.2017.1290563>

Griffiee, K., Stroebel, S. S., O'Keefe, S. L., Harper-Dorton, K. V., Beard, K. W., Young, D. H., Swindell, J. D., Stroupe, W. E., **Steele, K.**, Lawhon, M., & Kuo, S.-Y. (2017). Sexual Imprinting of Offspring on their Parents and Siblings. *Cogent Psychology*, 4, 1307632. doi: 10.1080/23311908.2017.1307632

Beard, K. W., Stroebel, S. S., O'Keefe, S. L., Harper-Dorton, K. V., Griffiee, K., Young, D. H., Swindell, S., **Steele, K.**, Linz, T. D., Moore, K. B., Lawhon, M., & Campbell, N. M. (2015). Childhood and adolescent sexual behaviors predict adult sexual orientations. *Cogent Psychology*, 2: 1067568. doi: 10.1080/23311908.2015.1067568.

Steele, K. (2015). Appendix 6: Guidelines for women's professional dress. In M. Kane (Author), *Research Paper Writing Guide* (pp. 97-110). Coronado, CA: Crime Ink Publishing, LLC.

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

2015 *Cabell County Innovation Community CAPE II*

Principal Investigator to design and implement an innovative, replicable early warning protocol around drug use and abuse in Cabell County, WV. Additionally, engaged target community in adoption of intervention based on early warning system. USDA#2013-48765-21544, funded at \$149,480

2015 *Kanawha County Index Community CAPE II*

Principal Investigator for project to identify and manage behavioral health leaders in the community completing bi-weekly surveys online for one year. Analyzed data monthly and will lead community members through interventions to address behavioral health issues. USDA#2013-48765-21544, funded at \$101,756.

2014 *Community Assessment and Education to Promote Behavior Health Planning and Evaluation (CAPE)*.

Co-Principal Investigator on survey implementation with Kanawha County serving as a pilot community to benchmark behavioral health. Delivered results to community and led community members through Action Planning based on results of the survey. USDA#2013-48765-21544, funded at \$102,146.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Christopher Walker-Akers	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> August, 2018
<b>Area of Specialization:</b> Criminal Justice Administration	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution</b>	0.5
<b>Years of Employment in Higher Education:</b>	0.5
<b>Years of Related Experience Outside Higher Education:</b>	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
Spring 2018	CJ 311 Drugs & Society	11

- (B).** If degree is not in area of current assignment, explain:  
  
Mr. Walker-Akers earned his Bachelor of Science in Criminal Justice in 2016 and spent the last several years working within various criminal justice agencies. He taught this course during her last semester of graduate work under the direct supervision of Dr. Walter Stroupe.
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- B: Faculty Data

<b>Name:</b> Jedidiah Walls	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M.S. Criminal Justice Administration
<b>Degree Conferred by:</b> WV State University	<b>Date Degree Received:</b> August, 2018
<b>Area of Specialization:</b> Criminal Justice Administration	
<b>Professional Registration/Licensure:</b>	
<b>Years of Employment at Present Institution</b>	0.5
<b>Years of Employment in Higher Education:</b>	0.5
<b>Years of Related Experience Outside Higher Education:</b>	9

**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 2018	CJ 299 Homeland Security	25

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

Mr. Walls worked as a correctional officer for the WV Regional Jail Authority for several years before transferring to the Kanawha Day Report Center as the Community Service Officer, where he worked for approximately 5 years. He earned his Bachelor of Regents Degree in 2015 and spent the last year working as a Re-Entry Specialist for KISRA. He taught this course during her last semester of graduate work under the direct supervision of Dr. Walter Stroupe.

- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- E: Assessment

### Curriculum Map and Assessment Assignments

PLO's	First Assessment Knowledge/Comprehension	Second Assessment Application/Analysis	Third Assessment Synthesis/Evaluation
<b>CJ Course Assessed PLO 1</b>	<b>Course CJ 101 1st Semester Knowledge</b> Demonstrate knowledge of the Criminal Justice field and explore components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	<b>Course CJ 307 4th Semester Knowledge</b> Apply knowledge of the Criminal Justice field and analyze components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	<b>Course CJ 415 7th Semester Knowledge</b> Evaluate knowledge of the Criminal Justice field and analyze components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.
<b>CJ Course Assessed PLO 2</b>	<b>Course CJ 226 2nd Semester Critical Thinking</b> Demonstrate critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	<b>Course CJ 315 5th Semester Critical Thinking</b> Apply critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	<b>Course CJ 380 7th semester Critical Thinking</b> Construct critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.
<b>CJ Course Assessed PLO 3</b>	<b>Course CJ 223 3rd Semester Communication</b> Demonstrate communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	<b>Course CJ 320 4th Semester Communication</b> Apply communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	<b>Course CJ 330 5th Semester Communication</b> Produce communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.
<b>CJ Course Assessed CJ PLO 4</b>	<b>Course CJ 204 2nd Semester Diversity</b> Demonstrate multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an	<b>Course CJ 313 6th Semester Diversity</b> Apply multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an	<b>Course CJ 425 8th Semester Diversity</b> Appraise multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an

	understanding by earning a minimum “C” as assessed by course assignments.	understanding by earning a minimum “C” as assessed by course assignments.	understanding by earning a minimum “C” as assessed by course assignments.
<b>CJ Course Assessed CJ PLO 5</b>	<p><b>Course CJ 224 2<sup>nd</sup> Semester Professional Integrity</b> Demonstrate professional integrity and ethical standards through exhibiting professional behaviors within the Criminal Justice field. Components include displaying reliability, validating ethics, attending courses, and exhibiting punctuality. Demonstrates an understanding by earning a minimum “C” as assessed by course assignments.</p>	<p><b>Course CJ 308 6<sup>th</sup> Semester Professional Integrity</b> Apply professional integrity and ethical standards through exhibiting professional behaviors within the Criminal Justice field. Components include displaying reliability, validating ethics, attending courses, and exhibiting punctuality. Demonstrates an understanding by earning a minimum “C” as assessed by course assignments.</p>	<p><b>Course CJ 425 8<sup>th</sup> Semester Professional Integrity</b> Assess professional integrity and ethical standards through exhibiting professional behaviors within the Criminal Justice field. Components include displaying reliability, validating ethics, attending courses, and exhibiting punctuality. Demonstrates an understanding by earning a minimum “C” as assessed by course assignments.</p>

## First Assessment Assignment for CJ 101 Introduction to Criminal Justice

### CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension

Demonstrate knowledge of the Criminal Justice field and explore components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate knowledge and comprehension of the criminal justice field by submitting an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using 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, and detailed knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates an above average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates an average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates a below average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates inadequate knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.

## First Assessment Assignment for CJ 226 Court Systems in the United States

### CJ PLO 2 Critical Thinking Assessed on Knowledge & Comprehension

Demonstrate critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding 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 the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using 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)
<b>Level of Assessment Knowledge &amp; Comprehension</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an above average knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an average knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates a below average knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates inadequate knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.



## First Assessment Assignment for CJ 223 Police & Society

### CJ PLO 3 Communication Assessed on Knowledge & Comprehension

Demonstrate communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of “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 the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### Rubric: Knowledge/Comprehension

Assessment CJ PLO 3 Communication	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, and detailed knowledge and comprehension of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates an above average knowledge and comprehension of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates an average knowledge and comprehension of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates a below average knowledge and comprehension of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates inadequate knowledge and comprehension of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.

## First Assessment Assignment for CJ 204 Juvenile Justice

### **CJ PLO 4 Diversity Assessed on Knowledge & Comprehension**

Demonstrate multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum “C” as assessed by course assignments.

#### **Assignment:**

Students will demonstrate knowledge and comprehension of diversity in the criminal justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### **Rubric: Knowledge/Comprehension**

<b>Assessment CJ PLO 4 Diversity</b>	<b>Excellent (5)</b>	<b>Above Average (4)</b>	<b>Average (3)</b>	<b>Below average (2)</b>	<b>Did not meet Expectations (1)</b>
<b>Level of Assessment Knowledge &amp; Comprehension</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an above average knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an average knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates a below average knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates inadequate knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.

## First Assessment Assignment for CJ 224 Punishment & Corrections

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

Demonstrate professional integrity and ethical standards through exhibiting professional behaviors within the Criminal Justice field. Components include displaying reliability, validating ethics, attending courses, and exhibiting punctuality. Demonstrates an understanding by earning a minimum “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate knowledge and comprehension of professional integrity and ethical standards through professional behaviors within the Criminal Justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### Rubric: Knowledge/Comprehension

Assessment CJ PLO 5 Professional Integrity	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, and detailed knowledge and comprehension of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an above average knowledge and comprehension of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an average knowledge and comprehension of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates below average knowledge and comprehension of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates inadequate knowledge and comprehension of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.

## Second Assessment Assignment for CJ 307 Criminal Law

### CJ PLO 1 Knowledge Assessed on Application & Analysis

Apply knowledge of the Criminal Justice field and analyze components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate application and analysis of the criminal justice field by submitting an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### Rubric: Application/Analysis

<b>Assessment CJ PLO 1 Knowledge</b>	<b>Excellent (5)</b>	<b>Above Average (4)</b>	<b>Average (3)</b>	<b>Below average (2)</b>	<b>Did not meet Expectations (1)</b>
<b>Level of Assessment Application &amp; Analysis</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed application and analysis of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates an above average application and analysis of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates an average application and analysis of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates a below average application and analysis of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates inadequate application and analysis of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.

## Second Assessment Assignment for CJ 315 Research Methods

### CJ PLO 2 Critical Thinking Assessed on Application & Analysis

Apply critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate application and analysis of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using 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 consistently demonstrates an excellent, clear, accurate, and detailed application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an above average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates a below average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates inadequate application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.

## Second Assessment Assignment for CJ 320 Communications in Criminal Justice

### CJ PLO 3 Communication Assessed on Application & Analysis

Apply communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of “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 the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using 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 &amp; Analysis</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed application and analysis of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates an above average application and analysis of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates an average application and analysis of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates a below average application and analysis of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates inadequate application and analysis of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.

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

### CJ PLO 4 Diversity Assessed on Application & Analysis

Apply multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate application and analysis of diversity in the criminal justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using 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 work consistently demonstrates an excellent, clear, accurate, and detailed application and analysis of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an above average application and analysis of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an average application and analysis of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates a below average application and analysis of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates inadequate application and analysis of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.

## Second Assessment Assignment for CJ 308 Ethics in Criminal Justice

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

Apply professional integrity and ethical standards through exhibiting professional behaviors within the Criminal Justice field. Components include displaying reliability, validating ethics, attending courses, and exhibiting punctuality. Demonstrates an understanding by earning a minimum “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate application and analysis of professional integrity and ethical standards through professional behaviors within the Criminal Justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### Rubric: Application & Analysis

Assessment CJ PLO 5 Professional Integrity	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, and detailed application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an above average application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an average application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates below average application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates inadequate application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.



## Third Assessment Assignment for CJ 415 Management in CJ

### CJ PLO 1 Knowledge Assessed on Synthesis & Evaluation

Evaluate knowledge of the Criminal Justice field and analyze components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate synthesis and evaluation of the criminal justice field by submitting an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### Rubric: Synthesis & Evaluation

Assessment CJ PLO 1 Knowledge	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet Expectations (1)
<b>Level of Assessment Synthesis &amp; Evaluation</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates an above average synthesis and evaluation of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates an average synthesis and evaluation of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates a below average synthesis and evaluation of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.	The work demonstrates inadequate synthesis and evaluation of the Criminal Justice field by analyzing components including law enforcement, courts, and corrections.

## Third Assessment Assignment for CJ 380 Criminal Procedure

### CJ PLO 2 Critical Thinking Assessed on Synthesis & Evaluation

Construct critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate synthesis and evaluation of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### Rubric: Synthesis & Evaluation

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 Synthesis &amp; Evaluation</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an above average synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an average synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates a below average synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates inadequate synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.

## Third Assessment Assignment for CJ 330 Advanced Report Writing

### CJ PLO 3 Communication Assessed on Synthesis & Evaluation

Produce communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

#### Assignment:

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

#### Rubric: Synthesis & Evaluation

Assessment CJ PLO 3 Communication	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Did not meet Expectations (1)
<b>Level of Assessment Synthesis &amp; Evaluation</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates an above average synthesis and evaluation of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates an average synthesis and evaluation of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates a below average synthesis and evaluation of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.	The work demonstrates inadequate synthesis and evaluation of the ability to communicate in writing and researching with the information being very organized with constructed paragraphs and correct grammar. It further demonstrates exceptional speaking, listening and participating by utilizing appropriate methods.

## Third Assessment Assignment for CJ 425 Senior Seminar

### CJ PLO 4 Diversity Assessed on Synthesis & Evaluation

Appraise multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum “C” as assessed by course assignments.

#### Assignment:

Students will demonstrate synthesis and evaluation of diversity in the criminal justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using 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)
<b>Level of Assessment Synthesis &amp; Evaluation</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an above average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates a below average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates inadequate synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.

## Third Assessment Assignment for CJ 425 Senior Seminar

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

Assess professional integrity and ethical standards through exhibiting professional behaviors within the Criminal Justice field. Components include displaying reliability, validating ethics, attending courses, and exhibiting punctuality. Demonstrates an understanding by earning a minimum “C” as assessed by course assignments.

#### Assignment;

Students will demonstrate application and analysis of professional integrity and ethical standards through professional behaviors within the Criminal Justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

#### Rubric: Synthesis & Evaluation

Assessment CJ PLO 5 Professional Integrity	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
<b>Level of Assessment Synthesis &amp; Evaluation</b>	The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an above average synthesis and evaluation of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an average synthesis and evaluation of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates below average synthesis and evaluation of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates inadequate synthesis and evaluation of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.

### APPENDIX III- A: Program Enrollment Data

Program Enrollment Data for the Review Period

Year	Number of Graduates			Number of Majors	
	Fall	Spring	Total	Total	
2013-2014	17	20	37	207	
2014-2015	16	26	42	226	
2015-2016	19	31	50	213	
2016-2017	11	26	37	215	
2017-2018	28	19	47	233	
<b>Totals</b>	<b>91</b>	<b>122</b>	<b>213</b>		

### APPENDIX III- B: Course Enrollment Data

Course	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
CJ 101	70	38	0	91	41	0	78	55	0	93	35	0	130	39
CJ 204	18	0	0	34	0	0	48	0	0	52	52	0	64	57
CJ 223	20	12	0	41	58	0	37	44	0	30	57	11	21	23
CJ 224	27	30	7	17	36	4	46	37	3	19	28	5	36	19
CJ 225	35	34	0	35	35	0	40	30	0	32	51	0	64	23
CJ 226	27	26	9	29	45	5	17	14	8	32	22	12	35	33
CJ 299	0	0	17	4	1	16	1	0	11	0	1	1	0	25
CJ 299	0	0	0	0	0	0	0	0	0	0	0	0	0	1
CJ 301	0	17	0	0	22	0	0	15	0	0	9	0	0	0
CJ 304	21	0	0	0	0	0	33	0	0	0	5	0	0	9
CJ 307	17	27	0	19	10	0	27	15	0	41	41	7	21	33
CJ 308	26	42	0	24	42	0	20	29	0	25	7	0	18	17
CJ 311	0	0	0	0	45	0	0	0	0	0	19	0	0	64
CJ 313	17	26	0	13	17	0	18	31	0	26	17	0	34	19
CJ 314	31	31	25	44	31	20	31	36	0	26	35	11	33	35
CJ 315	29	23	0	30	42	0	19	24	0	35	35	0	10	46
CJ 320	0	25	0	0	35	0	0	43	0	0	49	0	0	51
CJ 322	23	7	0	37	6	0	21	24	0	23	25	0	20	10
CJ 330	19	0	0	23	0	0	33	0	0	37	0	0	47	13
CJ 350	0	0	0	0	0	0	0	0	0	5	0	0	0	0
CJ 362	0	0	0	0	21	0	0	0	0	0	0	0	11	0
CJ 370	0	0	0	24	0	0	34	0	0	0	16	0	0	0
CJ 380	27	15	0	28	16	0	0	29	0	28	17	0	39	13
CJ 385	0	0	0	21	0	0	28	0	0	30	0	0	0	0
CJ 399	0	0	0	0	0	0	18	0	0	0	0	0	0	0
CJ 413	0	0	6	0	0	0	0	0	0	0	3	6	2	1
CJ 415	0	21	0	0	34	0	0	29	0	17	27	0	31	13
CJ 418	0	32	0	0	0	0	0	29	0	0	0	0	0	33
CJ 420	16	0	0	0	0	0	0	0	0	0	0	0	0	0
CJ 425	15	18	0	24	25	1	25	29	0	11	23	0	30	19
CJ 445	0	0	0	0	0	0	0	16	0	16	0	0	24	0
CJ 455	0	0	0	0	0	0	0	0	0	7	0	0	7	0
CJ 465	0	0	0	31	0	14	0	0	7	0	26	0	0	27
CJ 499	24	24	0	0	0	0	0	28	0	0	31	0	0	33

### APPENDICES III- E: Service Courses

	Course	Enrollment
Fall 2013	CJ 315 Methodology & Research (2 Sections)	29
	CJ 322 Criminology	23
Spring 2014	CJ 315 Methodology & Research	23
	CJ 322 Criminology	7
Summer 2014	CJ 315 Methodology & Research	0
	CJ 322 Criminology	0
Fall 2014	C J 315 Methodology & Research	30
	C J 322 Criminology	37
Spring 2015	C J 315 Methodology & Research (2 Sections)	42
	C J 322 Criminology	6
Summer 2015	CJ 315 Methodology & Research	0
	CJ 322 Criminology	0
Fall 2015	C J 315 Methodology & Research	19
	C J 322 Criminology	21
Spring 2016	C J 315 Methodology & Research	24
	C J 322 Criminology	24
Summer 2016	CJ 315 Methodology & Research	0
	CJ 322 Criminology	0
Fall 2016	C J 315 Methodology & Research (2 Sections)	35
	C J 322 Criminology	23
Spring 2017	C J 315 Methodology & Research (2 Sections)	35
	C J 322 Criminology	25
Summer 2017	CJ 315 Methodology & Research	0
	CJ 322 Criminology	0
Fall 2017	C J 315 Methodology & Research	10
	C J 322 Criminology	20
Spring 2018	C J 315 Methodology & Research (2 Sections)	46
	C J 322 Criminology	10



### APPENDICES III- F: Off-Campus Courses

	Course	Location	Enrollment
Fall 2014	CJ 101 Introduction to CJ	GW High School	22
Spring 2015	CJ 223 Police & Society	GW High School	4
Fall 2015	CJ 101 Introduction to CJ	GW High School	24
Spring 2016	CJ 223 Police & Society	GW High School	14
Fall 2016	CJ 101 Introduction to CJ	GW High School	26
Spring 2017	CJ 223 Police & Society	GW High School	22
Fall 2017	CJ 101 Introduction to CJ	GW High School	41
	CJ 101 Introduction to CJ	GW High School	21
Spring 2018	CJ 311 Drugs & Society	GW High School	24
	CJ 311 Drugs & Society	GW High School	33

## **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 and 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 qualified 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**

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 Tracy Carper Strickland, Kanawha County Magistrate

## Exhibit 3: Assessment Data

### Summative Data for Fall 2013

#### CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension = CJ 101

Excellent	Above Average	Average	Below Average	Did not meet expectations
10	15	3	3	0

#### CJ PLO 3 Communication Assessed on Knowledge & Comprehension = CJ 223

Excellent	Above Average	Average	Below Average	Did not meet expectations
4	14	1	1	1

#### CJ PLO 5 Professional Integrity Assessed on Knowledge & Comprehension = CJ 224

Excellent	Above Average	Average	Below Average	Did not meet expectations
8	9	4	4	1

#### CJ PLO 2 Critical Thinking Assessed on Synthesis & Evaluation = CJ 226

Excellent	Above Average	Average	Below Average	Did not meet expectations
10	11	3	2	1

## Exhibit 3: Assessment Data

### Summative Data for Spring 2014

#### CJ PLO 4 Diversity Assessed on Application and Analysis = CJ 313

Excellent	Above Average	Average	Below Average	Did not meet expectations
11	7	3	2	1

#### CJ PLO 3 Communication Assessed on Application and Analysis = CJ 320

Excellent	Above Average	Average	Below Average	Did not meet expectations
13	5	2	2	0

#### CJ PLO 5 Professional Integrity Assessed on Application and Analysis = CJ 308

Excellent	Above Average	Average	Below Average	Did not meet expectations
6	5	4	3	0

## Exhibit 3: Assessment Data

### Summative Data for Fall 2014

#### CJ PLO 3 Communication Assessed on Synthesis and Evaluation = CJ 330

Excellent	Above Average	Average	Below Average	Did not meet expectations
11	5	2	3	0

#### CJ PLO 5 Professional Integrity Assessed on Synthesis and Evaluation = CJ 425

Excellent	Above Average	Average	Below Average	Did not meet expectations
13	6	2	3	0

## Exhibit 3: Assessment Data

### Summative Data for Spring 2015

#### CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension = CJ 101

Excellent	Above Average	Average	Below Average	Did not meet expectations
24	10	3	0	1

#### CJ PLO 4 Diversity Assessed on Application and Analysis = CJ 313

Excellent	Above Average	Average	Below Average	Did not meet expectations
10	3	2	1	1



## Exhibit 3: Assessment Data

### Summative Data for Fall 2015

#### CJ PLO 3 Communication Assessed on Synthesis and Evaluation = CJ 330

Excellent	Above Average	Average	Below Average	Did not meet expectations
15	8	5	1	2

#### CJ PLO 5 Professional Integrity Assessed on Knowledge & Comprehension = CJ 224

Excellent	Above Average	Average	Below Average	Did not meet expectations
20	10	8	4	3

## Exhibit 3: Assessment Data

### Summative Data for Spring 2016

#### CJ PLO 1 Knowledge Assessed on Application and Analysis = CJ 307

Excellent	Above Average	Average	Below Average	Did not meet expectations
7	5	2	0	0

#### CJ PLO 5 Professional Integrity Assessed on Synthesis and Evaluation = CJ 425

Excellent	Above Average	Average	Below Average	Did not meet expectations
8	10	6	3	1

## Exhibit 3: Assessment Data

### Summative Data for Fall 2016

#### CJ PLO 3 Communication Assessed on Synthesis and Evaluation = CJ 330

Excellent	Above Average	Average	Below Average	Did not meet expectations
17	8	1	0	3

#### CJ PLO 4 Diversity Assessed on Application and Analysis = CJ 313

Excellent	Above Average	Average	Below Average	Did not meet expectations
7	6	2	1	1

## Exhibit 3: Assessment Data

### Summative Data for Spring 2017

#### CJ PLO 3 Communication Assessed on Application and Analysis = CJ 320

Excellent	Above Average	Average	Below Average	Did not meet expectations
28	10	8	3	0

#### CJ PLO 3 Communication Assessed on Knowledge & Comprehension = CJ 223

Excellent	Above Average	Average	Below Average	Did not meet expectations
20	25	5	3	2

## Exhibit 3: Assessment Data

### Summative Data for Fall 2017

#### CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension = CJ 101

Excellent	Above Average	Average	Below Average	Did not meet expectations
10	10	5	3	2

#### CJ PLO 2 Critical Thinking Assessed on Application and Analysis = CJ 315

Excellent	Above Average	Average	Below Average	Did not meet expectations
1	8	0	1	0

#### CJ PLO 4 Diversity Assessed on Synthesis and Evaluation = CJ 425

Excellent	Above Average	Average	Below Average	Did not meet expectations
8	10	6	2	3

## Exhibit 3: Assessment Data

### Summative Data for Spring 2018

#### CJ PLO 4 Diversity Assessed on Knowledge & Comprehension = CJ 204

Excellent	Above Average	Average	Below Average	Did not meet expectations
18	20	10	5	2

#### CJ PLO 5 Professional Integrity Assessed on Application and Analysis = CJ 308

Excellent	Above Average	Average	Below Average	Did not meet expectations
6	2	2	6	0

#### CJ PLO 2 Critical Thinking Assessed on Synthesis and Evaluation = CJ 380

Excellent	Above Average	Average	Below Average	Did not meet expectations
6	4	2	0	0

**West Virginia State University Board of Governors  
Academic Policies Committee  
Academic Program Review for MS in Criminal Justice  
February 7, 2019**

- I. Purpose  
State the purpose of the document.
- II. Background  
Provide the context for the Board's consideration.
- III. Discussion  
Provide the detailed reason for the paper/proposal before the Board. Writers may include reference documents and informational items in this section.
- IV. Recommendation(s)  
What are the recommendations? (approval, endorse, informational)
- V. Appendices (as needed)  
Clearly, label for the reader. Where there are multiple appendices, an index of them should be included either at the bottom of the paper or as a cover sheet to the appendices.

West Virginia State University

Comprehensive Program Review

for

**Masters of Science  
In Criminal Justice  
Administration**  
*formerly*  
**Masters of Science  
In Law Enforcement  
Administration**

*Submitted to*

The Program Review Committee

Fall 2013-Spring 2018



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## **SECTION I: PROGRAM DESCRIPTION**

### **A. Program Purpose Statement**

The Master of Science degree in Criminal Justice Administration (formerly Master of Science degree in Law Enforcement Administration) prepares students for careers in criminal justice and will enhance the careers of those already employed in the field. The program is designed as a cohort group to be completed within six semesters and includes an internship and final paper in the last semester. There are twelve required courses for a total of thirty six (36 hours). Students will be required to take two (2) courses per semester for six consecutive semesters. These courses focus on administration, management, policy making, law, and ethics.

The purpose of this degree program is to provide students with knowledge on policies and procedures within criminal justice administration and also educate students to be critical thinkers who can communicate effectively. This program allows students the opportunity to contribute significantly to the criminal justice profession, community, state of West Virginia, and the nation. The Criminal Justice Graduate Faculty work diligently with students to ensure their graduate education provides them with the knowledge, skills and confidence to success in their career.

### **B. Program Outcomes**

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

1) Knowledge

Students will describe, demonstrate, and apply theories of leadership and administration in the criminal justice system, particularly in the law enforcement field.

2) Critical Thinking

Students will comprehend, apply, and synthesize quantitative and/or qualitative research skills with proper data analysis, interpretation of information, analyze and evaluating facts, data, theories, and terms.

3) Communication

Students will comprehend, apply, and synthesize the ability to communicate using writing, speaking, listening, and understanding.

### **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 mission of the College of Professional Studies is "To prepare qualified professionals to serve and lead in a global society." The Department of Criminal Justice is committed to offering courses convenient to all types of students,

including traditional and non-traditional. For those students employed full-time or part-time, the department offers evening classes with a Web 50 component 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 the students' experiences through teaching, advising, participating in community outreach, and conducting research. The faculty is focused on producing educated graduates who can achieve maximum potential in their chosen field.

The Department of Criminal Justice's mission statement evolved from the objectives of the University and the College of Professional Studies. 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 this mission by preparing students to successfully advance their career in the criminal justice field. Students are provided with an excellent background on the components of criminal justice administration, human resource management, as well as policy-making and strategic planning. In addition to the aforementioned course areas, the additional graduate courses provide students with technological components essential to criminal justice, ethical practices, research methods and statistics, as well as crisis management, homeland security and critical incident. These courses offers students different perspectives within their graduate coursework which reinforces the department's mission statement. Completion of the required courses guides students toward a Master of Science in Criminal Justice Administration (formerly Master of Science degree in Law Enforcement Administration). At the completion of the degree, the graduate will be prepared with knowledge to live and work in a global society.

#### **D. Previous Reviews and Corrective Actions**

The Program commenced during the Fall 2011 Semester and graduated their first cohort in August 2013. Since there was minimal data to provide during the previous review period (Fall 2008-Spring 2013), no Program Review was conducted in 2013.

## SECTION II: ADEQUACY

### A. Curriculum

The Master of Science Degree in Criminal Justice Administration (formerly Master of Science degree in Law Enforcement Administration) requires all students to complete thirty-six (36) hours of graduate courses. In order to be recommended for graduation, a student must satisfy all of the following requirements:

1. Achieve a cumulative grade point average of 3.00 (B average) on all courses attempted. Students who accumulate more than two (2) “C” grades will be dismissed from the program;
2. Complete the 36 hours required in the curriculum, including the comprehensive exams within seven (7) years following the date of admission to the program;
3. Participate in the commencement exercise.

From commencement of the program until the Fall 2016 semester, the degree was titled Master of Science in Law Enforcement Administration and the curriculum was as follows:

LE 520 Introduction to Law Enforcement Administration	3 Credit Hours
LE 530 Technology Applications for Criminal Justice	3 Credit Hours
LE 540 Ethical Practices in Administration	3 Credit Hours
LE 550 Law Enforcement and the Community	3 Credit Hours
LE 600 Research Methods & Statistics in CJ	3 Credit Hours
LE 610 Human Resource Management	3 Credit Hours
LE 620 Leadership Psychology	3 Credit Hours
LE 630 Planning Organizational Staff Development	3 Credit Hours
LE 640 Strategic Planning & Policy Formulation	3 Credit Hours
LE 650 Legal Aspects of Law Enforcement Administration	3 Credit Hours
LE 660 Crisis Management, Homeland Security & Critical Incident	3 Credit Hours
LE 680 Experience and Analysis in the Field of Criminal Justice	3 Credit Hours

During the Fall 2016 semester, the name of the degree program was revised to Master of Science Degree in Criminal Justice Administration in order to recruit more professional in the criminal justice field. The required courses for the current Master of Science in Criminal Justice Administration are as follows:

CJ 520 Introduction to Criminal Justice Administration	3 Credit Hours
CJ 530 Technology Applications for Criminal Justice	3 Credit Hours
CJ 540 Ethical Practices in Administration	3 Credit Hours
CJ 550 Criminal Justice and the Community	3 Credit Hours
CJ 600 Research Methods & Statistics in CJ	3 Credit Hours
CJ 610 Human Resource Management	3 Credit Hours
CJ 620 Leadership Psychology	3 Credit Hours
CJ 630 Planning Organizational Staff Development	3 Credit Hours
CJ 640 Strategic Planning & Policy Formulation	3 Credit Hours
CJ 650 Legal Aspects of Criminal Justice Administration	3 Credit Hours
CJ 660 Crisis Management, Homeland Security & Critical Incident	3 Credit Hours
CJ 680 Graduate Capstone Course for Criminal Justice	3 Credit Hours

## **B. Faculty**

The Criminal Justice Department currently has two full time, tenured faculty; one full time, tenure track faculty; and one full time, term faculty. The academic ranks of the faculty include one Professor, two Associate Professors, and one Instructor. Three members hold a doctoral degree, one member is ABD towards a doctoral degree.

The major strength of the graduate faculty is that all full time faculty members have professional experience in the criminal justice field. The Chairperson of the Department has 16 years of experience working as a Paralegal for various law firms as well as conducting several research projects as a research analyst and obtaining certification in a variety of evidence based programs utilized within West Virginia correctional institutions. Another faculty member is a retired First Lieutenant from the West Virginia State Police, a second faculty person was a counselor and educator within correctional institutions and a third faculty person worked as an investigator for the medical examiner's office and is currently a municipal judge. In addition to experience, the faculty members have engaged in various forms of service to the criminal justice field and the communities. Examples include volunteering as adjunct faculty at the West Virginia State Police Academy, training and consultation to local criminal justice agencies, and evaluations of programs utilized by advocacy based programs.

Adjunct faculty members are hired to teach specialized courses when there is a need based on scheduling. All adjunct faculty members must have at least a Master's degree and 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 completion of an undergraduate degree from an accredited college or university in a criminal justice, law enforcement, or related field. Students must also complete an undergraduate or graduate course in research methods and/or statistics prior to admission to the program. A minimum overall GPA of 2.7 on a 4.0 scale, GRE General Test Scores and/or Miller's Analogies Test Score at the 50<sup>th</sup> percentile or higher, and for those students whose native language is not English, TOEFL Scores must be submitted. Three letters of recommendation are required which address the applicant's academic competencies, work performance and fitness to pursue this graduate degree. Satisfactory performance on a preadmissions interview are also required.

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## **2. Entrance Abilities:**

<b>Term</b>	<b>Average Transfer GPA</b>	<b>Average High School GPA</b>	<b>Average ACT Score</b>	<b>Average SAT Score</b>
Fall 2013	3.16	3.25	21.20	780.00
Spring 2014	2.81	2.47	18.67	780.00
Fall 2014	3.26	3.76	19.25	780.00
Spring 2015	3.26	2.60	19.25	780.00
Fall 2015	3.05	3.09	19.40	780.00
Spring 2016	3.01	3.12	19.57	1060.00
Fall 2016	2.87	3.10	20.50	1060.00
Spring 2017	2.88	2.99	20.10	1060.00
Fall 2017	2.99	3.68	20.33	870.00
Spring 2018	2.95	3.27	20.50	870.00

The student enrollment in the Criminal Justice Department currently has a 3.02 transfer GPA for students transferring their undergraduate degrees. The average high school GPA for criminal justice majors is 3.13 with average 19.88 ACT and 882 SAT scores.

## **3. Exit Abilities:**

A student who is a successful candidate for graduation with a Master of Science in Criminal Justice must have an overall 3.0 Grade Point Average and complete the minimum 36 hours of course credit.

In addition to the aforementioned requirements, students are required to complete two comprehensive examinations, chosen from four concentration areas...ethics, research, administration and leadership. The examinations are administered during the student's last semester and are graded independently by two faculty members with the distinction of pass or fail. The examination is designed to assess a student's knowledge within the concentration area, but also addresses critical thinking and problem solving. If the student fails a comprehensive exam, they can take it one more time; however, once a student chooses the comprehensive concentration area, they cannot change the area after failing the exam.

## **4. Graduates:**

Several Criminal Justice agencies that employ graduates of the criminal justice program were surveyed and are as follows:

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  
West Virginia Division of Justice and Community Service



Putnam County Sheriff's Office  
West Virginia Coalition Against Domestic Violence  
The Kanawha Institute for Social Research and Action

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 including written communication, verbal communication, and job performance. Survey responses have been difficult to obtain and some agencies report it is difficult to examine all personnel files to determine graduates of West Virginia State University. Five agencies, West Virginia State Police, Kanawha County Sheriff's Department, WV Division of Justice and Community Service, West Virginia Coalition Against Domestic Violence, and The Kanawha Institute for Social Research and Action, responded by stating all graduates are rated between good and excellent on written communication, excellent on verbal communication and between good and excellent on job performance.

#### **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 \$500.00 per academic year.

##### **2. Facilities**

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, 524, 223 and 224 are also considered multimedia classrooms as all four have a white board and ceiling mounted data projectors with computers.

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

#### **E. Program-Level Assessment**

##### **1. Assessment Procedures**

The Criminal Justice faculty developed an assessment plan which aligns with the five Program Learning Outcomes (PLO's), which are as follows:

1) Knowledge

Students will describe, demonstrate, and apply theories of leadership and administration in the criminal justice system, particularly in the law enforcement field.

2) Critical Thinking

Students will comprehend, apply, and synthesize quantitative and/or qualitative research skills with proper data analysis, interpretation of information, analyze and evaluating facts, data, theories, and terms.

3) Communication

Students will comprehend, apply, and synthesize the ability to communicate using writing, speaking, listening, and understanding.

The curriculum map signifies each PLO will be assessed at three different assessments points during 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.

Assessment rubrics were developed for each assessment assignment. The rubric criteria consists of the following:

- 1) Poor
- 2) Average
- 3) Above average
- 4) Excellent

The first phase of assessment is conducted in CJ 520 and assesses PLO 1 Knowledge on Knowledge and Comprehension. The second assessment is conducted in CJ 640 and assesses PLO 2 Critical Thinking on Knowledge and Comprehension. The third assessment is examined during CJ 550 and assesses Communication on Knowledge and Comprehension.

The second phase of assessment is conducted in CJ 620 and assesses PLO 1 Knowledge on Application and Analysis. The second assessment is conducted in CJ 600 and assesses PLO 2 Critical Thinking on Application and Analysis. The third assessment is examined during CJ 630 and assesses Communication on Application and Analysis.

The third phase of assessment is conducted in CJ 680 and assesses PLO 1 Knowledge on Synthesis and Evaluation. The second assessment is conducted in CJ 680 and assesses PLO 2 Critical Thinking on Synthesis and Evaluation. The third assessment is examined during CJ 680 and assesses Communication on Synthesis and Evaluation.

The data were collected during the end of each semester and the average scores are reported in the following table. The assignments needed to be prepared in APA format and in the length required by the instructor. To attain a B or above, there needed to be evidence of the ability to design, formulate, compose, and generate a comprehensive assignment. The assignments were graded using the rubrics wherein 1) Poor scored a 69 or below; 2) Average scored 79-70; 3) Above average scored 89-80; and 5) Excellent scored 100-90.

<b>Table Two: Assessment of Program Learning Outcomes (PLO) Data</b>			
<b>Semester</b>	<b>PLO Assessed</b>	<b>N</b>	<b>Mean</b>
<b>Fall 2013</b>	PLO 1 - LE 520	12	3.66 (80-89)
<b>Spring 2014</b>	PLO 2 - LE 600	12	3.75 (80-89)
<b>Fall 2014</b>	PLO 2 - LE 640	10	3.80 (80-89)
<b>Spring/Summer 2015</b>	PLO 1-3 - LE 680	14	3.71 (80-89)
<b>Fall 2015</b>	PLO 1 - LE 520	12	3.33 (80-89)
<b>Spring 2016</b>	PLO 3 - CJ 550	11	3.82 (80-89)
<b>Fall 2016</b>	PLO 1 - CJ 620	20	3.80 (80-89)
<b>Spring 2017</b>	PLO 2 - CJ 640	18	3.83 (80-89)
<b>Fall 2017</b>	PLO 1 - CJ 520	20	3.75 (80-89)
<b>Spring 2018</b>	PLO 3 - CJ 550	19	3.84 (80-89)

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

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

The criminal justice faculty initiated development of a new assessment plan beginning in Fall 2013 resulting from concerns observed from the previous assessment collection method and data analysis. The areas of concern were addressed through faculty development training to alleviate the lack of understanding assessment and narrowing the PLOs with consistent grading rubrics.

Following these development trainings on assessment, the Department examined the collected data and developed an assessment plan. The new assessment plan, captured statistics through this review period and continues to provide criminal justice faculty with comprehensible data that is frequently assessed to ensure the criminal justice learning objectives are successfully being satisfied.

### **3. Graduate Satisfaction**

During the review period, 32 students received Master of Science degrees in Criminal Justice Administration. A satisfaction survey was conducted on all graduates during the review period and 21 responses were collected. The results are as follows:

<b>Teaching effectiveness of the faculty</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	0	0.00%
Satisfied	3	14.29%
Very Satisfied	18	85.71%
<b>Availability of Faculty</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	0	0.00%
Satisfied	5	23.81%
Very Satisfied	16	76.19%
<b>Department faculty concerned with your intellectual development</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	0	0.00%
Satisfied	4	19.05%
Very Satisfied	17	80.95%
<b>Willingness of faculty to provide help</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	0	0.00%
Satisfied	2	9.52%
Very Satisfied	19	90.48%
<b>Courses offered</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	0	0.00%
Satisfied	9	42.86%
Very Satisfied	12	57.14%
<b>Elective Criminal Justice Courses Offered</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	0	0.00%
Satisfied	8	38.10%
Very Satisfied	13	61.90%
<b>Overall Perception of the Criminal Justice Program</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Not at all Satisfied	0	0.00%
Somewhat Satisfied	0	0.00%
Satisfied	4	19.05%
Very Satisfied	17	80.95%

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.

#### **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 agencies. These include law enforcement officers, an attorney, a magistrate, a guidance counselor, a victim's advocate and a representative 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**

One strength of the department is it has excellent relationships with criminal justice agencies throughout the area. Faculty have consulted and assisted these agencies in areas of research, assessment, evaluation and training. These relationships benefit student recruitment and retention.

Another strength is faculty contributing to community outreach activities through their contacts within these local agencies, including West Virginia State Police, West Virginia Coalition Against Domestic Violence, Kanawha County Sheriff's Office, Charleston Police Department, West Virginia Department of Corrections, Division of Justice and Community Services, KISRA, and the Regional Community Policing Institute.

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 additional faculty to offer more courses as well as not having a computer lab and/or technology for the undergraduate students.

## SECTION III: VIABILITY

### A. Program Enrollment

The following table gives the numbers of graduates and enrollment for the past five years. Based on the last five years, enrollment has averaged approximately 15.2 students per year. The department sees no reason for less growth and expects an increase. According to the Occupational Outlook Handbook the employment of police and detectives is expected to grow by 7% percent from 2016 to 2026. 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 are expected to grow by 6% percent from 2016 to 2026. Continued growth in the demand for probation and parole services will lead to new openings for officers.

#### Program Enrollment Data

Year	Number of Graduates			Total Number Of Majors Enrolled
	Fall	Spring	Total	
2013-2014	10	0	10	12
2014-2015	0	0	0	10
2015-2016	9	0	9	15
2016-2017	0	4	4	20
2017-2018	7	2	9	19
<b>Totals</b>	<b>26</b>	<b>6</b>	<b>32</b>	<b>Average 15.2</b>

### B. Course Enrollment

The course enrollment for the Criminal Justice Department is detailed in Appendix III-B.

### C. Enrollment Projections

Based on enrollment trends, the enrollment of the graduate program within the Criminal Justice Department should remain strong and continue to grow as more courses and concentration areas are added. With the expansion of a 100% online graduate program and continued recruiting, the department expects enrollment to continue to rise.

### D. Cost Analysis

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 to the overall educational experience of students.

**Departmental Cost of Instruction:** The Departmental Cost of Instruction (DCI) encompasses two components: (1.) Departmental costs to offer the major and (2.) Departmental costs to offer courses in the department. To determine the departmental costs to offer the major, calculations were conducted to generate the program cost per graduate and the cost per student in the major. In this cost analysis we only considered salaries, including fringe benefits.

Calculation of the cost to offer the major: The numerator value is determined by using 2017-2018 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 2013-2018 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:

$$\text{Cost per graduate} = \frac{\text{2017-2018 degree program instructional faculty salaries}}{\text{Average number of program graduates 2013-2018}}$$

$$\text{Cost per student in the major} = \frac{\text{2017-2018 degree program instructional faculty salaries}}{\text{Average number of majors in the degree program 2013-2018}}$$

$$\text{Criminal Justice program cost per graduate} = \$199,800/6.4 = \$31,219$$

$$\text{Criminal Justice program cost per student in the major} = \$199,800/15.2 = \$13,145$$

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 (2017-2018) of the 5 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:

$$\text{Cost of courses offered in the department} = \frac{\text{2017-2018 degree program instructional faculty}}{\text{Total student credit hours produced by department}}$$

$$\text{Criminal Justice cost offered in the department} = \$199,800/237 = \$843$$

The Facilities and Administrative cost (Cost of Operation) also uses total faculty compensation for 2017-2018. For this value, federal indirect rate of 56.9%, 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):

Cost of operation = 2017-2018 degree program instructional faculty \* 0.569

**Criminal Justice Cost of Operation** = \$199,800 \* 0.569 = \$113,686

In summary for the Master of Criminal Justice Administration degree program, the total salary for faculty during the 2017-2018 year of the review period is \$199,800.00 and includes both part-time and full-time faculty salaries. The average cost per major is \$13,145.00 while the average cost per graduate is \$31,219.00. 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 \$843.00 per semester credit hour. The cost of operation (non-instructional cost) is \$113,686.00.

**E. Service Courses**

None

**F. Off-Campus Courses**

None

**G. Articulation Agreements**

None



## SECTION IV: NECESSITY

### **A. Similar Programs**

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

### **B. Post-Program 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. Following graduation we have many students who are working at the following agencies or continuing their education.

- West Virginia Supreme Court
- South Charleston Police Department
- City of Charleston Police Department
- Saint Albans Police Department
- Putnam County Sheriff's Department
- Kanawha County Sheriff's Department
- West Virginia State Police (Academy)
- Kanawha County Sheriff's Department
- West Virginia Department of Health and Human Resources
- West Virginia Regional Jail Authority
- West Virginia Division of Juvenile Services
- West Virginia Department of Corrections and Parole Services
- West Virginia Division of Justice and Community Service
- Putnam County Sheriff's Office
- West Virginia Coalition Against Domestic Violence
- The Kanawha Institute for Social Research and Action
- West Virginia College of Law

# Appendices

## APPENDIX II- A: Curriculum

<b>Degree Program:</b> Master of Science in Criminal Justice Administration		<b>Total Number of Credit Hours Required for Graduation:</b> 36			
<b>Professional Society Influencing Program Offering and Requirements:</b> Academy of Criminal Justice Sciences					
Major Core Courses Required (Course Number and Title)	Hours	Major Certificate Courses Required (Course Number and Title)	Hours	General Education Courses Required (Course Area)	Hours
CJ 520 Introduction to Criminal Justice Administration CJ 530 Technology Applications for Criminal Justice CJ 540 Ethical Practices in Administration CJ 550 Criminal Justice and the Community CJ 600 Research Methods & Statistics in Criminal Justice CJ 610 Human Resource Management CJ 620 Leadership Psychology CJ 630 Planning Organizational Staff Development CJ 640 Strategic Planning & Policy Formulation CJ 650 Legal Aspects of Criminal Justice Administration CJ 660 Crisis Management, Homeland Security & Critical Incident CJ 680 Graduate Capstone Course for Criminal Justice	3 3 3 3 3 3 3 3 3 3 3 3 3	N/A	N/A		
<b>Total Required Major Hours:</b>	<b>36</b>			<b>Total Gen. Ed./Elective Hours:</b>	

## APPENDIX II- B: Faculty Data

<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 Asst.	<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> Municipal Court Judge State of WV	
<b>Years of employment at present institution:</b>	8
<b>Years of employment in higher education:</b>	28
<b>Years of related experience outside higher education:</b>	20

**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 2016	CJ 308 Ethics in the Criminal Justice System	13
	CJ 308 Ethics in the Criminal Justice System	12
	CJ 322 Criminology	23
	CJ 425 Senior Seminar in Criminal Justice	11
Spring 2017	CJ 308 Ethics in the Criminal Justice System	5
	CJ 308 Ethics in the Criminal Justice System	2
	CJ 322 Criminology	25
	CJ 425 Senior Seminar in Criminal Justice	21
	CJ 425 Senior Seminar in Criminal Justice	2
Fall 2017	CJ 308 Ethics in the Criminal Justice System	18
	CJ 425 Senior Seminar in Criminal Justice	30
	CJ 540 Ethical Practices in Criminal Justice Admin.	21
Spring 2018	CJ 308 Ethics in the Criminal Justice System	17
	CJ 425 Senior Seminar in Criminal Justice	19
	CJ 550 Criminal Justice & Community	19

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

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

- West Virginia Municipal Court Training. November, 2013, 2014, 2015, 2016 & 2017

- Bethel University College of Criminal Justice Facilitator Professional Development, Nashville, TN (Oct. 2015 & Feb. 2017)
- West Virginia Municipal Court Proceedings/Law Enforcement Training (February 2015)
- Transitioning to a Private Sector Career; Post Law Enforcement Career Conference (Webinar); American InterContinental University

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

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

- MT-206 Faculty Orientation to Moodle for Non-Master Courses (August 2016)
- VISITING TEACHER CONSULTANT AND CULTURAL AMBASSADOR. International Cultural Exchange Center of Beijing Language and Culture University, China. Taught freshman level students from University of Science and Technology, Beijing, China. Topic was conversational English. July 2015 and July 2016.

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

- Kane, M.J. (2015) **Research paper writing guide for criminal justice and forensic investigation scholars**. Coronado, CA: Crime Ink Publishing. ISBN 9781329167780.
- Contributor to *Seeking Samurai: How modern budoka are reinvigorating samurai tradition*. (2014, July) **Blitz: Australian Martial Arts Magazine, 28(7), 64-69**. Contributed to *Owning Samurai Armour*. Featured in *The Samurai Philosopher*.

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> Walter Stroupe	<b>Rank:</b> 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> 12	
<b>Years of employment in higher education:</b> 13.5	
<b>Years of related experience outside higher education:</b> 33	

**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 2016	CJ 630 Planning Organizational Staff Development	18
Spring 2017	CJ 465 Sex Crimes & Paraphilias	26
	CJ 499 Special Topics: Serial Killers	31
Summer 2017	CJ 299 Special Topics: Criminal Justice	1
	CJ 680 Graduate Capstone in Criminal Justice	6
Fall 2017	CJ 445 Crime Scene Investigation	24
	CJ 520 Introduction to Criminal Justice Administration	20
Spring 2018	CJ 465 Sex Crimes & Paraphilias	27
	CJ 499 Special Topics: Homicide Investigation	27

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

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

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

- West Virginia Criminal Justice Educators Conference 2013 to 2018
- Governor's Human Rights Award 2015
- Appointed to the Governor's Committee on Crime, Delinquency & Corrections, 2015
- American Business Club of America, 2015
- Riverside High School, Crime Scene Investigation Demonstration, 2013

- Elk Valley Christian School Careers in Criminal Justice, 2013
- St. Francis Catholic Church, St. Albans, Dangers of Social Media, 2013
- Kanawha County Library, South Charleston, Crime Scene Investigation Demonstration, 2013
- Kanawha County Library, Dunbar, Crime Scene Investigation Demonstration, 2013
- Kanawha County Library, Elk Valley, Crime Scene Investigation Demonstration, 2013

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

- Moodle Training 2016-2017
- Quality Matters Review Certification 2015

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

Woods, K. N., Stroebel, S. S., O'Keefe, S. L., Griffee, K., Harper-Dorton, K. V., Beard, K. W., Young, D. H., Swindell, S., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Kuo, S.-Y. (2018). Conditioning by Orgasm Produced by Heterosexual Oral Sex during the Critical Period. *Sexual Addiction & Compulsivity*, <https://doi.org/10.1080/10720162.2017.1403985>

Griffee, K., Stroebel, S. S., O'Keefe, S. L., Harper-Dorton, K. V., Beard, K. W., Young, D. H., Swindell, J. D., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Kuo, S.-Y. (2017). Sexual Imprinting of Offspring on their Parents and Siblings, *Cogent Psychology*, 4, 1307632. doi: 10.1080/23311908.2017.1307632 <http://dx.doi.org/10.1080/23311908.2017.1307632>

Griffee, K., Beard, K. W., Stroebel, S. S., Harper-Dorton, K. V., O'Keefe, S. L., Young, D. H., Swindell, J. D., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Kuo, S.-Y. (2017). Genital Piercing: Childhood and adolescent behaviors that serve as predictors and scores on scales measuring hyper-sexuality and risky sexual behavior, sexual orientation, depression, conflict, intimacy, and sexual satisfaction. *Sexual Addiction & Compulsivity*, <http://dx.doi.org/10.1080/10720162.2017.1290563>

Beard, K.W., Griffee, K., Newsome, J. E., Harper-Dorton, K. V., O'Keefe, S. L., Linz, T. D., Young, D. H., Swindell, J. D., **Stroupe, W. E.**, Steele, K., Lawhon, M., & Nichols, A. (2017). Father-daughter Incest: Effects, risk-factors, and a proposal for a new parent-based approach to prevention. *Sexual Addiction & Compulsivity*, <http://dx.doi.org/10.1080/10720162.2017.1306467>

Griffee, K., Swindell, S., O'Keefe, S. L., Stroebel, S. S., Beard, K. W., Shih-Ya Kuo, S.-Y., & **Stroupe, W.** (2016). Etiological risk factors for sibling incest: Data from an anonymous computer-assisted self-interview. *Sexual Abuse: A Journal of Research and Treatment*, 28, 620-59. doi: 10.1177/1079063214558941

Griffee, K., Swindell, S., O'Keefe, S., Strobel, S., Beard, K., Kuo, Shih-Ya & **Stroupe, W.** (2014). Etiological Risk Factors for Sibling Incest: Data from an Anonymous Computer-Assisted Self-Interviews. *Sexual Abuse: A Journal of Research and Treatment*. 1-40.

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, 2013, doi:10.1080/10538712.2013.743952

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> Dr. Cassandra B. Whyte	<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> West Virginia University	<b>Date Degree Received:</b> 1975
<b>Area of Specialization:</b> Curriculum & Instruction (Educational Psychology)	
<b>Professional registration/licensure:</b> WV Licensed Professional Counselor LPC 316	
<b>Years of employment at present institution:</b> 36	
<b>Years of employment in higher education:</b> 47	
<b>Years of related experience outside higher education:</b> 3	

**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 2016	CJ 224 Punishment & Corrections	19
	CJ 313 Race & Gender Issues in Criminal Justice	26
	CJ 620 Planning Organizational Staff Development	18
Spring 2017	CJ 224 Punishment & Corrections (OL)	21
	CJ 313 Race & Gender Issues in Criminal Justice	17
	CJ 640 Strategic Planning & Policy Formulation	20
Fall 2017	CJ 224 Punishment & Corrections	13
	CJ 224 Punishment & Corrections (OL)	23
	CJ 304 Crimes in the Family	27
	CJ 313 Race & Gender Issues in Criminal Justice (OL)	27
Spring 2018	CJ 224 Punishment & Corrections	22
	CJ 224 Punishment & Corrections	19
	CJ 313 Race & Gender Issues in Criminal Justice	19
	CJ 418 Treatment of Offenders	27

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

Dr. Whyte taught courses to inmates at the Huttonsville Correctional Center for Davis and Elkins College (D & E), and later supervised a staff and program for West Virginia Business College at the prison. For 22 years, Dr. Whyte also taught classes and administratively supervised the WVSU Department of Public Safety. For 13 of those years, she supervised the Regional Community Policing Institute as part of her administrative duties with other areas. During that time the WVSU Department of Public Safety evolved from a Security Operation to a Department of Sworn Law Enforcement Officers. Dr. Whyte and Chief



Saunders were feted at a Governor's Awards Ceremony in recognition of safety and planning efforts for the state. Dr. Whyte also had experience as a Visiting Graduate Faculty at a 1862 Land Grant University on the Pacific Coast (*Oregon State University-OSU*) for a Summer Term as a result of winning a National Award and has taught an occasional course for (Marshall University College of Graduate Studies–MU while working at WVSU dealing with motivation, high-risk populations, and achievement.

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

- Cybercrime, Invitational Workshop, National Council on White Collar Crime, 2013.
- Net/CE accredited Continuing Education Approved Provider 2013-2018  
Courses selected are relevant to CJ Treatment, Counseling, or Educational Programming:  
*Opioid Use Disorder; Cocaine Abuse; Borderline Personality Disorder; Post-Traumatic Stress Disorder; Human Trafficking and Exploitation; Frontotemporal Degeneration- (Head Injuries and Personality); Ethics for Counselors-Updates; Obsessive-Compulsive Disorder; Clinical Care of the Transgender Patient; Online Professionalism and Ethics; Aging and Long-Term Care; Conducting Culturally Sensitive Psychosocial Research; Clinical Trials: Considerations for Women and Ethnic Minorities.*
- WV Integrated Behavioral Health Workshop, offered by WV Dept. of Health & Human Services, 2013-14
- WV Drug Endangered Child Workshops, sponsored by U.S. Attorney, 2013-14
- West Virginia Criminal Justice Educators' Association (WVCJEA) – Current  
Editor of *West Virginia Criminal Justice Educators' Association Journal* 2015 - Current
- Workshops KVPCA in Charleston, *Motivational Interviewing Series* used in Corrections Institutions - Advanced Practice (Several Half-Day Sessions) 2015-17

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

- **Chaired Panel Presentations and Led Discussion** on Effective Treatment Programs to Reduce Recidivism in Criminal Justice” presented regarding “Locus of Control in regard to Counseling in Correctional Facilities and Community Corrections”, Fairmont State University, Fairmont, West Virginia, 2014
- **Participant in External Evaluation** with Consultant present at Andrew Jackson Middle School regarding overall Educational Programming. I contributed about **Safety and Security Section and highlighted “Communications and the Community-School Safety”** -. 2016.

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

- The Learning House – Course Delivery Best Practices 2017
- The Learning House MT Faculty Orientation to Moodle for Non-Master Courses 2018

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

**Editor** of the *West Virginia Criminal Justice Educators' Association Journal*. West Virginia Criminal Justice Educators' Association, Whyte, Cassandra B. and Goff, Nicklaus Ed, (2017) Volume 14, No. 4, 1-57.

Publication Topics for Dr. Cassandra Whyte published within Security America Training Books

2014 – “Emergency Reporting”; “Illegal Drug Use”; “Patrolling”; and “Surviving An Active Shooter Event”

2015 – “Discipline”; “Professional Appearance”; “Professional Relationships”; and “Sexual Harassment”

2016 – “Cooperation With Law Enforcement”; “Identifying Heroin Addiction”; “See Something – Say Something”; and “Site Training New Hires”

2017 – “Electronic Security Measures”; “Fire Safety”; “Legal Issues of Security Officers”; & “Terrorism– Homeland Security”

2018 – “Dealing With Difficult People”; “Harassment”; “Social Media Safety”; and “Working With And Managing The New Generations”

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> James Davidson	<b>Rank:</b> Adjunct
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> M. S. Geography M.S. Humanities
<b>Degree Conferred by:</b> Marshall University	<b>Date Degree Received:</b> May 2013
<b>Area of Specialization:</b> Geographic Information Systems	
<b>Professional Registration/Licensure:</b> N/A	
<b>Years of Employment at Present Institution:</b> 1	
<b>Years of Employment in Higher Education:</b> 3	
<b>Years of Related Experience Outside Higher Education:</b> 5	

**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 2018	CJ 530Technology Applications for Criminal Justice	19

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

This course concentrates on technological components within the criminal justice system. One essential area of technology within criminal justice is geospatial information system, which is my area of specialty. I have worked five (5) years as a Geospatial Information Systems Analyst where I develop, program and analyze GIS coordinates for various applications.

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

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

Indicate any other activities that have contributed to effective teaching.

- (E).**

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

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

## APPENDIX II- B: Faculty Data

<b>Name:</b> Patricia Sanders	<b>Rank:</b> Instructor
<b>Status:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	<b>Highest Degree Earned:</b> Juris Doctorate
<b>Degree Conferred by:</b> University of Dayton	<b>Date Degree Received:</b> June, 1996
<b>Area of Specialization:</b> Criminal Justice/Legal Studies	
<b>Professional Registration/Licensure:</b> Lawyer/Magistrate	
<b>Years of Employment at Present Institution</b> 2	
<b>Years of Employment in Higher Education:</b> 2	
<b>Years of Related Experience Outside Higher Education:</b> 22	

**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 2016	CJ 307 Criminal Law	6
Spring 2017	CJ 650 Legal Aspects in Criminal Justice	20
Spring 2018	CJ 307 Criminal Law	14

- (B).** If degree is not in area of current assignment, explain:
- (C).** Identify your professional development activities during the past five years.
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.  
2017 – Moodle Training – Learning House
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

## APPENDIX II- E: Assessment

### Curriculum Map and Assessment Assignments

PLO's	First Assessment Knowledge/Comprehension	Second Assessment Application/analysis	Third Assessment Synthesis/Evaluation
<b>CJ PLO 1 Knowledge</b>	<b>Course CJ 520 - Knowledge/Comprehension</b> Describe the theories of leadership and administration in the criminal justice system, particularly in the Criminal Justice field.	<b>Course CJ 620 - Application/Analysis</b> Analyze theories of leadership and administration in the criminal justice system, particularly in the Criminal Justice field.	<b>Course CJ 680 - Synthesis/Evaluation</b> Evaluate theories of leadership and administration in the criminal justice system, particularly in the Criminal Justice field.
<b>CJ PLO 2 Critical Thinking</b>	<b>Course CJ 600- Knowledge/Comprehension</b> Exhibit critical thinking through quantitative and/or qualitative research skills with proper data analysis, interpretation of information, analysis and evaluating facts, data, theories and terms.	<b>Course CJ 640 - Application/Analysis</b> Apply critical thinking skills through quantitative and/or qualitative research skills with proper data analysis, interpretation of information, analysis and evaluating facts, data, theories and terms.	<b>Course CJ 680 - Synthesis/Evaluation</b> Integrate critical thinking skills through quantitative and/or qualitative research skills with proper data analysis, interpretation of information, analysis and evaluating facts, data, theories and terms.
<b>LE PLO 3 Communication</b>	<b>Course CJ 540 - Knowledge/Comprehension</b> Establish the ability to communicate using writing, speaking, listening and understanding.	<b>Course CJ 550 - Application/Analysis</b> Employ the ability to communicate using writing, speaking, listening and understanding	<b>Course CJ 680 - Synthesis/Evaluation</b> Incorporate the ability to communicate using writing, speaking, listening and understanding

**First Assessment Assignment for  
CJ 520 Introduction to Criminal Justice Administration**

**CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension**

Describe the theories of leadership and administration in the criminal justice system, particularly in the Criminal Justice field.

**Assignment:**

Students will demonstrate knowledge and comprehension of the theories of administration as well as the positive and negative effects of each theory within the Criminal Justice system and define the concepts of each theory. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Knowledge/Comprehension**

<b>Assessment CJ PLO 1 Knowledge</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Poor (1)</b>
<b>Level of Assessment Knowledge &amp; Comprehension</b>	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of all concepts related to each theory.	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of the majority of the concepts related to each theory.	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of some of the concepts related to each theory.	The work does not describe the three primary, historical approaches to administration (scientific, human relations, and systems management). It also does not include any definition of the concepts related to each theory.

**First Assessment Assignment for  
CJ 600 Research methods and Statistics in Criminal Justice**

**CJ PLO 2 Critical Thinking Assessed on Knowledge & Comprehension**

Exhibit critical thinking through strategic planning skills using proper data analysis, interpretation of information, analysis and evaluating facts, data, theories and terms for the purpose of policy research.

**Assignment:**

Students will demonstrate knowledge and comprehension of critical thinking skills through the selection of a topic related to research. They will develop a research design, analyze data and prepare a written assignment that reports the results and examines the topic from a research methodology perspective. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Knowledge/Comprehension**

<b>Assessment CJ PLO 2 Critical Thinking  Level of Assessment Knowledge &amp; Comprehension</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Poor (1)</b>
<b>Examination of topic</b>	Topic is thoroughly examined for all research questions assigned including influencing factors, limitations, and suggestions for future research.	Topic is examined through a majority of the research questions assigned.	Topic is examined through some of the research questions assigned.	Topic is not examined through the research questions assigned.
<b>Analysis of data</b>	Data analyzed in 3 ways: survey administration, statistical method, and conclusion	Data analyzed in 2 of 3 ways: survey administration, statistical method, and/ or conclusion	Data analyzed in 1 way: survey administration, statistical method, or conclusion	Data is not analyzed.

**First Assessment Assignment for  
540 Ethical Practices in Administration**

**CJ PLO 3 Communication Assessed on Knowledge & Comprehension**

Establish the ability to communicate using writing, speaking, listening and understanding.

**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 the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Knowledge/Comprehension**

<b>Assessment CJ PLO 3 Communication</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Did not meet Expectations (1)</b>
<b>Level of Assessment Knowledge &amp; Comprehension</b>	The work illustrated excellent, clear, accurate, and detailed knowledge through the preparation of an Instructor approved assignment with correct spelling and grammar; formatted in APA style; in a specified length including academic references on a criminal justice topic.	The work illustrated above average knowledge through the preparation of an Instructor approved assignment but included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.	The work illustrated average knowledge through the preparation of an Instructor approved assignment but included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.	The work illustrated below average knowledge through the preparation of an Instructor approved assignment and included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.

**Second Assessment Assignment for  
CJ 620 Leadership Psychology**

**CJ PLO 1 Knowledge Assessed on Application & Analysis**

Analyze theories of leadership and administration in the criminal justice system, particularly in the Criminal Justice field.

**Assignment:**

Students will demonstrate application and analysis of the theories of administration field by submitting an assignment listing the positive and negative effects each theory has on criminal justice employees. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Application/Analysis**

<b>Assessment CJ PLO 1 Knowledge</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Did not meet Expectations (1)</b>
<b>Level of Assessment Application &amp; Analysis</b>	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of all concepts related to each theory.	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of the majority of the concepts related to each theory.	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of some of the concepts related to each theory.	The work does not describe the three primary, historical approaches to administration (scientific, human relations, and systems management). It also does not include any definition of the concepts related to each theory.



**Second Assessment Assignment for  
CJ 640 Strategic Planning and Policy Formulation**

**CJ PLO 2 Critical Thinking Assessed on Application & Analysis**

Apply critical thinking skills through quantitative and/or qualitative research skills with proper data analysis, interpretation of information, analysis and evaluating facts, data, theories and terms.

**Assignment:**

Students will demonstrate application and analysis of critical thinking skills through the selection of a topic related to strategic planning and policy formulation. They will develop a research design, analyze data and prepare a written assignment that reports the results and examines the topic from a policy implementation perspective. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Application & Analysis**

<b>Assessment CJ PLO 2 Critical Thinking  Level of Assessment Application &amp; Analysis</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Poor (1)</b>
<b>Examination of topic</b>	Topic is thoroughly examined for all research questions assigned including influencing factors, limitations, and suggestions for future research.	Topic is examined through a majority of the research questions assigned.	Topic is examined through some of the research questions assigned.	Topic is not examined through the research questions assigned.
<b>Analysis of data</b>	Data analyzed in 3 ways: survey administration, statistical method, and conclusion	Data analyzed in 2 of 3 ways: survey administration, statistical method, and/ or conclusion	Data analyzed in 1 way: survey administration, statistical method, or conclusion	Data is not analyzed.

**Second Assessment Assignment for  
CJ 550 Criminal Justice and the Community**

**CJ PLO 3 Communication Assessed on Application & Analysis**

Employ the ability to communicate using writing, speaking, listening and understanding

**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 the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Application & Analysis**

<b>Assessment CJ PLO 3 Communication</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Did not meet Expectations (1)</b>
<b>Level of Assessment Application &amp; Analysis</b>	The work illustrated excellent, clear, accurate, and detailed knowledge through the preparation of an Instructor approved assignment with correct spelling and grammar; formatted in APA style; in a specified length including academic references on a criminal justice topic.	The work illustrated above average knowledge through the preparation of an Instructor approved assignment but included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.	The work illustrated average knowledge through the preparation of an Instructor approved assignment but included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.	The work illustrated below average knowledge through the preparation of an Instructor approved assignment and included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.

**Third Assessment Assignment for  
CJ 680 Graduate Capstone Course for Criminal Justice**

**CJ PLO 1 Knowledge Assessed on Synthesis & Evaluation**

Evaluate theories of leadership and administration in the criminal justice system, particularly in the Criminal Justice field.

**Assignment:**

Students will demonstrate synthesis and evaluation of the theories of administration by submitting an assignment listing the positive and negative effects each theory has on criminal justice employees. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Synthesis & Evaluation**

<b>Assessment CJ PLO 1 Knowledge</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Poor (1)</b>
<b>Level of Assessment Synthesis &amp; Evaluation</b>	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of all concepts related to each theory.	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of the majority of the concepts related to each theory.	The work describes the three primary, historical approaches to administration (scientific, human relations, and systems management). It also includes the definition of some of the concepts related to each theory.	The work does not describe the three primary, historical approaches to administration (scientific, human relations, and systems management). It also does not include any definition of the concepts related to each theory.

**Third Assessment Assignment for  
CJ 680 Graduate Capstone Course for Criminal Justice**

**CJ PLO 2 Critical Thinking Assessed on Synthesis & Evaluation**

Integrate critical thinking skills through quantitative and/or qualitative research skills with proper data analysis, interpretation of information, analysis and evaluating facts, data, theories and terms.

**Assignment:**

Students will demonstrate synthesis and evaluation of critical thinking skills through the selection of a topic related to research. They will develop a research design, analyze data and prepare a written assignment that reports the results and examines the topic from a research methodology perspective. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Synthesis & Evaluation**

<b>Assessment CJ PLO 2 Critical Thinking  Level of Assessment Synthesis &amp; Evaluation</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Poor (1)</b>
<b>Examination of topic</b>	Topic is thoroughly examined for all research questions assigned including influencing factors, limitations, and suggestions for future research.	Topic is examined through a majority of the research questions assigned.	Topic is examined through some of the research questions assigned.	Topic is not examined through the research questions assigned.
<b>Analysis of data</b>	Data analyzed in 3 ways: survey administration, statistical method, and conclusion	Data analyzed in 2 of 3 ways: survey administration, statistical method, and/ or conclusion	Data analyzed in 1 way: survey administration, statistical method, or conclusion	Data is not analyzed.

**Third Assessment Assignment for  
CJ 680 Graduate Capstone Course for Criminal Justice**

**CJ PLO 3 Communication Assessed on Synthesis & Evaluation**

Incorporate the ability to communicate using writing, speaking, listening and understanding

**Assignment:**

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

**Rubric: Synthesis & Evaluation**

<b>Assessment CJ PLO 3 Communication</b>	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Did not meet Expectations (1)</b>
<b>Level of Assessment Synthesis &amp; Evaluation</b>	The work illustrated excellent, clear, accurate, and detailed knowledge through the preparation of an Instructor approved assignment with correct spelling and grammar; formatted in APA style; in a specified length including academic references on a criminal justice topic.	The work illustrated above average knowledge through the preparation of an Instructor approved assignment but included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.	The work illustrated average knowledge through the preparation of an Instructor approved assignment but included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.	The work illustrated below average knowledge through the preparation of an Instructor approved assignment and included some incorrect spelling and grammar; not formatted in proper APA style; not in a specified length or did not have enough academic references on a criminal justice topic.

## APPENDIX III- A: Program Enrollment Data

Program Enrollment Data for the Review Period

Year	Number of Graduates			Total Number of Majors Enrolled
	Fall	Spring	Total	
2013-2014	10	0	10	12
2014-2015	0	0	0	10
2015-2016	9	0	9	15
2016-2017	0	4	4	20
2017-2018	7	2	9	19
<b>Totals</b>	<b>26</b>	<b>6</b>	<b>32</b>	<b>76</b>

## APPENDIX III- B: Course Enrollment Data

Course	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
LE 520	12						9							
LE 540	12													
LE 530		12												
LE 600		12												
LE 550			9											
LE 610			9											
LE 620				10										
LE 650				10										
LE 630					10									
LE 640					10		9							
LE 660						14								
LE 680						14								
CJ 520								2					20	
CJ 530								13						19
CJ 550								13						19
CJ 600									13					
CJ 610									13					
CJ 620										18				
CJ 630										18				
CJ 640											20			
CJ 650											20			
CJ 660												16		
CJ 680												16		
CJ 540													21	

## **APPENDICES III- E: Service Courses**

NONE



## **APPENDICES III- F: Off-Campus Courses**

NONE

## **Exhibits**

## **Exhibit 1: 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 Tracy Carper Strickland, Kanawha County Magistrate

## Exhibit 2: Assessment Data

### Summative Data for Fall 2013

#### CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension = LE 520

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

**Exhibit 2: Assessment Data**  
**Summative Data for Spring 2014**

**CJ PLO 2 Critical Thinking Assessed on Knowledge and Comprehension = LE 600**

Excellent	Above Average	Average	Did not meet expectations
9	3	0	0

## Exhibit 2: Assessment Data

### Summative Data for Fall 2014

#### CJ PLO 2 Critical Thinking Assessed on Application and Analysis = LE 640

Excellent	Above Average	Average	Did not meet expectations
8	2	0	0

## Exhibit 2: Assessment Data

### Summative Data for Spring/Summer 2015

#### CJ PLO 3 Knowledge, Critical Thinking and Communication Assessed on Synthesis & Evaluation = LE 680

Excellent	Above Average	Average	Did not meet expectations
10	4	0	0

## Exhibit 2: Assessment Data

### Summative Data for Fall 2015

#### CJ PLO 1 Knowledge on Knowledge & Comprehension = LE 520

Excellent	Above Average	Average	Did not meet expectations
7	5	0	0



## **Exhibit 2: Assessment Data**

### **Summative Data for Spring 2016**

#### **CJ PLO 3 Communication on Application and Analysis = LE 550**

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

## Exhibit 2: Assessment Data

### Summative Data for Fall 2016

#### CJ PLO 1 Knowledge on Application and Analysis = LE 620

Excellent	Above Average	Average	Did not meet expectations
16	4	0	0

## Exhibit 2: Assessment Data

### Summative Data for Spring 2017

#### CJ PLO 2 Critical Thinking on Application and Analysis = LE 640

Excellent	Above Average	Average	Did not meet expectations
15	3	0	0

## Exhibit 2: Assessment Data

### Summative Data for Fall 2017

#### CJ PLO 1 Knowledge on Knowledge and Comprehension = LE 520

Excellent	Above Average	Average	Did not meet expectations
15	5	0	0

## Exhibit 2: Assessment Data

### Summative Data for Spring 2018

#### CJ PLO 2 Communication on Application and Analysis = LE 550

Excellent	Above Average	Average	Did not meet expectations
16	3	0	0

**AGENDA**  
**West Virginia State University Board of Governors**  
**Finance Committee**  
**Erickson Alumni Center, Weisberg Lounge**  
**February 7, 2019**  
**8:30a.m.- 9:30a.m.**

1. Call to Order and Roll Call – Chair, Governor Mark W. Kelley, presiding
2. Verification of Appropriate Notice of Public Meeting Action
3. Review and Approval of Meeting Agenda Action
4. Review and Approval of Minutes of Previous Meeting Action
5. University Recommendations and Reports
  - a. Budget Reports – December
  - b. Accounts Payable Report
  - c. Accounts Receivable Report
  - d. Faculty Housing
6. Other Matters
7. Next Meeting Date – April 4, 2019
8. Adjournment

Agenda prepared by Natasha Tyson, Finance Committee Clerk, January 16, 2019

**West Virginia Board of Governors**  
***Finance Committee Board of Governors***

**Date/Time:** 2/7/2019 -- 8:30 AM

**Location:**

Erickson Alumni Center  
Weisberg Lounge  
West Virginia State University

**Purpose:** Conduct the regular business of the committee

**Notes:**

This is a compliant meeting.

**Meeting was approved : 1/22/2019 8:32:05 AM**

**MEETING MINUTES**  
**West Virginia State University Board of Governors**  
**Finance Committee**  
**Erickson Alumni Center, Grand Hall**  
**December 7, 2018**  
**9:30 a.m. – 9:55 a.m.**

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

Chair, Governor Mark W. Kelley called the meeting of the West Virginia State University Board of Governors to order at 9:36 a.m.

Present: Chair, Governor Mark W. Kelley, Governor E. Gail Pitchford, Governor James R. Buchanan, Governor Charles E. Jones, Jr., Governor William Lipscomb, Governor Gary Swingle

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

Chair, Governor Mark W. Kelley announced the verification of appropriate notice of a public meeting.

**3. Review and Approval of Meeting Agenda**

Chair, Governor Kelley asked for a motion to approve the agenda. Governor E. Gail Pitchford made a motion, and it was seconded by Governor William Lipscomb. Motion carried.

**4. Review and Approval of Minutes of the Previous Meeting**

Chair, Kelley asked for a motion to approve the meeting minutes. Governor Gary Swingle made a motion, and it was seconded by Governor James Buchanan. Motion carried.

**5. University Recommendations and Reports**

**a. Monthly Budget Reports – October**

Mrs. Kristi Williams addressed the committee with the standard report based on information from October 31, 2018, FY19. November reports were not obtainable due to the availability of the reports in the following week. The target was 33.3%, and the actual year-to-date revenue collected was approximately \$13.6 million which is over 38% of the budgeted target. The university has only spent \$11.4 million which is only 32% of the target. The budget is on target and ahead of schedule with revenue, and also behind schedule with expenses which are both positive indicators.

Mrs. Williams reported that there haven't been any unexpected expenses for the November report, everything should be as planned. December and January may see extra facilities expenses due to the cold weather. Revenue has also been as planned, nothing unexpected at this time.



The auxiliary funds as of October 31, was \$249,000, and the overall net activity has increased by \$190,000. There is a meeting each month with the budget managers to go over their actuals versus budgets.

Governor Swingle asked for clarification on the student housing debt, as Governor Kelley asked Mrs. Williams to expound on the process. Mrs. Williams stated that the operating expenses are outpacing the revenue. Although measures have been in place to offset that process with an understanding that it will not be an immediate change. The housing amount includes the bond payments which are current at this time. Mrs. Williams contributed the debt to unexpected repairs with Keith Scholars Hall which seem to be an ongoing issue, high utilities, some receivables from students within the dorms, and athletic scholarship waivers which have proven to be harmful. Mrs. Williams noted that the occupancy rate is in the high nineties. President Anthony L. Jenkins commented that the construction of Keith Scholars Hall and the return on investment did not factor into the equation that a large number of its occupants would be student athletes receiving waivers and scholarships which do not generate money to pay for the building. Governor Kelley asked if the Foundation could redirect some of the scholarships provided instead of using waivers. President Jenkins stated that the waiver system is being examined and a better effort of identifying students which qualify for specific scholarships geared towards their major and credentials.

b. Accounts Payables Report

Mrs. Williams reported that as of October 31, 2018 the accounts payable total was \$2.9 million. The overall total from September to October expanded by \$196,000. The overall aging shows Thompson Hospitality as the oldest vendor owed. Mrs. Williams stated that there is a payment plan with Thompson and is expected to be paid current within a year. \*Governor Pitchford asked that the details of the payment plan is shared with the Finance committee via the Board Liaison, Deneia Thomas.

c. Accounts Receivables

Mrs. Williams provided a summary of tuition assessed to the students within the current semester and academic year. There was \$7.6 million assessed of tuition and fees on student accounts and the current balance due is quoted at \$1.5 million. A 6-8% of bad debt expense is factored into the budget. A collection report is obtained monthly to show how effective the collection agency has been for the university.

d. Faculty Housing

Mrs. Williams reported that Faculty Housing started at \$125,000 cash balance for this fiscal year, and as of October 31, there is \$128,000. There are five vacancies at this time as well as several inquiries. The cash balance is deposited into an account which goes towards the upkeep and maintenance of faculty housing.

President Jenkins asked Mrs. Williams to speak on the projections from the saving from the Budget Efficiency Task Force, the changes from certain areas that have been made, payroll savings, and when are they to be visible at their optimum level and what the dollar amount is going to look like. Mrs. Williams stated that the BETF recommendations reflect a \$750,000 in savings due to reorganization, and a savings of roughly \$60,000

with an early retirement package of a faculty member. Business and Finance recognizes \$70,000 in savings due to reorganization. President Jenkins noted that there are north of \$1 million in savings that can free up the University for more flexible opportunities; Mrs. Williams will review the projections and all of the changes that have been put into place by the BETF over the past six months and what it will look like for the remainder of the fiscal year and moving forward.

Governor Swingle asked for the overall number of online students verses the number of fulltime students, what does the university gross from the online company. President Jenkins stated that there are 300 online students and the fulltime student numbers reflect a 4% decrease; under the agreement with Learning House, the university will bring in 50% of the profits until the contract is complete in 2020, then the institution can operate on its own.

**1. Other Matters**

No other matters at this time.

**2. Next Meeting Date**

February 7, 2019

**3. Adjournment**

Chair, Governor Kelley asked for a motion to adjourn. Governor Pitchford made the motion, and Governor Buchanan seconded the motion. With there being no further business, the meeting adjourned at 10:08 a.m.

**West Virginia State University Board of Governors  
Finance Committee  
Budget Report – December 2018**

- I. Purpose  
To provide an update on status of the University's budget status as of 12/31/18.
  
- II. Background  
This is a report to compare the YTD actual revenue and expenses against the annual budget projections.
  
- III. Discussion  
Presentation of various highlights to Board members.
  
- IV. Recommendation(s)  
Information.

**West Virginia State University  
Auxiliary Account Activity for December 2018  
Fund 4612**

<b>Fund Number</b>	<b>Fund Name</b>	<b>6/30/2018 Fund Balance</b>	<b>12/31/2018 Fund Balance</b>	<b>FY 19 Net Activity</b>
2361	Student Union Operation	(654,685)	(734,357)	\$ (79,672.23)
2371 - 2374	Housing	(3,231,669)	(4,146,190)	\$ (914,521.74)
2381	Dining Food Services	1,886,988	2,037,023	\$ 150,035.26
2800	Athletics Current	(1,787,401)	(1,850,085)	\$ (62,684.61)
2801 - 2980	Athletic Enhancement Funds	18,975	3,395	\$ (15,579.85)
2580	Faculty Housing	17,674	12,590	\$ (5,084.08)
2562	Parking	(170,862)	(76,430)	\$ 94,432.10
2511	Bookstore	3,979,232	4,805,517	\$ 826,285.26
	<b>Fund 4612 Balance</b>	<b>\$ 58,253</b>	<b>\$ 51,463</b>	<b>\$ (6,790)</b>
	Balance in All Funds Report		51,463	

**West Virginia State University Board of Governors  
Finance Committee  
Accounts Payable Update  
December 2018**

- I. Purpose  
To provide an update on status of the University's outstanding invoices payable as of 12/31/18.
  
- II. Background  
This information was requested by members of the Finance Committee.
  
- III. Discussion  
Presentation of invoices payable by vendor and the change in payables from previous BOG report to the next.
  
- IV. Recommendation(s)  
Information.

## Accounts Payable as of 12/31/18

### Vendor Legal Name

ADVANTAGE TECHNOLOGY LLC Total	30,180.80
APPALACHIAN POWER CO Total	84,752.64
AUTOMOTIVE RENTALS INC Total	3,592.44
BB & T Total	6,204.81
CONTEMPORARY GALLERIES Total	2,086.90
D & H DISTRIBUTING CO Total	1,172.87
DATAPAGES INC Total	1,200.00
DELL MARKETING LP Total	41,286.10
DIRECT ENERGY BUSINESS MARKETING LLC Total	5,720.82
DONNA L HUNTER Total	1,775.00
EBSCO Total	18,342.00
EVENT PRODUCTION LLC Total	1,548.20
EVENT SECURITY PROFESSIONALS LLC Total	1,793.50
FRITO LAY Total	112.20
FRONTIER Total	7,817.16
GCA SERVICES GROUP Total	648,552.40
HUNTINGTON NATL BANK Total	6,000.00
INFINIT TECHNOLOGY SOLUTIONS Total	4,215.69
INTOPRINT Total	1,003.26
JASMIN CANNISI CAMPBELL Total	125.00
KAREN A KAIL Total	100.00
KUMARA L JAYASURIYA Total	376.12
LUMOS NETWORKS LLC Total	5,349.25
MALDEN PSD Total	84.03
MATTHEW BENDER & CO INC Total	1,041.36
MATTHEW RYAN FLETCHER Total	742.50
MBC CONSTRUCTION Total	2,660.00
MOUNTAINEER GAS CO Total	7,841.53
NATALIE WEHRLE Total	1,440.00
NEWTECH SYSTEMS INC Total	36,617.32
OUTSOLVE LLC Total	1,450.00
PEOPLEWORK SOLUTIONS INC Total	416.67
PITNEY BOWES Total	19,625.82
PRESTON W HALL JR Total	641.25
PROQUEST LLC Total	14,370.00
RESERVE OIL & GAS INC Total	14,380.36
SANITARY BD CITY OF DUNBAR Total	4,294.73
SONOCENT LLC Total	2,000.00
STEPHEN M RAPPOLD Total	933.75
THOMPSON HOSPITALITY SERVICES LLC Total	1,817,403.54
TRI STATE ROOFING & SHEET METAL CO Total	6,615.60
TURNITIN LLC Total	16,240.20
WILLIAMS & FUDGE INC Total	4,534.54
WT COX INFORMATION SERVICES Total	39,155.33
WV AM WATER CO Total	18,830.99
WV OUTDOOR Total	5,025.00
WV STATE UNIV FOUNDATION INC Total	13,858.61
WVSU RESEARCH & DEVELOPMENT CORP Total	1,042.00
XEROX CORP Total	52,035.84
<b>Grand Total</b>	<b>2,956,588.13</b>

**West Virginia State University Board of Governors  
Finance Committee  
Accounts Receivable Update  
January 2019**

- I. Purpose  
To provide an update on status of the University's student receivables as of 1/10/19.
  
- II. Background  
This information was requested by members of the Finance Committee.
  
- III. Discussion  
Presentation of summary information as to how much students owe the University.
  
- IV. Recommendation(s)  
Information.

**Accounts Receivable**

	<b>Total Tuition</b>	<b>Total A/R</b>	<b>% of Tuition</b>	<b># of Students</b>	<b>Average Balance</b>	
<b>Fall 2015</b>	<b>7,681,563</b>	\$ 435,078	6%	252	\$ 1,726.50	
<b>Spring 2016</b>	<b>6,817,418</b>	\$ 307,021	5%	166	\$ 1,849.52	
<b>Summer 2016</b>	<b>662,230</b>	\$ 27,149	4%	30	\$ 904.98	
<b>Fall 2016</b>	<b>7,672,066</b>	\$ 320,753	4%	252	\$ 1,272.83	Includes EE
<b>Spring 2017</b>	<b>6,887,672</b>	\$ 118,806	2%	203	\$ 585.25	Includes EE
<b>Summer 2017</b>	<b>609,556</b>	\$ 24,717	4%	24	\$ 1,029.88	
<b>Fall 2017</b>	<b>7,960,355</b>	\$ 221,417	3%	444	\$ 498.69	Includes EE
<b>Spring 2018</b>	<b>7,287,521</b>	\$ 201,407	3%	385	\$ 523.14	Includes EE
<b>Summer 2018</b>	<b>618,071</b>	\$ 27,680	4%	21	\$ 1,318.10	
<b>Fall 2018</b> <b>(as of 1/10/19)</b>	<b>7,614,416</b>	\$ 543,662	7%	1761	\$ 308.72	Includes EE



**Finance Committee  
Faculty Housing Update  
December 2018**

- I. Purpose  
To provide an update on status of the University's Faculty Housing as of 12/31/18.
  
- II. Background  
This information was requested by members of the Finance Committee.
  
- III. Discussion  
Presentation of summary information for prior fiscal years and YTD info for current fiscal year.
  
- IV. Recommendation(s)  
Information.

**West Virginia State University  
Faculty Housing Summary**

	<b>FY19</b> As of 12/31/18	<b>FY18</b>	<b>FY17</b>	<b>FY16</b>	<b>FY15</b>	<b>FY14</b>	<b>FY13</b>
Beginning Cash	125,406.01	94,494.86	46,294.23	31,815.18	21,491.58	65,635.65	20,093.62
Revenue	38,538.82	72,653.04	102,078.42	97,964.89	104,137.76	106,350.35	143,268.48
Expense	30,684.71	41,741.89	53,877.79	83,485.84	93,814.16	150,494.42	97,726.45
Ending Cash	133,260.12	125,406.01	94,494.86	46,294.23	31,815.18	21,491.58	65,635.65

4 Vacant homes

**AGENDA**  
**West Virginia State University Board of Governors**  
**Institutional Advancement Committee**  
**Erickson Alumni Center, Weisberg Lounge**  
**February 7, 2019**  
**9:40a.m. - 10:40a.m.**

1. Call to Order and Roll Call—Chair Mr. William Lipscomb, presiding
2. Verification of Appropriate Notice of Public Meeting Action
3. Review and Approval of Agenda Action
4. Review and Approval of Minutes of Previous Meeting Action
5. Report from Athletic Director
6. Report from University Advancement, Communications & Marketing
  - a. Alumni Relations
  - b. Communications and Marketing
  - c. Fundraising Priorities 2019
    - i. Academic Program Support
    - ii. Presidential Scholarship
    - iii. Annual Giving Initiatives
      - 1) WVSU Day of Giving
      - 2) Black & Gold Gala
7. Next Meeting Date – April 4, 2019
8. Adjournment

Agenda prepared by Pat Schumann, Administrator, Institutional Advancement Committee,  
January 23, 2019

**West Virginia State University**  
***Institutional Advancement Committee Board of Governors***

**Date/Time:** 2/7/2019 -- 9:40 AM

**Location:**

Erickson Alumni Center  
Weisberg Lounge  
West Virginia State University

**Purpose:** To conduct the regular business of the committee.

**Notes:**

This is a compliant meeting.

**Meeting was approved : 1/22/2019 8:32:11 AM**

**MEETING MINUTES**  
**West Virginia State University Board of Governors**  
**Institutional Advancement Committee**  
**Erickson Alumni Center, Weisberg Lounge**  
**December 7, 2018**  
**9:30 a.m. – 9:45 a.m.**

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

Governor William W. Lipscomb called the meeting of the Institutional Advancement Committee to order at 9:31 a.m.

Administrative Clerk (Maria Drake) called the roll.

Members Present: Governor William W. Lipscomb, Governor Ann Brothers Smith, Governor Mark Kelley, Governor Frank Vaughan and Governor E. Gail Pitchford. President Jenkins and several members of the administration and staff were present.

Member Absent: Governor Leon Vincent Williams

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

Governor Lipscomb announced the Verification of Appropriate Notice of Public Meeting.

**3. Review and Approval of Agenda**

Governor Ann Brothers Smith motioned for approval of the Agenda. Seconded by Governor E. Gail Pitchford. Committee approved the Agenda.

**4. Review and Approval of Minutes of Previous Meeting**

Governor Ann Brothers Smith motioned for approval of the Previous Meeting Minutes. Seconded by Governor E. Gail Pitchford. Committee approved the Previous Meeting Minutes.

**5. Report from Athletic Director**

Athletic Director Mr. Nate Burton reported that he must must raise \$125,000 in unrestricted support for Athletics by June 30, 2019. He also reported that Athletics has introduced a new word mark, which he will send to Board of Governors members electronically. And finally, Mr. Burton reported that Athletics is currently interviewing for a women's soccer coach. Women's soccer will begin as a club sport in fall 2019.

**6. Report from University Advancement**

**A. Fundraising Highlights**

Vice President Ms. Patricia Schumann reported that we have \$412,683, from 584 donors as of December 6. That is about \$75,000 ahead of where we were on the same date last year, and slightly behind in the number of donors.

- Giving Tuesday, held on November 28, was conducted entirely through email and social media. We raised \$7,500, falling short of our \$10,000 goal. We were competing against many other non-profits. We hope to have a stronger performance for WVSU Day of Giving on Founders Day in March. Our calendar year-end appeal is being mailed today
- Plans are underway for the Black & Gold Gala, which is scheduled for April 5, 2019. The honorees will be:

- The Hon. C. Edward Gaunch
  - Mrs. Georgette Rashid George
  - Judge Reggie Walton
  - A number of Foundation and Corporation proposals are in the works. We appreciate the participation of Governor William Lipscomb at a recent meeting with a representative of the Thurgood Marshall College Fund's Center for Advancing Opportunity. If funded, this grant will support research on recidivism in the criminal justice system.
- B.** At a future meeting we would like to discuss initiatives in the development and alumni engagement plan for which involvement of BOG members could be especially helpful:
- Local Alumni – the Yellow Jacket West Virginia Alumni Chapter has some exciting plans for engaging our diverse local alumni, beginning with support of the Graduate Reception this evening and plans for a business after-hours event at the chapter's home base, WVSU's Economic Development Center on the West Side of Charleston.
  - Hosting a small event or inviting people from your personal and professional circles to get to know West Virginia STATE can be very effective. As an example, Governor Mark Kelley has arranged for one of his friends, who has significant connections in the energy industry, to tour campus next week and meet with President Jenkins.

Governor Ann Brothers Smith recommended placing a Possible Executive Session on the agenda for the next meeting.

**7. Next Meeting Date – February 7, 2019**

**8. Adjournment**

With there being no further business, the meeting adjourned at 9:41 a.m.

Respectfully Submitted by - Maria Drake, Administrative Clerk, Institutional Advancement  
December 11, 2018

**West Virginia State University Foundation**  
*Comparative Giving Report by Fiscal Year*

	7/1/2018 - 1/23/2019	7/1/2017 – 1/23/2018
Pledges	\$193,290.73	\$57,750.00
Outright Cash Gifts	\$433,311.45	\$469,256.81
Gifts-in-kind	\$0.00	\$9,171.58
Total Giving	\$626,602.18	\$536,178.39
Total Number of Donors	692	749
Total Number of Gifts	2,138	2,125

	FY 2018 Total	FY 2017 Total	FY 2016 Total	FY 2015 Total	FY 2014 Total	FY 2013 Total
<b>Pledges and Payments</b>	\$1,451,077.92	\$404,450.00	\$4,539,361.00	\$3,483,713.40	\$3,335,932.34	\$1,808,765.00
<b>Outright Cash Gifts</b>	\$1,004,910.68	\$668,644.90	\$3,110,917.07	\$695,525.79	\$752,168.84	\$536,610.27
<b>Gifts-in-kind</b>	\$13,271.58	\$8,699.69	\$4,912.99	\$22,361.04	\$30,702.00	\$6,720.00
<b>Total Giving</b>	<b>\$2,469,260.18</b>	<b>\$1,081,794.59</b>	<b>\$7,655,191.06</b>	<b>\$4,201,600.23</b>	<b>\$4,118,803.18</b>	<b>\$2,352,095.27</b>
<b>Total Number of Donors</b>	<b>1,261</b>	<b>1288</b>	<b>1115</b>	<b>1163</b>	<b>1,015</b>	<b>796</b>

Drafted 1/10/2019

**AGENDA**  
**West Virginia State University Board of Governors**  
**Recruitment and Retention Committee**  
**Erickson Alumni Center, Grand Hall**  
**February 7, 2019**  
**9:40a.m. – 10:40a.m.**

1. Call to Order and Roll Call – Charles E. Jones, Jr., presiding
2. Verification of Appropriate Notice of Public Meeting Action
3. Review and Approval of Meeting Agenda Action
4. Review and Approval of Minutes of the Previous Meeting Action
5. University Recommendations and Reports
  - a. Recruitment and Retention
6. Next Meeting Date – April 4, 2019
7. Adjournment

Agenda prepared by – Rhonda Brogan, Recruitment and Retention Committee Clerk, January 3, 2019



**West Virginia State University**  
***Recruitment and Retention Committee Board of Governors***

**Date/Time:** 2/7/2019 -- 9:40 AM

**Location:**

Erickson Alumni Center  
Grand Hall  
West Virginia State University

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

**Notes:**

This is a compliant meeting.

**Meeting was approved : 1/22/2019 8:32:18 AM**

**MEETING MINUTES**  
**West Virginia State University Board of Governors**  
**Recruitment and Retention Committee**  
**Erickson Alumni Center, Grand Hall**  
**Thursday, December 7, 2018**  
**8:30 am - 8:40 am**

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

**Members Present:** James Buchanan, Baigen Seawell, Charles E. Jones, Jr., Gary Swingle

**Members Absent:** Katherine Dooley

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

Chair Charles E. Jones, Jr. announced the Verification of Appropriate Notice of Public Meeting.

**3. Review and Approval of Meeting Agenda**

Chair Jones asked for a motion to approve of the Agenda. Mr. Swingle made a motion to approve the meeting agenda. Ms. Seawell seconded the motion. The motion was carried. The Recruitment and Retention Committee approved the Meeting Agenda.

**4. Review and Approval of Minutes of the Previous Meeting**

Chair Jones asked for a motion to accept the minutes of the previous Meeting Minutes, Mr. Swingle made the motion to approve the previous meeting minutes. Mr. Buchanan seconded the motion. The motion was carried and the committee approved the previous meeting minutes.

**5. Committee Presentation**

Dr. Yvette Underdue Murph facilitated to the Recruitment and Retention Committee members that since commence is tomorrow, that all thought it would be a great opportunity to showcase a few of our WVSU students. Mr. Joseph Oden then proceeded to provide an overview of the student showcase presentation.

The first presenter was Mr. Coston Davis, Director of Judicial Affairs and Student Military Services. Mr. Davis highlighted the Gold Star Mothers Program and highlight Ms. Sherry Minter-Elliott, a US Army Veteran and current WVSU student. Ms. Minter-Elliott will participate alongside Gold Star Mothers in honoring deceased veterans by placing 15,000 wreaths on their gravesites across West Virginia on December 15, 2018. The program also makes and distributes custom afghans to veterans in West Virginia.

The second presenter was Mrs. Trina Sweeney, Director of Student Life and Engagement. Mrs. Sweeney highlighted three WVSU students: Ms. Tiffany Tyler, Mr. Matthew Mayo, and Ms. Elizabeth Warner.

Ms. Tiffany Tyler is Miss Kappa Alpha Psi from Washington, DC, her major is Biology. Ms. Tyler's platform was to bring Brest Cancer awareness. She accomplished this by hosting a

table each Wednesday in October in the University Union. She also raised \$277 that she donated to the Shelia Payne Scholarship Fund to help students attending WVSU.

Mr. Matthew Mayo from Omar, WV, his major is Regents Bachelors of Arts. Mr. Mayo helped establish the Tau Sigma National Honor Society. The society helps transfer students become more engaged in campus life and honors their academic achievements. Mr. Mayo is the president of the Tau Sigma National Honor Society and he along with four other students participated in the WVSU inaugural Tau Sigma National Honor Society pinning ceremony.

Ms. Elizabeth Warner is Miss Senior from Moorefield, WV, her major is International Studies and Spanish Language. Ms. Warner's platform for Miss Senior to request WVSU students to write thank you cards to seniors that reside in nursing homes near campus.

The third presenter was Ms. Jameelah Means, Director of Undergraduate Admissions. Ms. Means highlighted Governor Baigen Seawell from Atlanta, GA, her major is Mass Communications/Broadcasting. Ms. Seawell is a current honor student. She also performs a variety of community service with her sorority, Delta Sigma Theta. Ms. Seawell's largest community service project was the first WVSU Coat Drive held November 1-14, 2018. The articles of clothing were donated to Recovery Point. Recovery Point serves hundreds of men and women struggling with substance use disorders in multiple locations in WV at no cost to the client. The coat drive will become an annual event hosted by the Delta Sigma Theta Sorority.

The fourth presenter was Mr. Derrien Williams, Interim Director of Housing and Residence Life. Mr. Williams highlighted two International residential students: Ms. Grazielle Preterotto and Ms. Leslie Garcia. Ms. Grazielle Preterotto from Brazil, her major is Biology Pre-Medicine. Ms. Leslie Garcia is from Mexico, her major is Biology. These two students helped Mr. Williams transition into his interim director role by serving as outstanding Resident Assistants. During homecoming, both students helped design and construct the Stinger and Go State mural with styrofoam cups on the fence at the football stadium.

The fifth and final presenter was Mr. Joseph Oden, Assistant Vice President of Enrollment Management and Student Affairs. Mr. Oden highlighted members of the WVSU Orchestra and Jazz band assembles. Mr. Michael Swagger, bass, from Elkview, WV, his major is Education/Music. Mr. Swagger plays the bass. Mr. Marcus Winston, trombone, from Charleston, WV, his major is Education/Music. Mr. Stevie Adamzyk, trumpet, from Charleston, WV, his major is Education/Music. All three students played a melody with their instruments for the audience.

Mr. Oden highlighted Jessica McClanahan from Dunbar, WV, her major is Art. Ms. McClanahan will graduate at commencement tomorrow. Jessica's beautiful abstract pottery is displayed in the office of Enrollment Management and Student Affairs, the Federal Building in Charleston, WV that will then be showcased at the Clay Center and in the Della Brown Taylor Fine Art Center in the Davis Fine Art Building through Monday, December 10, 2018.

**6. Next Meeting Date** February 7, 2019

**7. Adjournment**

With there being no further business, the meeting adjourned at 8:46 am.

Respectfully Submitted by Ms. Rhonda Brogan, Recruitment and Retention, Committee  
Clerk December 11, 2018.

# **Board of Governor's Recruitment and Retention Committee**

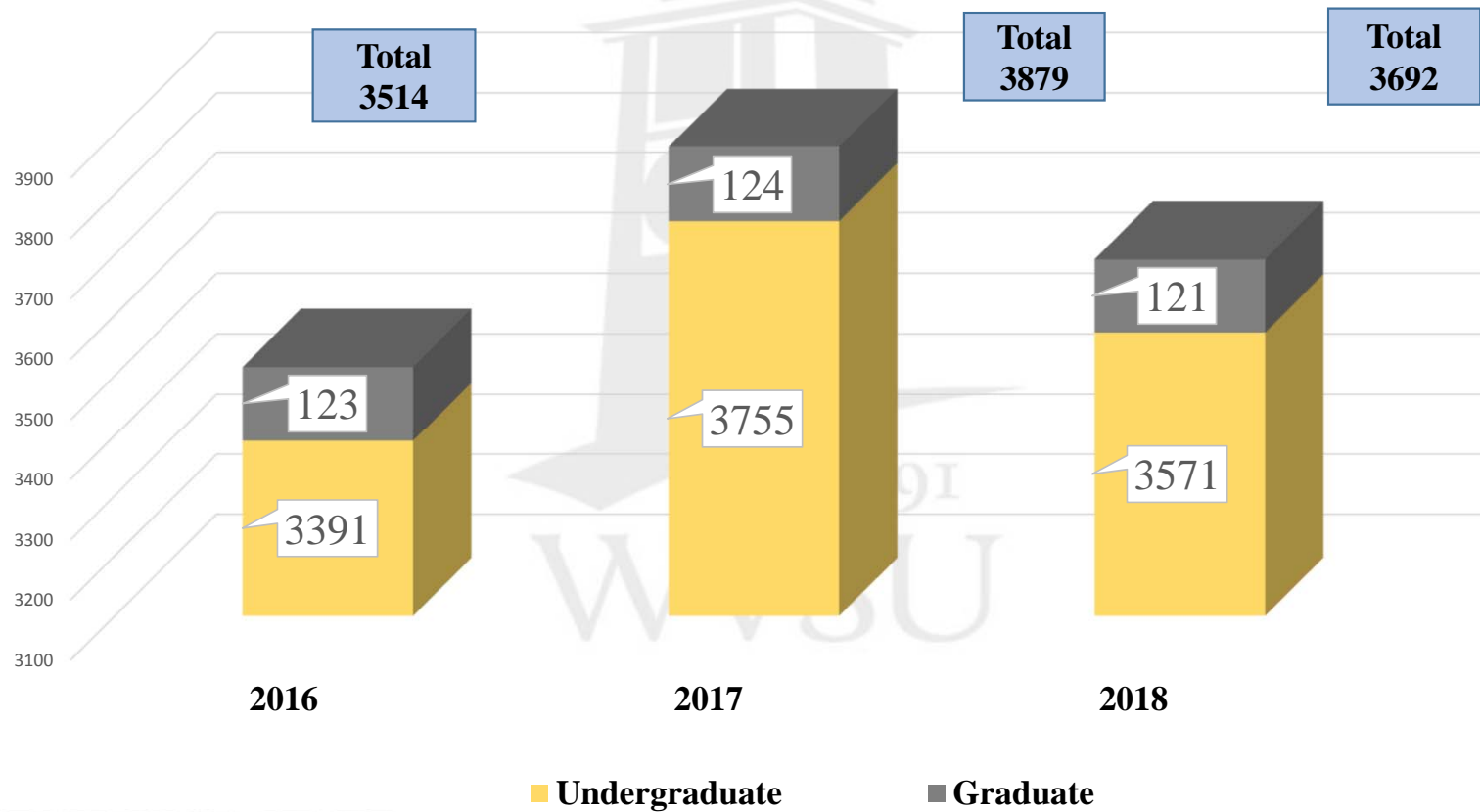
**February 6 – 7, 2019**

**The Division of Enrollment Management and Student Affairs**

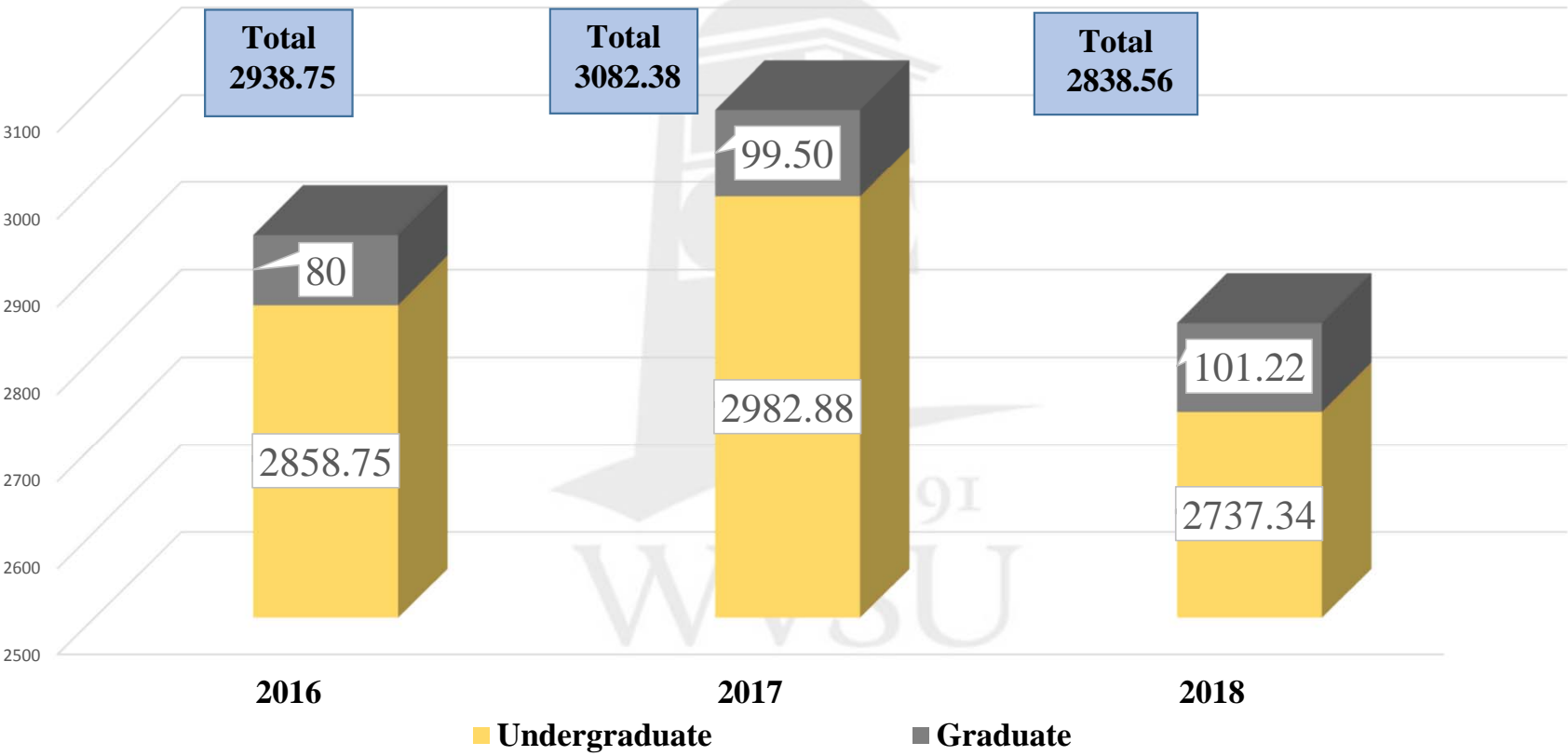
## Presentation Overview

- Fall Three Year 30-Day Census Trend Data
- Fall Three Year 30-Day Undergraduate Admissions Trend Data
- Fall 2019 Undergraduate Enrollment Target Goal
- Fall 2019 Undergraduate Student Engagement Funnel
- Student Life and Engagement Black History Month Events

## Fall Three-Year 30-Day Census Total Enrollment Headcount Trend Data

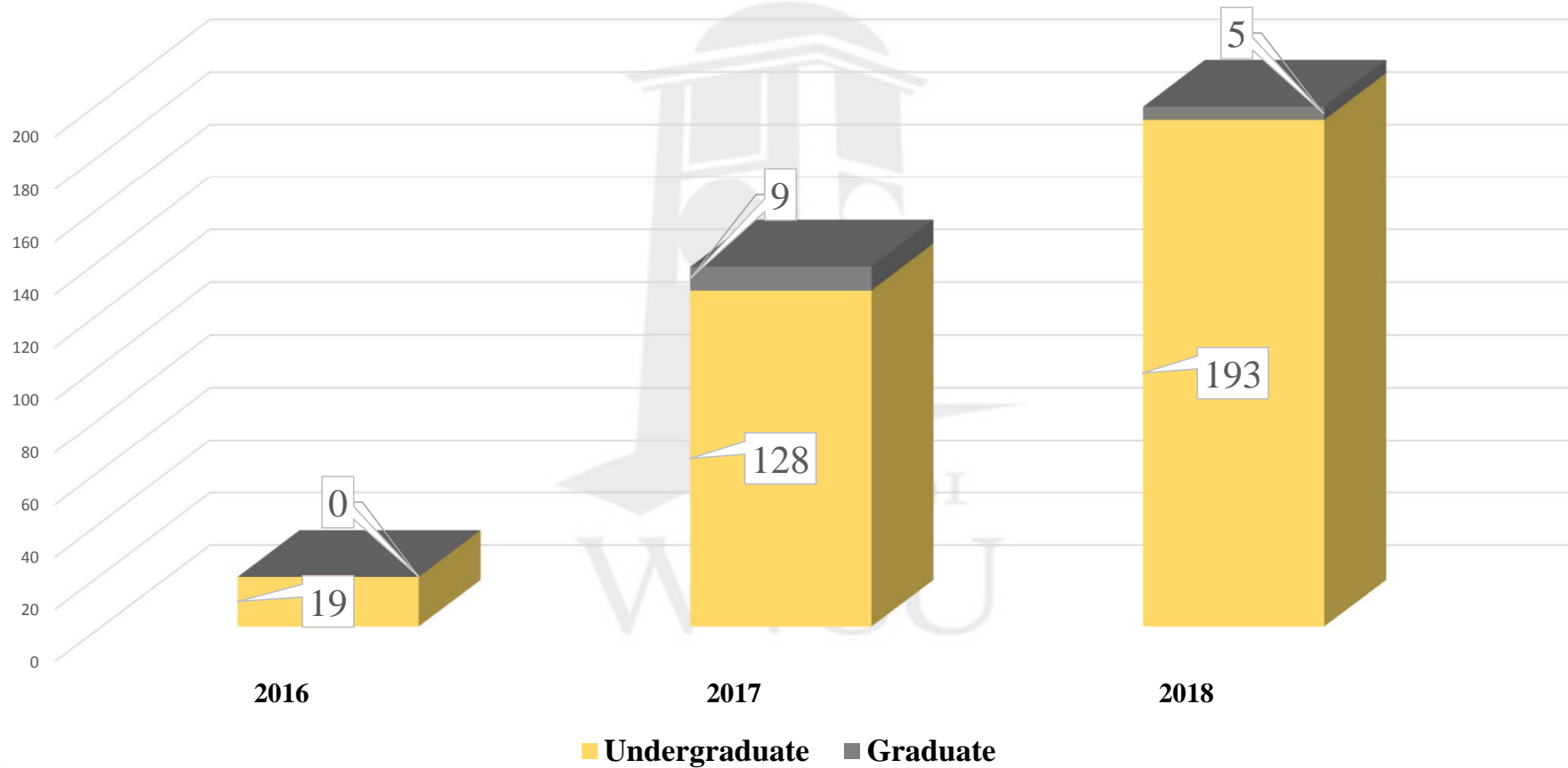


## Fall Three-Year 30-Day Census Total Enrollment FTE Trend Data



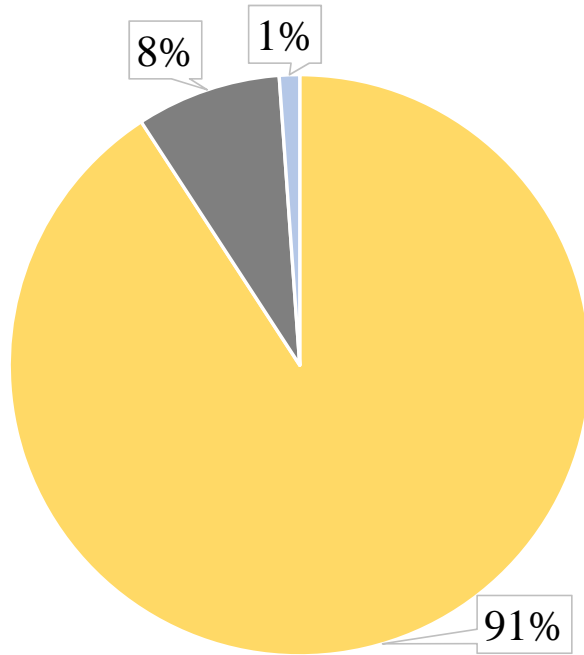


## Fall Three-Year 30-Day Census Total Enrollment Online Trend Data

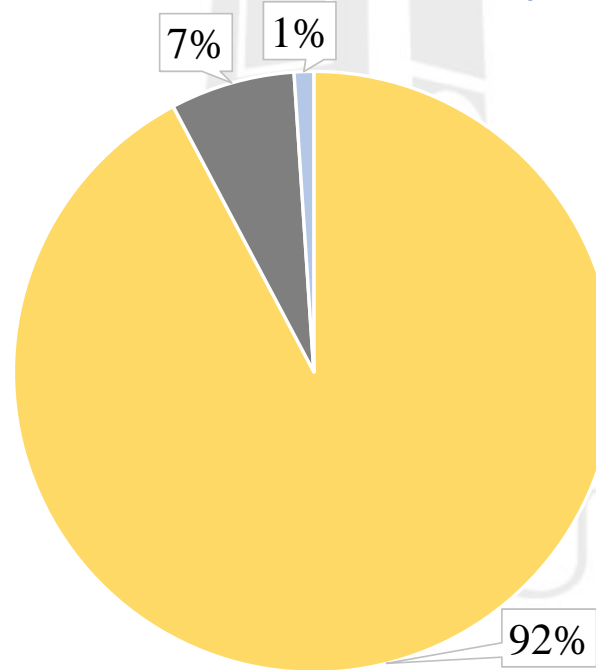


## Fall Three-Year 30-Day Census Headcount by Residency

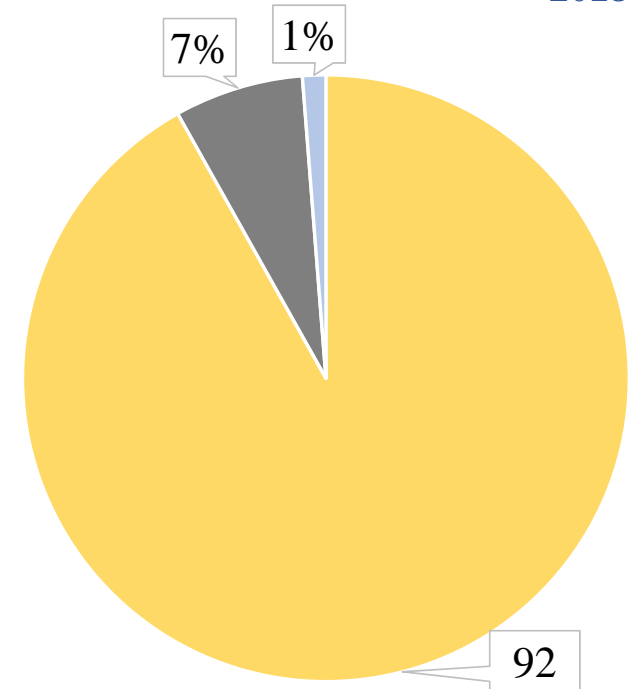
2016



2017

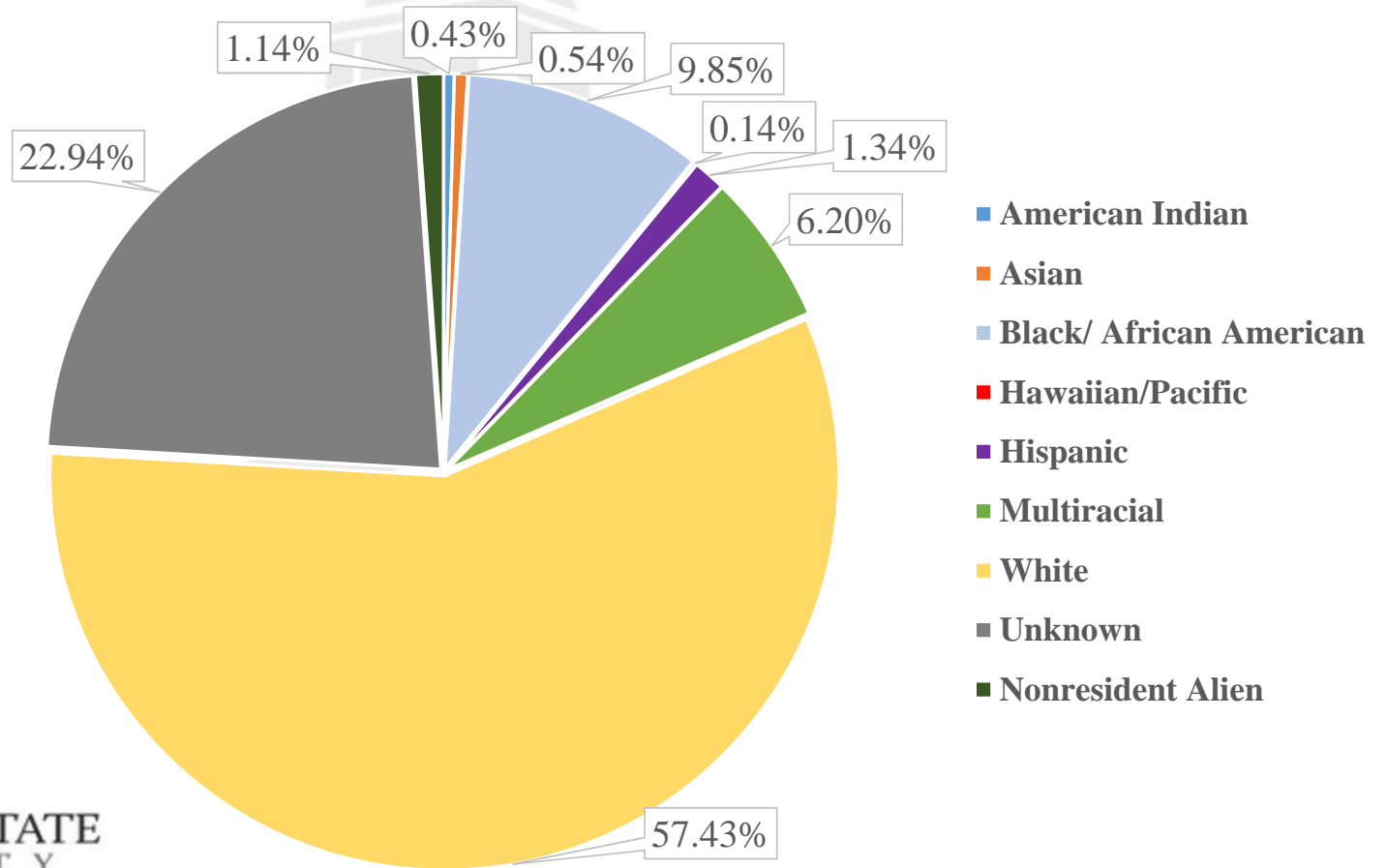


2018

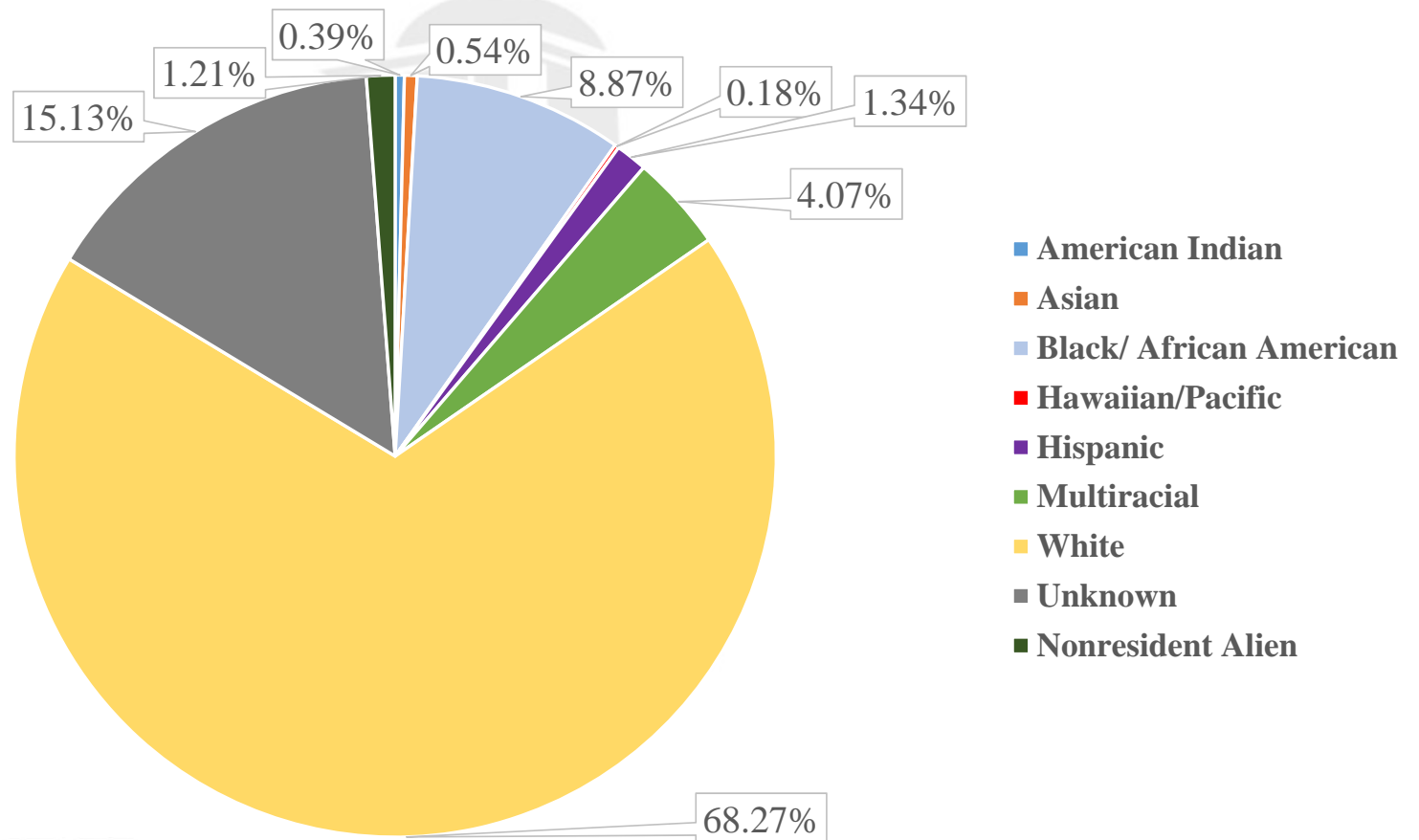


■ In-State ■ Out-of-State ■ International

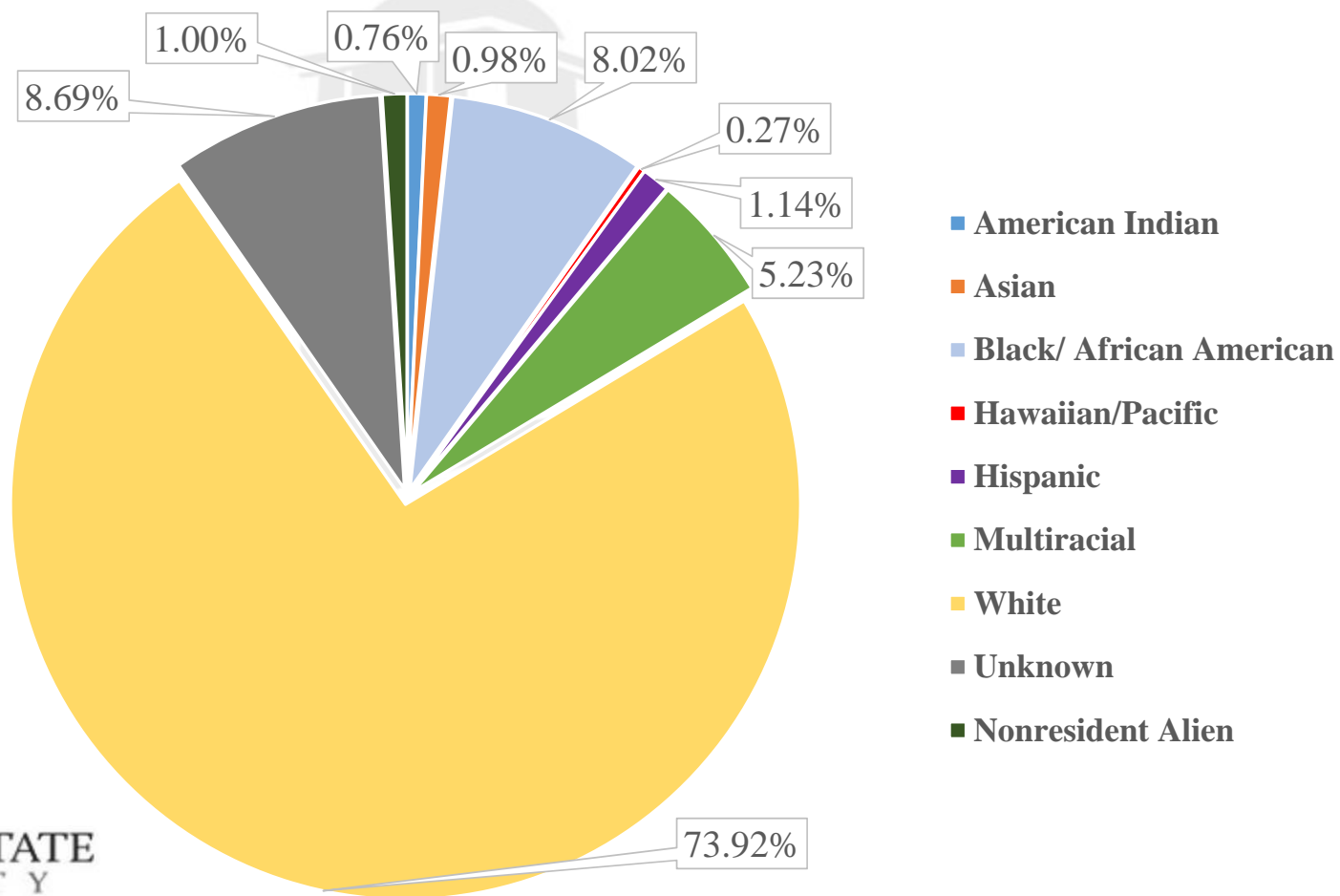
## Fall Three-Year 30-Day Census Headcount by Ethnicity “2016”



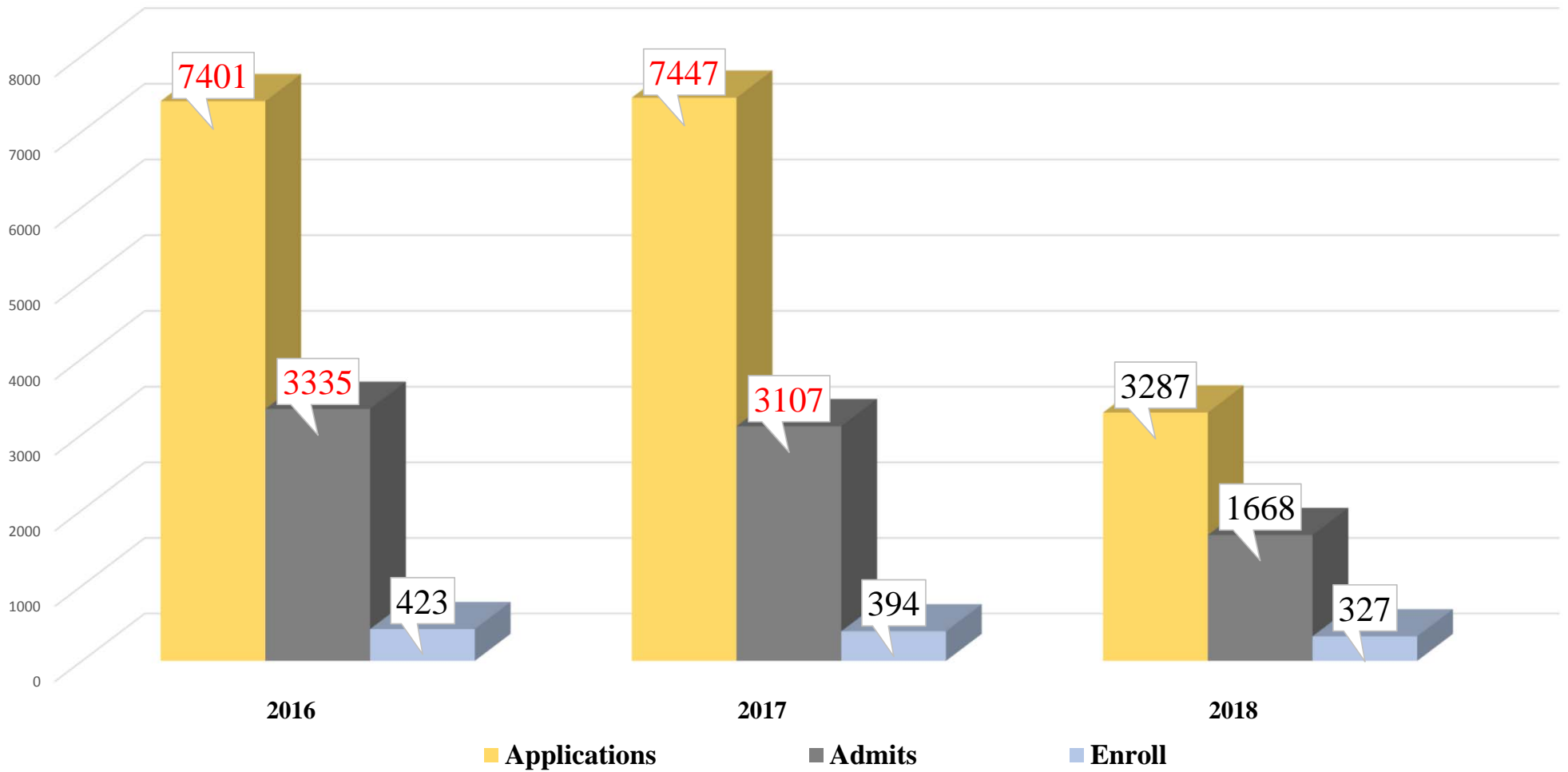
## Fall Three-Year 30-Day Census Headcount by Ethnicity “2017”



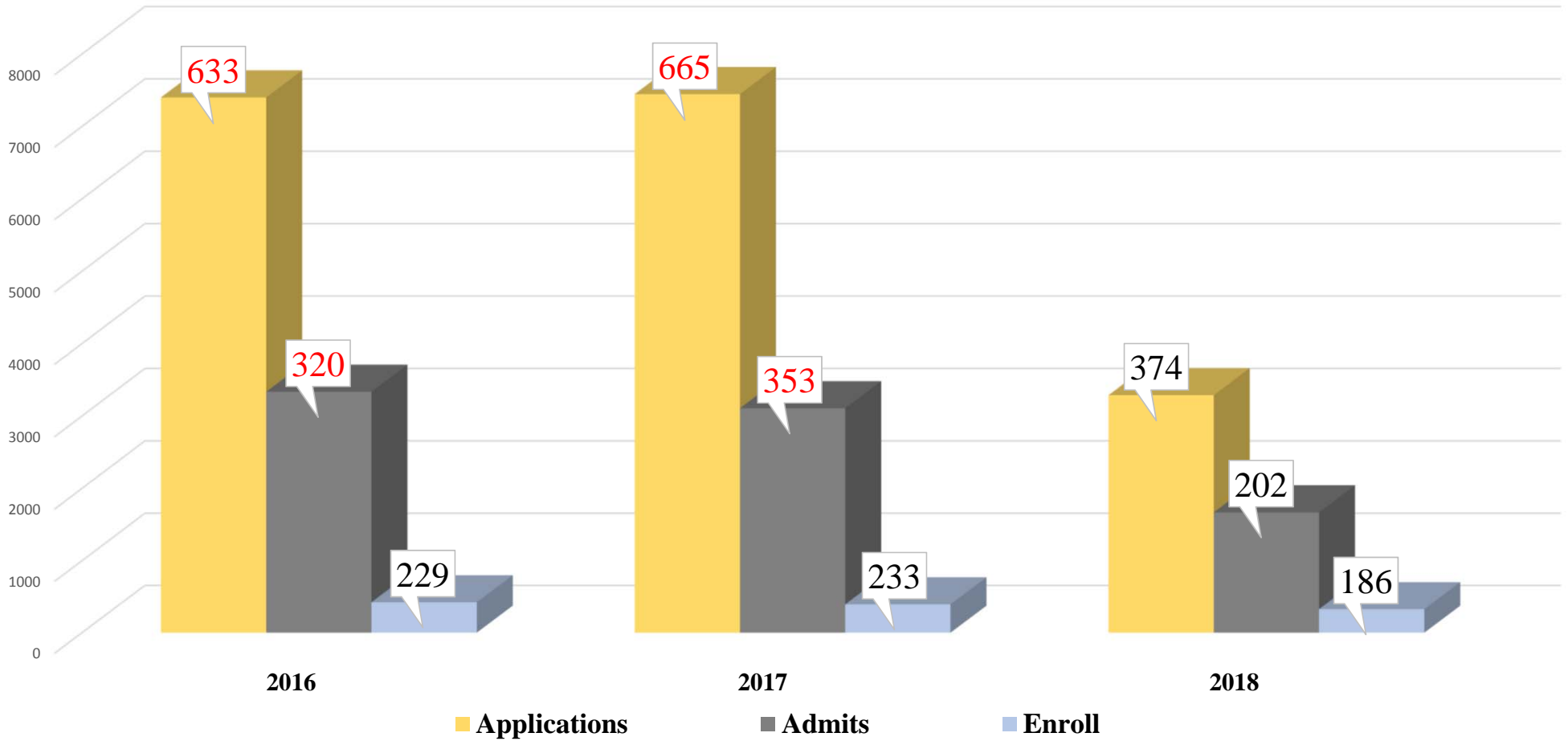
## Fall Three-Year 30-Day Census Headcount by Ethnicity “2018”



## Fall Three-Year 30-Day Census First Time “Freshman” Trend Data



## Fall Three-Year 30-Day Census First Time “Transfer” Trend Data



## Fall 2018 Enrolled by Regional Chapters

### Mid-West Region

<u>Chapters</u>	<u>Fall 2018 Enrolled</u>
Chicago /Gary	0
Cincinnati	10
Cleveland	5
Columbus	12
Dayton	3
Detroit	0
Indianapolis	1
Kanawha Valley	175
Metro Charleston	287
<b>Total</b>	<b>493</b>

### Southern Region

<u>Chapters</u>	<u>Fall 2018 Enrolled</u>
Atlanta	10
Charlotte	0
Greater Williamsburg	0
Hampton Road	1
North Carolina Triad	0
Raleigh-Durham	1
Richmond / Central VA	1
South Carolina	2
<b>Total</b>	<b>15</b>



## Fall 2018 Enrolled by Regional Chapters

### Eastern Region

<u>Regional Chapter</u>	<u>Fall 2018 Enrolled</u>
Baltimore, Charm City	1
Harrisburg	4
Metropolitan Washington	20
New England	0
New York / New Jersey (Teaneck, NJ) New York / New Jersey (Laurelton, NY)	5
Philadelphia, Delaware Valley	0
<b>Total</b>	<b>30</b>

### Far West Region

<u>Regional Chapter</u>	<u>Fall 2018 Enrolled</u>
Houston	1
Las Vegas	2
Los Angeles	5
<b>Total</b>	<b>8</b>

**Fall 2019 Undergraduate Enrollment Goal**

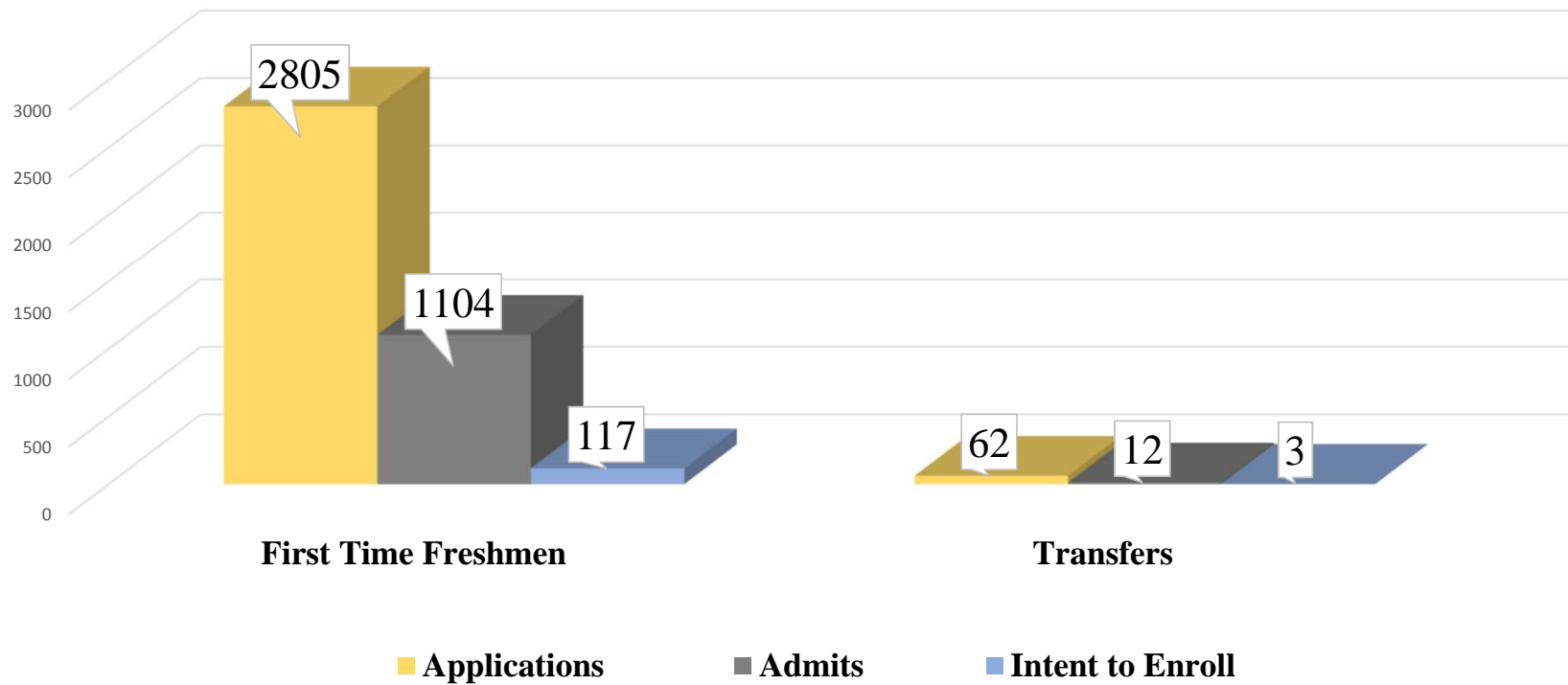
**NEW FIRST-TIME  
FRESHMAN**

**Target: 450**

**NEW TRANSFER  
STUDENTS**

**Target: 250**

**Fall 2019 Undergraduate Student Engagement Funnel**  
**as of January 16, 2018**



## Student Life and Engagement Black History Month Events

### **February 4<sup>th</sup>, 12<sup>th</sup> 20<sup>th</sup> 28<sup>th</sup> - BHM Question of the Week**

- Each week students are given a Black History Month question and "factoid".
- First student to submit the correct answer via email each week wins a prize.

### **February 7<sup>th</sup> - Educational Lecture**

- “*The M is Black Enough*” performers will provide an educational lecture to WVSU and high schools students on how they make their steelpan drums, compose music and poetry.

### **February 8<sup>th</sup> - Concert**

- “*M is Black Enough*” - Musical and Poetry Concert
- Roger Bonair-Agard, Poetry
- Andy Aiho, Steelpan and Percussion with Jeffrey Zeigler on Cello and Sean Dixon on Drums

## Student Life and Engagement Black History Month Events

### **February 21<sup>st</sup> and 25<sup>th</sup> Documentary Preview**

- “*While I Breathe, I Hope*” .... Documentary on Bakari Sellers
- “At a time with race and politics are more intertwined than ever, what does it mean to be Young, Black, and Progressive in the American South?”

### **February 26<sup>th</sup> Black History Month Convocation**

- Bakari Sellers, Guest Speaker
- CNN Political Commentator
- Son of Civil Rights Activist Cleveland Sellers
- One of youngest members of the South Carolina House of Representatives
- First African American ever elected to statewide office since 1870
- Lawyer at Strom Law Firm in South Carolina



**Thank You**

The Division of Enrollment Management and Student Affairs

**MEETING MINUTES**  
**West Virginia State University Board of Governors**  
**Audit Committee**  
**Erickson Alumni Center, Grand Hall**  
**December 7, 2018**  
**10:00 a.m. – 10:55 a.m.**

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

Chair, Governor E. Gail Pitchford called the meeting of the West Virginia State University Board of Governors to order at 10:12 a.m.

Present: Chair, Governor E. Gail Pitchford, Governor James R. Buchanan, Governor William Lipscomb, Governor Charles E. Jones, Jr. Dr. Frank Vaughan. Governor Dr. Frank Vaughan attended another committee meeting.

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

Governor Pitchford announced the verification of appropriate notice of a public meeting.

**3. Review and Approval of Meeting Agenda**

Governor Pitchford asked for a motion to approve the agenda. Governor Charles E. Jones, Jr. made a motion, and it was seconded by Governor William Lipscomb. Motion carried.

**4. Review and Approval of Minutes of the Previous Meeting**

Governor Pitchford asked for a motion to approve the meeting minutes. Governor Lipscomb made a motion, and it was seconded by Governor Jones. Motion carried.

**5. Audit Updates**

Mrs. Kristi Williams introduced the auditors of CliftonLarsonAllen, Mr. Chris Knopik and Mr. Daniel Persaud. Mr. Persaud explained the overview of the audit which is based on a risk-based approach which means that every transaction is not audited for the fiscal year of 2018. During the planning phases, the auditors meet with management to get an understanding regarding what has changed in 2018, where there any complex transactions to be aware of, and also any areas that have been discussed throughout FY18 during Board of Governor meetings so that information can be incorporated into the testing. Based on the discussion, the main items of risk to be incorporated into the audit were property equipment and related debt, pension liability and deferred inflows or outflows, the OPEB and deferred inflows or outflows, compensation and related benefits, program revenue and related receivables, and internal controls. Mr. Knopik added that it is not feasible to check every transaction, the majority of the time is spent looking at areas with the most potential risk for error in the financial statements to provide an opinion that the university's statements are materially correct; if there was a potential area of concern, it would be identified to management.

Mr. Knopik discussed the liability plan and stated that the adoption of Statement 75 required post-employment plans to go through a more rigorous evaluation no matter what state you are located. In doing so, it resulted in a lower liability total, which provides a \$3.2 million

enhancement to the net position which is a benefit to governments in West Virginia having to adopt that standard.

Mr. Persaud pointed out that the overall net position increased by \$5.6 million. Revenue and expenses had subtle changes over the past year due to overall operating expenses increased to \$200,000 because of student fees increasing offset by a decrease in operational revenues in 2018. Salaries, Raises and Benefits increased by \$900,000 due to decrease in fulltime equivalence in 2018 compared to 2017. Supplies and Services decreased due to janitorial services that were done in 2017 and were not needed in 2018. Student financial aid decreased and Pell Grants decreased due to the need by students. Overall, the change in net position, if the GASB75 statements are excluded, was approximately under \$3.6 million compared to last year where there was a decrease of \$ 2.2 million; overall a \$5 million increase for 2018 compared to 2017. Mr. Knopik reflected on the pension expenses and post-employment benefits was at \$900,000. Governance Communications did not have any scope changes to report. Mr. Knopik reported that there was a change in accounting standards which is Statement 75 and there are estimates present in the financial statements; estimates include the capital assets, potential collectable accounts receivables, compensated absence and sick leave, summer tuition, scholarship allows, post-employment liability, and the fair value of investments of the university.

Mr. Knopik reported that there was no bias in completing the audit and there were no difficulties or disagreements in performing the audit. There were no audit adjustments, only two waived audits addressed this year, which was related to adjusting the summer deferred revenue and the F. Ray Powers building; since R&D absorbed the cost of construction funding, may look at any retainage to be recorded at the end of the year for the university.

**6. Other Matters**

No other matters at this time.

**7. Next Meeting Date**

February 7, 2019

**8. Adjournment**

Governor Pitchford asked for a motion to adjourn. Governor Buchanan made the motion, and Governor Lipscomb seconded the motion. With there being no further business, the meeting adjourned at 10:40 a.m.

Respectfully Submitted by Natasha Tyson, Administrative Clerk Audit Committee  
December 11, 2018



**Meeting Minutes**  
**West Virginia State University Board of Governors**  
**Presidential Review Committee**  
**Erickson Alumni Center, Weisberg Lounge**  
**December 7, 2018**  
**8:00 a.m.**

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

Committee Chair, Dr. Ann Brothers Smith, called the meeting to order at 8:04 a.m.

Members Present: Mr. Jones, Mrs. Pitchford, and Dr. Smith,  
Mr. Kelley (After Roll Call)

Members Absent: Ms. Dooley

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

Dr. Smith verified the Appropriate Notice of Public Meeting.

**3. Review and Approval of Meeting Agenda**

Mrs. Pitchford motioned for approval of the agenda as presented. Mr. Jones seconded the motion. The motion carried.

**4. Review and Approval of Minutes of Previous Meeting**

Mr. Jones motioned for approval of the minutes of the November 30, 2018 meeting. Mrs. Pitchford seconded the motion. The motion carried.

**5. Possible Executive Session in Accordance with West Virginia Code §6-9A-4 to Discuss Personnel Matters**

Mrs. Pitchford motioned for approval to go into executive session, in accordance with West Virginia Code §6-9A-4, to discuss personnel matters. Mr. Jones seconded the motion. The motion carried.

Ms. Pitchford motioned to arise from executive session. Mr. Jones seconded the motion. The motion carried. Mrs. Pitchford asked for the record to reflect that the Committee only discussed items related to the topic listed, that no decisions were made in executive session, and no motions or votes were taken.

Mr. Jones moved that the Committee take a brief recess. Mrs. Pitchford seconded the motion, and the motion carried. The committee recessed at 8:27 p.m.

Mrs. Pitchford moved the Committee reconvenes. Mr. Jones seconded the motion, and the motion carried. The Committee reconvened at 8:48 a.m.

Mrs. Pitchford motioned for approval to go into executive session, in accordance with West Virginia Code §6-9A-4, to discuss personnel matters. Mr. Jones seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mrs. Pitchford, and Mr. Jones seconded the motion. The motion carried. Mrs.

Pitchford asked for the record to reflect that the Committee only discussed items related to the topic listed, that no decisions were made in executive session, and no motions or votes were taken.

Mr. Kelley moved that the Presidential Review Committee recommends to the full Board and moves that Chairman William W. Lipscomb report to the HEPC Interim Chancellor that the annual review of Anthony L. Jenkins, Ph.D., President of West Virginia State University, was conducted for 2018 in accordance with BOG Policy #61 and based upon the written comments submitted anonymously by fifty-six (56) individuals comprised of BOG members, faculty, staff, students and community stakeholders of West Virginia State University, the performance of Anthony L. Jenkins, Ph.D. meets expectations. Mrs. Pitchford seconded the motion, and the motion carried.

**6. Next Meeting Date**

TBD

**7. Adjournment**

With there being no further business, the meeting adjourned at 9:32 a.m.

Respectfully submitted by – Ms. Crystal Walker, Committee Clerk, December 12, 2018