

PROGRAM REVIEW
Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted February 15, 2010

Program Bachelor of Science in Criminal Justice

Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity;
- 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- X 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program

Rationale for Recommendation:

The B.S. degree in Criminal Justice meets or exceeds the four characteristics of adequacy, viability, necessity, and consistency with the mission of Fairmont State University. After almost 30 years, the program continues to be a solid one. Faculty work diligently to ensure that the curriculum keeps pace with societal changes. Faculty have been active in offering students unique opportunities to be involved in and successful at professional conferences at both the state and national levels. However, due to budget and resource constraints, the faculty are unable to take advantage of many professional development opportunities that would benefit the program greatly. Additional institutional commitment is needed to allow the program to make improvements, advance toward specialized accreditation with the Academy of Criminal Justice Sciences, and to support the growing Master of Science in Criminal Justice program.

Signature of person preparing report:

Date

Signature of Dean

Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program

Bachelor of Science in Criminal Justice

External reviewer(s)

The Bachelor of Science in Criminal Justice Program has had an advisory board in place since the mid-1980's. The board has made a remarkable impact on the continued evolution and development of the curriculum and subsequent popularity of the program.

The Criminal Justice Advisory Board is comprised of the following members:

1. Warden from Federal Bureau of Prisons (changes from year to year)
2. Federal Bureau of Investigation Special Agent - Randall Kocsis (B.S. program graduate, now a unit chief in Clarksburg)
3. West Virginia State Police Captain - Gary Gaskins (B.S. program graduate)
4. Deputy U.S. Marshals David Smith and Alex Neville (Alex is a B.S. program graduate)
5. West Virginia Parole Services Regional Director- Robert Arnold (B.S. program graduate, current graduate student)
6. National White Collar Crime Center Research Manager – John Kane
7. Prosecuting Attorney of Marion County – Patrick Wilson
8. Local Chief of Police (changes from year to year)
9. An adjunct faculty member (changes from year to year)
10. Two students

Synopses of significant findings, including findings of external reviewer(s)

As the current social, economic, and international climate continues to change, so do opportunities in the criminal justice field. The demand for educated practitioners continues to increase as law enforcement, investigation, and the penal system evolve with changing societal problems and advances in technology. Practitioners face new issues and agencies demand educated individuals who are ready to face the traditional as well as contemporary problems. This increased demand for college graduates has contributed to the growth and stability of the Criminal Justice Program at Fairmont State University. The faculty constantly strives to improve the program by attending conferences, keeping current in the field, involving students in state and national scholarship and paper competitions, and implementing suggestions of the Criminal Justice Advisory Board. Recently implemented suggestions of the Board have included adding an ethics course to the required curriculum, adding oral presentation requirements to the two senior-level criminal justice capstone courses, and adding a digital forensics concentration in order to keep pace with advances in technology in the criminal justice field.

The program has made significant progress in the area of assessment since the last review in that a program mission, program outcomes and assessments and course outcomes and assessments for all courses have been developed. Several online courses have also been developed and are in demand, particularly for the summer sessions. Students have been successful at state and national conferences.

Plans for program improvement, including timeline

The Criminal Justice Program plans to seek specialized accreditation (certification) from the Academy of Criminal Justice Sciences, but must complete several improvements first. During the next year, the program will be working toward closing the assessment feedback loop. In order to facilitate this, the program plans to adopt a national major field test (MFT) for assessment purposes. The first testing will be held in April 2010. Furthermore, in order to continue to meet the changing needs of the field, the curriculum will continue to adjust. Courses that are no longer relevant or are redundancies in the curriculum will be re-examined and deleted if necessary. New courses will be added as needed. For example, the Academy of Criminal Justice Sciences (ACJS) requires that students complete a unit in quantitative methodology. The curriculum will be modified during the upcoming year to incorporate this requirement. There are plans to hire an additional full-time faculty member, now that the program and faculty must also support the new master's program in criminal justice. The Criminal Justice Advisory Board will also continue to be a vital part of maintaining the reputation and quality of the program. Ideally, we would like to meet the requirements for specialized accreditation within the next five years and in time for the next program review. We plan to hire an external reviewer associated with ACJS to assist with an in-depth program self-study within the next two-three years which will lead up to the accreditation visit by ACJS.

TIMELINE: Spring 2010-Administer MFT; 2010/11-hire new faculty member- map courses to program outcomes -close assessment feedback loop-; 2011/12- bring curriculum into alignment with all ACJS standards; 2012/13-ACJS external reviewer; 2013-14- apply for ACJS accreditation

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The previous review identified several strengths and weaknesses. The traditional strengths of the program have been in the areas of law enforcement and corrections. The faculty pursue the highest instructional excellence. Teaching and advising are top priorities and major strengths of the program. We are excited about continuing internships and relationships with the United States Marshals Service, the FBI, the Federal Bureau of Prisons, and the National White Collar Crime Center and Internet Crime Complaint Center. Many students have been successful at both state and national levels, winning paper and crime scene competitions. It continues to be important to maintain the strengths of the program and to position ourselves for responding to emerging opportunities in the various fields of criminal justice. In response to some of the emerging demands of the field, the program has added a new concentration, Digital Forensics. The department continues to face several challenges. As previously identified, the student to faculty ratio is still high. Since the last review, only one position has been added to the program. Four of these faculty members split their time between undergraduate and graduate courses as well as advising. This makes quality advising problematic. Also, in order to apply for specialized accreditation (Academy of Criminal Justice Sciences certification), the student to faculty ratio must not be greater than 30:1. The current ratio is much higher. Finally, support for faculty development and travel is deficient. Our faculty find it difficult to attend national conferences. Overall, we need to maintain and enhance our reputation while working in an environment of increasing competition with a relative lack of resources.

Five-year trend data on graduates and majors enrolled

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Majors*	243	254	278	302	306	292	285	275	294
Graduates	67	56	57	58	66	60	76	78	38**

*FTE Enrollments

**December graduates only

Summary of assessment model and how results are used for program improvement

The Criminal Justice Department has utilized the Criminal Justice Advisory Board as an external assessment tool, whereby suggestions made by the board concerning curriculum and program improvements are implemented. The faculty is also a vital resource in this assessment model. In addition to the program outcomes that were developed by the faculty, course outcomes and assessments have been developed and implemented for all university owned undergraduate courses. The department is currently working to close the feedback loop. All data is securely stored in TaskStream. Over the last several years, faculty have worked to analyze the program curriculum and to identify student weaknesses in research and meeting program outcomes. Previously, students were given a pre-test (as freshmen) and post-test (as seniors) as part of assessment. This was a faculty developed test that showed that students knew about twice as much at graduation as they knew as first-year criminal justice students. High scores were typically in the 70 % range. However, this does not meet the expectations of the faculty. The program is moving from a faculty developed pre/post-test to a nationally standardized major field test. The first testing is planned for April, 2010.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Little data exist on the specific job placement rate for criminal justice majors at Fairmont State to a national placement rate. During the last five years, students self-report on their employment after graduation by answering surveys sent out by Career Services and by keeping in contact with program faculty. Several graduates from the program are employed at local, state, and federal agencies. There are at least five recent graduates working for the United States Marshals Service. Fairmont State currently partners with the United States Marshals Service Student Career Experience Program, a selective, paid internship opportunity leading to full-time employment as a Deputy U.S. Marshal. At least three graduates are working for the Federal Bureau of Investigation. Several graduates have been hired by the National White Collar Crime Center's Internet Crime Complaint Center in recent years. Many recent graduates also work for the Federal Bureau of Prisons, mostly at the Gilmer, Morgantown and Hazelton facilities. Three students have been hired as probation or parole officers in the state of West Virginia. Graduates of the program have also gone on to enroll and complete advanced degrees in Criminal Justice and Criminology and law school. There are approximately 35 graduate students enrolled in the Master of Criminal Justice Program at Fairmont State, and the undergraduate program is the main source of students for that program.

PROGRAM REVIEW
Fairmont State University

Program:	Criminal Justice, B.S.
School:	College of Liberal Arts, Department of Social Science
Date:	February 15, 2010

Program Catalog Description:

Criminal Justice examines the structure, functions, and decision-making processes of agencies that deal with crime and criminal offenders. As an independent academic discipline, criminal justice is comparatively new. Interest in criminal justice education was spurred by the "war on crime" during the 1960s and the resulting massive federal funding to upgrade criminal justice agencies, technology, programming and education of criminal justice personnel. Faculty in this program provide expertise in law enforcement, investigations, corrections, criminal law and theory. The Bachelor of Science in Criminal Justice allows the student to choose an area of concentration, either law enforcement or corrections. Majors are assigned a faculty advisor who will assist in selection of courses relevant to individual interests and career aspirations. Students with a B.S. degree in criminal justice qualify for employment in city, county, state and federal criminal justice agencies, and in the rapidly-growing private industrial security field. A number of graduates continue their education in graduate programs in criminal justice, criminology or law. The program also offers a Master of Science in Criminal Justice degree.

VIABILITY (§4.1.3.1)

Enrollments

Applicants, graduates	Attached as Appendix A
Program courses	Attached as Appendix B
Service Courses	No CRJU courses are service only. The National Security & Intelligence major requires students to complete courses from several different fields of study, including Criminal Justice. NSI students take CRJU 4410 and CRJU 4405 (cross-listed as POLI 4405). The electives available to NSI students include CRJU 2236, CRJU 2246, and CRJU 3310. The Forensics major requires the following Criminal Justice courses: CRJU 1100, 2236, and 3300. Electives available to Forensics students include CRJU 2226, 2246, 2256, and 3320.
Success rates Serv Crs	Attached as Appendix C
Ext ed/off campus crs	Attached as Appendix D
Cost/student credit hour	Attached as Appendix E

Liberal Studies Requirements Met

CJ courses are not currently included in the General Studies curriculum.

Assessment Requirements

The Criminal Justice Department has utilized the Criminal Justice Advisory Board as an external assessment tool, whereby suggestions made by the board concerning curriculum and program improvements are implemented. The faculty is also a vital resource in this assessment model. In addition to the program outcomes that were developed by the faculty, course outcomes and assessments have been developed and implemented for all university owned undergraduate courses. The department is currently working to close the feedback loop. Over the last several years, faculty have worked to analyze the program curriculum and to identify student weaknesses in research and meeting program outcomes. Previously, students were given a pre-test and post-test as part of assessment. This was a faculty developed test that showed that students knew about twice as much at graduation as they knew as first-year criminal justice students. However, this does not meet the expectations of the faculty. The program is moving from a faculty developed pre/post-test to a nationally standardized major field test. The first testing is planned for April, 2010. This has been arranged through ETS Major Field Tests. The confirmation is found at the beginning of **Appendix F**.

The Criminal Justice department has identified specific learning outcomes for the program. Students graduating with a Bachelor of Science in criminal justice will:

1. Exhibit an understanding of the contemporary criminal justice system, its policies and practices, juvenile justice, victimology, and comparative justice systems.
2. Demonstrate knowledge of law enforcement philosophies, and the structure, function and operation of law enforcement agencies.
3. Demonstrate knowledge of correctional philosophies, and the structure, function and operation of corrections agencies.
4. Demonstrate knowledge of legal philosophies, and the structure, function and operation of criminal courts and the adjudication process.
5. Convey an understanding the distinctive responsibility for adherence to moral and ethical obligations inherent in the criminal justice professions.
6. Exhibit an understanding of and the ability to apply criminological theories in explaining crime.
7. Demonstrate the ability, through written and oral communication, to integrate knowledge acquired from core courses.
8. Apply techniques of research methodology, writing and oral communication in the study of criminal justice.

The current course outcomes and assessments are attached as **Appendix F**. Courses owned by Pierpont Community and Technical College whose outcomes and assessments have not been completed are not included in this report. Courses that will be deleted from the program within this term have also been excluded from this report. Also included in Appendix F are several evaluations from the Field Practicum course, as well as the results from several pretests and exit exams. The pretest and exit exam was not given in the 2008-2009 academic year as the department was working toward major field tests.

Adjunct Use

Instructor	Course	Term(s)
Hon. David Janes	2220	Fall 2005
Mollie Jarrell	3305	Fall 2005
John Kane	3370	Spring 2007, 2008
Elizabeth Lindsley	3330	Spring 2006, 2007, 2008
	3350	Fall 2005, 2006, 2007
Jessica Neale	2250	Fall 2009, Spring 2010
Bethany Retton	3300	Spring 2010
April Wall	3301	Spring 2007, 2008, 2009
Graduate Assistant	Course	Term
Susan Moore	1100	Spring 2008
Joshua Smallridge	2212	Spring 2009
Pam Wilson	2212	Spring 2010

Graduation/Retention Rates

Graduation data is found in **Appendix A**. Retention data is attached as **Appendix G**. Given the number of majors, the retention rates seem low. However, retention rates are only calculated for a cohort of students who are first year freshman level majors and transfer students. The information does not account for the number of undeclared students who declare criminal justice as their primary major later than their first year or students who change their major after the first year.

Previous Program Review Results

The previous program review recommended continuation of the program at its current level of activity and identified several strengths and weaknesses. The traditional strengths of the program have been in the areas of law enforcement and corrections. The faculty pursue the highest instructional excellence. Teaching and advising are top priorities and major strengths of the program. We are excited about continuing relationships and internships with the United States Marshals Service, the FBI, the Federal Bureau of Prisons, and the National White Collar Crime Center, and Internet Crime Complaint Center. Many students have been successful at both state and national levels, winning state and national paper competitions and crime scene competitions. It continues to be important to maintain the strengths of the program and to position ourselves for responding to emerging opportunities in the various fields of criminal justice. In response to some of the emerging demands of the field, the program has added a new concentration, Digital Forensics. The department continues to face several challenges. As previously identified, the student to faculty ratio is still high. Since the last review, only one position has been added to the program. As we changed leadership in the Social Sciences Department, one CJ faculty member moved into the Dean's position and another moved into the Chair's position, ultimately netting only ½ position. Four of the five faculty members split their time between undergraduate and graduate courses as well as advising. This makes quality advising problematic. Also, in order to apply for specialized accreditation (Academy of Criminal Justice Sciences certification), the student to faculty ratio must not be greater than 30:1. The current ratio is much higher. Finally, support for faculty development and travel is deficient. Our faculty find it difficult to attend national conferences. Overall, we need to maintain and enhance our reputation while working in an environment of increasing competition with a relative lack of resources.

ADEQUACY (§ 4.2.4.2)

Program Requirements

Liberal Studies	32-42	41 hrs	Attached as Appendix H
Major	32-65	42 hrs plus 21 hours of cognates (63)*	Attached as Appendix H
Electives	Min 21	24 hrs	
Total	Max 128	128 hrs	

**The Criminal Justice major requires 42 hours of courses from the major and 21 hours of cognates. Courses in the major include the major requirements and concentration requirements for law enforcement, corrections, and digital forensics. Cognates include courses from the 2200 level or above (excluding introductory courses) in the fields of Geography, History, National Security & Intelligence, Philosophy, Political Science, Psychology, and Sociology.*

As a result of the separation of Pierpont Community & Technical College from Fairmont State University, the B.S. in Criminal Justice currently requires students to take 9 hours of courses owned by Pierpont Community and Technical College. In addition, students take one 2200 level course toward their concentration that can be owned by either institution. The breakdown of course ownership in 2005-2006 and 2009-2010 is attached as **Appendix I**.

Faculty Data

Faculty Data Sheets are attached as **Appendix J**.

Accreditation/ national standards

The Academy of Criminal Justice Sciences offers specialized accreditation for qualifying programs beginning in 2005. To obtain ACJS certification, criminal justice programs must meet an array of minimum requirements. The full requirements can be found in **Appendix K**. The Criminal Justice Program plans to pursue ACJS certification in the near future. While the program has made great strides toward this goal, several changes and improvements must be made before we can accomplish this. This will require additional institutional commitment to the program and a focus on achieving these improvements. The student to faculty ratio in the program is too high to meet ACJS's maximum of 30:1.

NECESSITY (§ 4.1.3.3)

Placement

Little data exist on the specific job placement rate for criminal justice majors at Fairmont State to a national placement rate. However, students self-report on their employment after graduation by answering surveys sent out by Career Services and by keeping in contact with program faculty. Several graduates from the program are employed at local, state, and federal agencies. There are at least five recent graduates working for the United States Marshals Service. Fairmont State currently partners with the United States Marshals Service Student Career Experience Program, a selective, paid internship opportunity leading to full-time employment as a Deputy U.S. Marshal. At least three graduates are working for the Federal Bureau of Investigation. Several graduates have been hired by the National White Collar Crime Center's Internet Crime Complaint Center in recent years. Several recent graduates also work for the Federal Bureau of Prisons. Three students have been hired as probation or parole officers in the state of West Virginia. Graduates of the program have also gone on to enroll and complete advanced degrees in Criminal Justice and Criminology. There are approximately 35 graduate students enrolled in the Master of Criminal Justice Program at Fairmont State, and the undergraduate program is the main source of students for that program.

Similar Programs in WV

There are no similar programs in West Virginia within a 50-mile radius of Fairmont State University Campus. Salem International University, a private institution, offers a criminal justice program in a much smaller scope. West Virginia University offers a sociology degree with a focus on criminology and investigations.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

The Criminal Justice Program supports the ideal of a well-educated population. The program serves the needs of students who are planning to enter highly competitive positions and those who are currently employed and looking for advancement opportunities. The Criminal Justice Program seeks to provide graduates who not only possess the knowledge and skills of a single discipline, but who also can think critically and communicate effectively, both orally and in writing.

Its mission is consistent with the missions of the units to which it belongs. The Mission of the Department of Social Science is to promote “scholarship, opportunity, achievement and responsibility through the pursuit of intellectual excellence and global awareness, so that it is possible to excel in professional achievement and personal growth.” The Mission of the College of Liberal Arts is “to engage students in pursuit of intellectual excellence and global awareness, bringing them to join with faculty mentors in the discoveries, both personal and professional, to be realized through **Scholarship, Opportunity, Achievement, and Responsibility**, Fairmont State’s core values.” The Mission of **Fairmont State University** is “to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good.”

Criminal Justice Program Mission Statement:

The Criminal Justice Program acknowledges its relationship to the College of Liberal Arts and the Department of Social Science and the interdisciplinary nature of its discipline and seeks through its curriculum to provide students with a broad foundation of knowledge grounded in the social and behavioral sciences. The program further seeks to provide majors with an understanding of the functions, roles and critical issues associated with law enforcement, corrections, courts and related technology.

**Appendix A:
Applicants and Graduates**

Applicants

Fall 2005 through Spring 2010

Term	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Total
Applicants	47	13	4	57	18	5	58	28	11	87	27	9	91	35	496
Not Accepted	73	33	5	64	35	1	72	36	4	70	29	7	98	35	294
Accepted - Enrolled	43	5	5	31	5	5	31	4	3	57	18	10	55	22	562
Accepted - Not Enrolled	116	38	10	95	40	6	103	40	7	127	47	17	159	57	856
Total Accepted	163	57	14	152	58	11	161	68	18	214	74	26	244	92	1352

Graduates

Fall 2005 through Fall 2009

Term*	Fall 2005	Spring 2006	05-06 Total	Fall 2006	Spring 2007	06-07 Total	Fall 2007	Spring 2008	07-08 Total	Fall 2008	Spring 2009	08-09 Total	Fall 2009	5 year Total
Graduates	29	37	66	24	36	60	33	43	76	34	44	78	38	318

*Fall terms also include August graduates.

Appendix B:
Course Enrollments
Fairmont Campus

Term Course	Fall 2005	Spring 2006	Smr 2006	Fall 2006	Spring 2007	Smr 2007	Fall 2007	Spring 2008	Smr 2008	Fall 2008	Spring 2009	Smr 2009	Fall 2009	Spring 2010	Total
1100	142	103	0	134	70	23	114	79	26	85	75	33	82	76	1042
1101	108	60	0	90	62	0	58	59	16	60	61	0	58	87	719
1199	21	0	0	2	0	0	0	0	0	0	0	0	0	0	23
2202	43	53	0	36	42	0	45	40	0	45	40	0	49	50	443
2203	19	0	0	0	0	0	0	0	0	0	0	0	0	0	19
2205	0	17	0	0	15	0	0	15	0	0	8	0	0	9	64
2206	81	95	0	65	85	0	63	59	0	66	51	0	50	82	697
2209	35	34	0	34	35	0	35	35	0	30	34	0	26	27	325
2212	39	45	0	40	48	29	31	51	31	42	30	19	45	48	498
2215	33	0	0	23	0	0	19	0	0	18	0	0	32	0	125
2218	0	20	0	0	0	0	0	0	0	8	0	0	0	0	28
2220	26	0	0	0	0	0	0	0	0	0	0	0	28	0	54
2226	0	0	10	19	0	0	20	0	0	21	0	0	21	0	91
2236	36	0	13	34	0	0	35	0	0	22	0	0	25	0	165
2240	44	41	0	50	45	25	25	45	20	33	53	17	32	24	421
2246	37	40	0	23	0	0	31	0	0	29	0	0	0	0	160
2250*	0	0	0	0	0	0	0	0	0	0	0	0	23	21	44
2256	0	17	0	0	21	0	0	12	0	0	11	0	0	15	76
2257	0	10	0	0	15	0	0	13	0	0	11	0	0	10	59
2260	18	0	0	14	0	0	13	0	0	6	0	0	9	0	60
2266	0	18	0		11	0	0	13	0	0	11	0	0	10	63
2295	0	0	0	0	0	0	0	0	0	27	34	28	27	33	149
2299	0	0	0	0	3	0	20	0	0	10	0	10	12	0	55
3300	0	20	0	0	22	0	0	24	0	0	13	0	0	18	97
3301	0	34	0	0	31	0	0	22	0	0	20	0	0	0	107
3304	30	29	0	32	28	0	31	31	0	30	30	0	24	26	260
3305	31	0	0	0	0	0	0	0	0	37	0	0	35	0	103
3310	0	0	0	0	0	0	0	37	0	0	23	31	13	0	104
3316	0	0	0	50	0	0	0	1	0	0	0	0	0	0	51
3320	40	41	0	47	41	0	52	57	0	50	52	0	31	40	451
3325	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6
3330	0	28	0	0	26	0	0	36	0	0	0	0	17	0	107
3335	0	0	0	0	0	0	0	0	0	0	26	0	0	0	26
3340	25	22	0	38	0	0	40	0	0	34	0	0	18	0	142
3350	20	0	0	26	0	0	27	0	0	0	0	0	0	0	73
3355	12	10	0	0	18	0	0	22	0	0	27	0	14	12	115
3360	0	0	0	41	0	0	26	0	0	30	0	0	25	19	141
3365	0	36	0	0	32	0	0	34	0	0	34	0	0	46	182
3370	0	17	0	0	23	0	0	19	0	0	0	0	0	0	59
3399	0	18	0	0	0	0	0	0	0	0	32	0	0	0	50
4401	0	3	0	0	0	0	0	3	2	1	2	0	1	0	12
4405	20	0	0	0	15	0	0	0	0	15	0	0	0	19	69
4410	19	20	0	21	20	0	23	22	0	24	24	0	22	24	219
4411	11	1	8	11	15	18	18	17	9	12	11	5	4	12	152
4415	0	00	0	0	0	0	0	19	0	0	0	0	0	0	19
4420	0	0	0	0	0	0	0	0	0	12	0	0	0	0	12
4425	20	22	0	17	20	13	14	18	22	20	16	20	15	16	233
4998**	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2

*New course as of Fall 2009.

**Individual Undergraduate Research. New as of Fall 2008.

Course Enrollments
Clarksburg Campus

Term Course	Fall 2005	Spring 2006	Smr 2006	Fall 2006	Spring 2007	Smr 2007	Fall 2007	Spring 2008	Smr 2008	Fall 2008	Spring 2009	Smr 2009	Fall 2009	Spring 2010	Total
1100	47	39	0	47	28	0	35	25	0	20	23	0	27	25	290
1101	0	28	0	22	33	0	0	10	0	0	18	0	0	30	141
2202	23	17	0	0	0	0	18	0	0	33	0	0	21	0	112
2206	11	29	0	0	37	0	0	13	0	0	14	0	0	21	125
2212	10	30	0	0	31	0	20	0	0	17	0	0	13	0	121
2215	0	0	0	0	0	0	0	15	0	0	0	0	0	0	15
2218	0	13	0	0	0	0	0	0	0	0	0	0	0	0	13
2220	30	0	0	23	0	0	0	0	0	0	0	0	0	0	53
2226	0	0	0	0	0	0	0	0	0	0	0	0	12	0	12
2236	0	27	0	0	25	0	0	32	0	0	16	0	0	0	100
2240	30	0	0	22	0	0	0	0	0	18	0	0	11	0	81
2246	0	16	0	0	0	0	0	0	0	9	0	0	0	0	25
3320	0	0	0	0	0	0	0	33	0	0	27	0	0	0	60
3370	0	0	0	0	0	0	0	0	0	0	0	0	0	30	30
4425	0	0	0	16	0	0	0	0	0	19	0	0	13	0	48

Appendix C:

Success Rates for Service Courses

(% of students receiving a grade of "C" or better)

Term							
CRJU Course	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
2236	44.1	84.8	46.2	97.7	57.5	50.0	75.0
2246	59.1	77.8	83.9	60.0	77.6	100.0	X
2256	X	66.7	X	83.3	X	90.9	90.0
3300	X	95.5	X	83.3	X	84.6	X
3310	X	X	X	89.9	X	73.9	84.6
3320	80.0	78.0	84.3	66.3	71.4	88.6	80.6
4405	X	86.7	X	X	93.3	X	X
4410	85.7	90.0	95.7	81.8	91.7	95.8	100.0

*Data for Fall 2005 and Spring 2006 were not available individually.

Appendix D

Enrollments- Off Campus Courses

Term* Course	Fall 2005	Spring 2006	Smr 2006	Fall 2006	Spring 2007	Smr 2007	Fall 2007	Spring 2008	Smr 2008	Fall 2008	Spring 2009	Smr 2009	Fall 2009	Spring 2010	Total
Lewis County															
1100	17	8		15	16		8	0		9	0		13	0	86
1101	10	0		19	0		11	0		7	0		22	0	69
2202	10	10		0	22		0	18		0	16		0	20	96
2205	15	0		10	0		14	0		9	0		0	0	48
2206	0	0		17	15		8	0		7	0		11	0	66
2209	0	0		0	0		0	0		0	21		0	13	34
2212	0	14		0	10		0	0		0	15		0	9	68
2215	0	0		8	0		9	0		5	0		0	0	22
2218	10	8		0	11		0	0		0	0		0	0	39
2220	8	0		10	0		15	0		12	0		0	10	55
2226	0	0		7	0		21	0		8	0		0	0	36
2236	0	11		0	8		0	0		0	0		16	0	48
2240	0	10		0	17		0	0		0	22		0	12	79
2246	0	15		0	9		0	0		0	14		0	18	66
2255	0	0		0	12		0	0		0	0		0	13	25
2256	0	0		0	0		0	0		0	0		10	0	10
Monongalia County															
1100	0	0		13	0		15	15		17	15		19	0	94
1101	0	0		0	13		0	15		0	0		0	0	28
2202	15	0		24	0		0	0		0	13		0	0	52
2206	0	0		0	13		0	0		0	0		0	0	22
2212	10	0		0	0		0	0		0	0		0	0	10
2220	0	11		0	0		0	0		0	0		0	0	11
2236	0	0		0	0		6	0		18	0		7	0	31
2240	0	20		0	10		0	0		0	0		6	0	36
2246	0	8		0	0		0	0		0	0		0	0	8
Randolph County															
1100	0	0		0	10		0	0		0	0		0	6	16
1101	0	0		0	0		8	0		0	0		0	0	8
2202	0	0		0	0		0	0		10	0		0	0	10
2206	0	0		0	0		0	8		0	0		0	0	8
2212	0	0		0	0		0	0		5	0		0	0	5
Taylor County															
1100	0	8		0	0		0	0		0	0		0	0	8

*No summer enrollments were reported for off-campus locations.

**Appendix E:
Cost Per Credit Hour**

College or School	Total Labor & Expenses	Number of Organized Sections (w/ Census Date Enrollment >=5)	Organized Sections for Total Faculty Credit Hours	FTE Faculty	Total Enrollment in Organized Sections	Total Credit Hours in Organized Sections	Number of Majors*	Credit Hours Enrolled by Majors*	FTE Majors*	Direct Cost per Instructional Credit Hour	Direct Cost per Student FTE Major
College of Liberal Arts Total	\$2,974,440	610	1808	75.33	15117	45016	1079	23690	789.67	\$66.08	\$3,766.70
College of Science & Technology Total	3,757,196	539	1314	54.75	10291	27005	817	18911	630.37	\$139.13	\$5,960.33
School of Business Total	1,647,932	303	912	38.00	7114	21389	1083	24272	809.07	\$77.05	\$2,036.83
School of Fine Arts Total	1,694,138	229	589	24.54	4678	12849	122	2926	97.53	\$131.85	\$17,369.83
School of Education/Health & Human Performance Total	2,401,064	264	696	29.00	5088	13638	1450	28480	949.33	\$176.06	\$2,529.21
School of Nursing & Allied Health Administration Total	1,327,910	176	202	8.42	3373	6798	611	12991	433.03	\$195.34	\$3,066.53
Total	\$13,802,679	2121	5521	230.04	45661	126695	5162	111270	3709.00	\$108.94	\$3,721.40
Fairmont State University - Total Instruction	\$17,053,424				46403	Total Credit Hours in ALL Sections	All UG/GR Level including undeclared and non-degree students	Hours taken by all UG/GR level students	UG/GR level FTE-s		
							5801	118699	3956.63	\$132.73	\$4,310.08

Appendix F:
Assessment Materials

Shaw, Lennie

From: Shields, Deanna
Sent: Wednesday, January 27, 2010 2:47 PM
To: Shaw, Lennie
Subject: FW: Welcome to MFT

From: ETS Customer Service [mailto:support@testsys.com]
Sent: Wednesday, January 27, 2010 2:07 PM
To: Shields, Deanna
Subject: Welcome to MFT



MAJOR FIELD TESTS

Dear Deanna Shields,

Thank you for purchasing ETS Major Field Tests online. You will find below the unique information you need to access the Internet-based delivery system. Please familiarize yourself with this system prior to the first day of testing.

Institution Name: Fairmont State University

Institution ID: 5211

Institution Administrator Login ID: deanna.shields@fairmontstate.edu

Institution Administrator Password: password

URL to access your session keys and begin to set up your test site: <http://admin.mft-ets.org>

The first time you log into the Program Workshop by using the above URL, your Institution Administrator Login ID and your Password, you will be prompted to change your password before you can begin. After changing your password, you will find a folder named "Help" on the left side of your screen.

The "Help" folder contains the **Proctor Administrator Manual** which will guide you through setting up the test site prior to test day.

The **Institution/Department Administrator Manual** will guide you through purchasing additional tests, managing inventory and creating and assigning additional Institution Administrators and Proctors. You may wish to print these manuals for future reference.

We appreciate your cooperation and participation in these pre-test readiness activities. This preparation will ensure smooth delivery on your test day.

For issues relating to setup of the test center, test day activities, placing additional orders, or interpretation of scores and reports, please contact MFT Customer Service at 800-745-0269 or by email at highered@ets.org. Normal business hours are Monday through Friday 8:00am to 4:30pm (EST).

For technical issues during setup or test day activities, please contact ETS Technical Support between 8:00 am and 6:00 pm (EST) at 800-514-8491 or by email at MFTSupport@testsys.com (not case sensitive). Normal business hours are Monday through Friday 8:00am to 8:00pm (EST).

If you are planning to test outside normal support hours, please contact ETS Customer Service to arrange for the appropriate level of technical support

Please do not reply to this email.

2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 2202 Principles of Criminal Law Outcome Set****Outcomes****CRJU 2202 Course Outcome 1**

Distinguish between criminal and civil law.

- ▼ **Measure:** CRJU 2202 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 2

Distinguish between procedural law and substantive law.

- ▼ **Measure:** CRJU 2202 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 3

Identify and distinguish the two types of causation within the scope of criminal law.

- ▼ **Measure:** CRJU 2202 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 4

Identify and describe the inchoate offenses.

- ▼ **Measure:** CRJU 2202 General Outcome 4 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 5

Identify and apply defenses available to criminal defendants as well as distinguish between excuses and justifications.

- ▼ **Measure:** CRJU 2202 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 6

Identify and distinguish among the types of homicide.

- ▼ **Measure:** CRJU 2202 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 7

Describe the adversarial process including all stages of the criminal trial.

- ▼ **Measure:** CRJU 2202 General Outcome 7 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 8

Recognize and define key terms and principles of criminal law.

- ▼ **Measure:** CRJU 2202 General Outcome 8 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 9

Describe constitutional limitations on criminal law and procedure.

- ▼ **Measure:** CRJU 2202 General Outcome 9 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2202 Course Outcome 10

Recognize the relationships and interplay of individual principles of criminal law with others.

- ▼ **Measure:** CRJU 2202 General Outcome 10 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, true/false, and/or short answer questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade (90% or above).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle
Assessment Plan

Outcomes and Measures

▼ **CRJU 2212 Deviant Behavior Outcome Set**

Outcomes

CRJU 2212 Course Outcome 1

Identify the various theories of deviance.

- ▼ **Measure:** CRJU 2212 General Outcome 1 Measure 1
 Direct - Student Artifact

Details/Description: Written examination

Satisfactory Performance Standard: Complete the examination with a passing grade

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2212 Course Outcome 2

Demonstrate an ability to analyze the manner in which society responds to deviant behavior.

- ▼ **Measure:** CRJU 2212 General Outcome 2 Measure 1
 Direct - Student Artifact

Details/Description: Assigned research paper

Satisfactory Performance Standard: Complete the research paper with a passing grade

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2212 Course Outcome 3

Explain the sources of criminal and non-criminal deviant behavior.

- ▼ **Measure:** CRJU 2212 General Outcome 3 Measure 1
 Direct - Student Artifact

Details/Description: Written assignment of newspaper articles contrasting criminal and non-criminal deviance.

Satisfactory Performance Standard: Complete written assignment with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2212 Course Outcome 4

Describe the role of authority in defining deviance.

- ▼ **Measure:** CRJU 2212 General Outcome 4 Measure 1
 Direct - Student Artifact

Details/Description: Research paper documenting interviews with criminal justice personnel and/or policy makers.

Satisfactory Performance Standard: Complete the research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2212 Course Outcome 5

Identify the approaches to dealing with deviance.

▼ **Measure:** CRJU 2212 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Written examination

Satisfactory Performance Standard: Complete the research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan

Outcomes and Measures

▼ **CRJU 2220 Juvenile Justice Process Outcome Set**

Outcomes

CRJU 2220 Course Outcome 1

Address definitions of delinquent behavior, contributing social problems, and adolescence as a subculture.

- ▼ **Measure:** CRJU 2220 General Outcome 1 Measure 1
Direct - Exam

Details/Description: Four exams throughout the semester including a comprehensive mid-term and final.

Satisfactory Performance Standard: Passing grades on all exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2220 Course Outcome 2

Identify the philosophy and practice of adjudication process for juveniles.

- ▼ **Measure:** CRJU 2220 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Assignments given throughout the semester at the professors discretion.

Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2220 Course Outcome 3

Identify treatment procedures for juveniles following the adjudication process.

- ▼ **Measure:** CRJU 2220 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Classroom discussions.

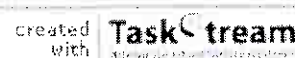
Satisfactory Performance Standard: Active and regular participation in class discussions.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Last Modified: 12/23/2009 02:18:15 PM EST



2008-2009 Assessment Cycle
Assessment Plan

Outcomes and Measures

▼ **CRJU 2240 Adjudication Process Outcome Set**

Outcomes

CRJU 2240 Course Outcome 1

Know the defining characteristics of an adjudicatory system.

- ▼ **Measure:** CRJU 2240 General Outcome 1 Measure 1
 Direct - Exam

Details/Description: Exams and quizzes throughout the semester.
Satisfactory Performance Standard: Passing grades on all exams and quizzes.
Ideal Target:
Implementation Plan (timeline):
Key/Responsible Personnel:

CRJU 2240 Course Outcome 2

Be able to outline the process of dispute resolution in the criminal courts from the beginning of the dispute to the end.

- ▼ **Measure:** CRJU 2240 General Outcome 2 Measure 1
 Direct - Student Artifact

Details/Description: Class assignments to measure the students knowledge of the adjudicatory process.
Satisfactory Performance Standard: Passing grades on all assignments.
Ideal Target:
Implementation Plan (timeline):
Key/Responsible Personnel:

CRJU 2240 Course Outcome 3

Know the names, duties, and responsibilities of each of the major "actors" in the process.

- ▼ **Measure:** Measure: CRJU 2240 General Outcome 3 Measure 1
 Direct - Student Artifact

Details/Description: Class assignments to measure the students knowledge of the adjudicatory process.
Satisfactory Performance Standard: Passing grades on all assignments.
Ideal Target:
Implementation Plan (timeline):
Key/Responsible Personnel:

CRJU 2240 Course Outcome 4

Distinguish between the federal court system and the various state court systems.

- ▼ **Measure:** CRJU 2240 General Outcome 4 Measure 1
 Direct - Exam

Details/Description: Exams and quizzes given throughout the semester.
Satisfactory Performance Standard: Passing grades on all exams and quizzes.
Ideal Target:
Implementation Plan (timeline):
Key/Responsible Personnel:

CRJU 2240 Course Outcome 5

Know the levels of the federal court system.

- ▼ **Measure:** CRJU 2240 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Class assignments to measure the students knowledge of the adjudicatory process.

Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2240 Course Outcome 6

Know the levels of the various state court systems.

- ▼ **Measure:** CRJU 2240 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Class assignments to measure the students knowledge of the adjudicatory process.

Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2240 Course Outcome 7

Have a fundamental understanding of the court system in West Virginia.

- ▼ **Measure:** CRJU 2240 General Outcome 7 Measure 1
Direct - Student Artifact

Details/Description: Class assignments to measure the students knowledge of the adjudicatory process.

Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2240 Course Outcome 8

Know three concepts of jurisdiction; subject matter, geographic, and hierarchical and be able to apply the concepts of jurisdiction to each level of the federal and state court systems.

- ▼ **Measure:** CRJU 2240 General Outcome 8 Measure 1
Direct - Student Artifact

Details/Description: Papers assigned throughout the semester at the professors discretion.

Satisfactory Performance Standard: Passing grades on all papers.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2240 Course Outcome 9

Know the resolution process regarding minor offenses and know how that process differs from the resolution of major offenses.

- ▼ **Measure:** CRJU 2240 General Outcome 9 Measure 1
Direct - Student Artifact

Details/Description: Papers assigned throughout the semester at the professors discretion.

Satisfactory Performance Standard: Passing grades on all papers.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Last Modified: 12/23/2009 02:33:42 PM EST



2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 2246 Criminal Evidence Outcome Set****Outcomes****CRJU 2246 Course Outcome 1**

Identify and describe key historical periods and events in the development and evolution of the legal system and specifically the law of evidence.

- ▼ **Measure:** CRJU 2246 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or exam with multiple choice, short answer, and essay questions.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2246 Course Outcome 2

Identify key terms related to discovery, introduction, use and exclusion of criminal evidence.

- ▼ **Measure:** CRJU 2246 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or multiple choice/short answer exam.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2246 Course Outcome 3

Analyze the admissibility of evidence according to the standards set forth by the WV Rules of Evidence and/or the Federal Rules of Evidence.

- ▼ **Measure:** CRJU 2246 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or essay exam/in-class exercises/quizzes.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2246 Course Outcome 4

Identify and describe the different kinds of privileged communications and be able to contrast privileged communications with

- ▼ **Measure:** CRJU 2246 General Outcome 4 Measure 1
Direct - Student Artifact

Details/Description: Written assignment and/or essay exam/in-class exercise/quiz.

confidential information.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade. Participate in formal class discussions.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2246 Course Outcome 5

Explain the concept of hearsay and identify and apply the recognized exceptions to the hearsay rules.

▼ **Measure:** CRJU 2246 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2246 Course Outcome 6

Describe the issues, holdings, and impact of landmark cases related to the law of evidence and its due process implications.

▼ **Measure:** CRJU 2246 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment/exam with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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Assessment & Learning Solutions

2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 2250 Cybercrime Outcome Set****Outcomes****CRJU 2250 Course Outcome 1**

Identify the actual cybercrimes crimes committed and in what specific jurisdictions for given incidents.

- ▼ **Measure:** CRJU 2250 General Outcome 1 Measure 1
Direct - Exam

Details/Description: There will be a total of two examinations through the semester. Each exam will consist of short answer, multiple choice and/or true-false questions from the text book, class lectures, and related video presentations.

Satisfactory Performance Standard: Passing grades on all exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2250 Course Outcome 2

Identify the key agencies involved in cybercrime investigations worldwide.

- ▼ **Measure:** CRJU 2250 General Outcome 2 Measure 1
Direct - Exam

Details/Description: Each quiz may consist of short answer, multiple choice and/or true-false questions from the text book, class lectures, and related video presentations.

Satisfactory Performance Standard: Passing grades on all quizzes.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2250 Course Outcome 3

Analyze case studies involving collaborative investigations.

- ▼ **Measure:** CRJU 2250 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: There will be a total of two projects through the semester.

Satisfactory Performance Standard: Passing grades on both projects.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2250 Course Outcome 4

Describe cybercrime and emerging technologies.

- ▼ **Measure:** CRJU 2250 General Outcome 4 Measure 1
Direct - Student Artifact

Details/Description: There will be a total of two projects through the semester.

Satisfactory Performance Standard: Passing grades on both projects.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Last Modified: 12/23/2009 02:51:35 PM EST



2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 2295 Ethics in Criminal Justice Outcome Set****Outcomes****CRJU 2295 Course Outcome 1**

Recognize the historical evolution of justice and ethical thought.

- ▼ **Measure:** CRJU 2295 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Written examination.

Satisfactory Performance Standard: Complete the examination with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2295 Course Outcome 2

Analyze and evaluate ethical decision making opportunities in criminal justice.

- ▼ **Measure:** CRJU 2295 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Assigned research paper.

Satisfactory Performance Standard: Complete the research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2295 Course Outcome 3

Articulate informed opinion about clear and consistent ethical decisions.

- ▼ **Measure:** CRJU 2295 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Presentation on a case scenario.

Satisfactory Performance Standard: Complete presentation with passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2295 Course Outcome 4

Recognize ethical dilemmas in law and criminal justice faced by practitioners.

- ▼ **Measure:** CRJU 2295 General Outcome 4 Measure 1
Direct - Student Artifact

Details/Description: Research paper based on an interview with a person working in the criminal justice system.

Satisfactory Performance Standard: Complete the research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 2295 Course Outcome 5

Identify specific ethical dilemmas in policing, corrections, courts, and government.

- ▼ **Measure:** CRJU 2295 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Written examination.

Satisfactory Performance Standard: Complete the examination with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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NIRX Group, Inc. 2009-10-15

2009-2010 Assessment Cycle

Assessment Plan

Outcomes and Measures

▼ **CRJU 3300 Criminalistics**

CRJU 3300 Criminalistics General Outcomes

Upon successful completion of this course, students will be able to:

CRJU 3300 General Outcome 1

Demonstrate a comprehensive knowledge of proper crime scene evidence recognition, collection, and preservation.

- ▼ **Measure:** CRJU 3300 General Outcome 1 Measure 1
Direct - Exam

Details/Description: Exams given throughout the semester.

Satisfactory Performance Standard: Students will be required to pass (70% or better) all examinations.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3300 General Outcome 2

Exhibit awareness of proper crime lab analysis for each item of evidence collected at a crime scene including, but not limited to, fingerprints, firearms, tool marks, blood, fibers, glass, soil, and hair.

- ▼ **Measure:** CRJU 3300 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Term paper assigned on the subject matter of this outcome.

Satisfactory Performance Standard: 70% or better

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3300 General Outcome 3

Explain the scientific instrumentation used to analyze each item of evidence in detail.

- ▼ **Measure:** CRJU 3300 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Hands on projects throughout the semester.

Satisfactory Performance Standard: 70% or better

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3300 General Outcome 4

Demonstrate an appreciation of the bond between criminal justice and forensic science professionals that is necessary to complete a successful criminal investigation.

- ▼ **Measure:** CRJU 3300 General Outcome 4 Measure 1
Direct - Exam

Details/Description: Quizzes throughout the semester.

Satisfactory Performance Standard: 70% or better

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 3304 The Female Offender Outcome Set****Outcomes****CRJU 3304 Course Outcome 1**

Identify the complex history of women in prison.

- ▼ **Measure:** CRJU 3304 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, assignments, and a term paper.**Satisfactory Performance Standard:** A minimum grade of 70% on each exam, assignment, and term paper.**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3304 Course Outcome 2**

To recognize the profiles of women entering our penal system and how the system has responded to the unique needs of women in a male-dominated system.

- ▼ **Measure:** CRJU 3304 General Outcome 2 Measure 1
Direct - Student Artifact

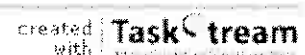
Details/Description: Class discussion, exams, term paper, and written assignments.**Satisfactory Performance Standard:** A minimum grade of 70% on each exam, assignment, and term paper.**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3304 Course Outcome 3**

To recognize the unique characteristics of women in prison, the factors involved in sentencing mothers to prison, mental illness, labels, and realities.

- ▼ **Measure:** CRJU 3304 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Class discussion, visit to a female facility, and a paper comparing the visit with the information in the textbook.**Satisfactory Performance Standard:** Participation in class discussions, attendance to the female facility visit, and at least a 70% on the comparative paper.**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:**

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 3304 The Female Offender Outcome Set****Outcomes****CRJU 3304 Course Outcome 1**

Identify the complex history of women in prison.

- ▼ **Measure:** CRJU 3304 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, assignments, and a term paper.

Satisfactory Performance Standard: A minimum grade of 70% on each exam, assignment, and term paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3304 Course Outcome 2

To recognize the profiles of women entering our penal system and how the system has responded to the unique needs of women in a male-dominated system.

- ▼ **Measure:** CRJU 3304 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Class discussion, exams, term paper, and written assignments.

Satisfactory Performance Standard: A minimum grade of 70% on each exam, assignment, and term paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3304 Course Outcome 3

To recognize the unique characteristics of women in prison, the factors involved in sentencing mothers to prison, mental illness, labels, and realities.

- ▼ **Measure:** CRJU 3304 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Class discussion, visit to a female facility, and a paper comparing the visit with the information in the textbook.

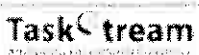
Satisfactory Performance Standard: Participation in class discussions, attendance to the female facility visit, and at least a 70% on the comparative paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 3305 Women in Criminal Justice Outcome Set****Outcomes****CRJU 3305 Course Outcome 1**

To exhibit knowledge of the feminist theory and its application to issues of race, gender, and class discrimination.

- ▼ **Measure:** CRJU 3305 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, assignments, and a term paper.

Satisfactory Performance Standard: A minimum grade of 70% on each exam, assignment, and the major term paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3305 Course Outcome 2

To recognize the issues associated with the female offender including correlating issues of substance addictions and abuse, delinquency across the lifespan, the female inmate prison structure, and the issues associated with female offenders in restorative justice.

- ▼ **Measure:** CRJU 3305 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, assignments, and a term paper.

Satisfactory Performance Standard: A minimum grade of 70% on each exam, assignment, and the major term paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3305 Course Outcome 3

To exhibit knowledge of women in roles as victims and survivors in cases involving crimes such as rape and partner abuse on the national and international levels.

- ▼ **Measure:** CRJU 3305 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, assignments, and a term paper.

Satisfactory Performance Standard: A minimum grade of 70% on each exam, assignment, and the major term paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3305 Course Outcome 4

To recognize the roles women play as criminal justice professionals in law enforcement, legal settings, and correctional institutions.

- ▼ **Measure:** CRJU 3305 General Outcome 4 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, assignments, and a term paper.

Satisfactory Performance Standard: A minimum grade of 70% on each exam, assignment, and the major term paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 3310 Comparative Criminal Justice Outcome Set****Outcomes****CRJU 3310 Course Outcome 1**

Examine the role of the Criminal Justice system within the larger framework of government.

- ▼ **Measure:** CRJU 3310 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Students will write two comprehensive research papers.

Satisfactory Performance Standard: Passing grades on both research papers, additionally meeting all deadlines given by the professor.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3310 Course Outcome 2

Identify the main components of the Criminal Justice systems, including how various countries' law enforcement agencies, prosecutors, courts and corrections systems function formally and informally.

- ▼ **Measure:** CRJU 3310 General Outcome 2 Measure 1
Direct - Exam

Details/Description: Students will take quantitative tests including short answer and multiple choice questions.

Satisfactory Performance Standard: Passing grades on all exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3310 Course Outcome 3

Recognize and identify the fundamental differences within adversarial and inquisitorial systems of Criminal Justice, common law, civil law, socialist and secular systems.

- ▼ **Measure:** CRJU 3310 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Students will write two comprehensive research papers.

Satisfactory Performance Standard: Passing grades on both research papers, additionally meeting all deadlines given by the professor.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3310 Course Outcome 4

Identify major issues confronting each component of the justice system both domestically and internationally, to include issues of due process and the role of social systems, terrorism, drugs and capital punishment.

- ▼ **Measure:** CRJU 3310 General Outcome 4 Measure 1
Direct - Exam

Details/Description: Students will take quantitative tests including short answer and multiple choice questions.

Satisfactory Performance Standard: Passing grades on all exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2009-2010 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 3330 Group Disturbances****CRJU 3330 Group Disturbances General Outcomes**

Upon successful completion of this course, students will be able to:

CRJU 3330 Group Disturbances General Outcome 1

Identify group dynamics and processes.

- ▼ **Measure:** CRJU 3330 General Outcome 1 Measure 1
Direct - Exam

Details/Description: Exams throughout the semester; which includes a comprehensive mid-term and final examination.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3330 Group Disturbances General Outcome 2**

Identify a variety of groups which present challenges for criminal justice professionals.

- ▼ **Measure:** CRJU 3330 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Classroom discussions surrounding the various groups in the Criminal Justice system and the issues that each group presents.**Satisfactory Performance Standard:** Regular class attendance and participation in class discussions**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3330 Group Disturbances General Outcome 3**

Discuss the analysis of a variety of specific groups disturbances and their effects.

- ▼ **Measure:** CRJU 3330 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Projects assigned to individual students or groups.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3330 Group Disturbances General Outcome 4**

Identify the methods and techniques used to prevent, manage and resolve group disturbances.

- ▼ **Measure:** CRJU 3330 General Outcome 4 Measure 1
Direct - Exam

Details/Description: Quizzes throughout the semester.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):**

Key/Responsible Personnel:

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2008-2009 Assessment Cycle
Assessment Plan

Outcomes and Measures

▼ **CRJU 3335 Analysis of Police Operations Outcome Set**

Outcomes

CRJU 3335 Course Outcome 1

Students will be able to describe the history and evolution of policing in the United States.

- ▼ **Measure:** CRJU 3335 General Outcome 1 Measure 1
 Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 2

Students will be able to identify several historical and contemporary examples of legislative, executive, and judicial efforts to improve policing including training initiatives and research.

- ▼ **Measure:** CRJU 3335 General Outcome 2 Measure 1
 Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 3

Students will be able to analyze traditional and contemporary controversies in policing and discuss historical and contemporary efforts to resolve these issues.

- ▼ **Measure:** CRJU 3335 General Outcome 3 Measure 1
 Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 4

Students will be able to identify

- ▼ **Measure:** CRJU 3335 General Outcome 4 Measure 1
 Direct - Student Artifact

2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 3335 Analysis of Police Operations Outcome Set****Outcomes****CRJU 3335 Course Outcome 1**

Students will be able to describe the history and evolution of policing in the United States.

- ▼ **Measure:** CRJU 3335 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 2

Students will be able to identify several historical and contemporary examples of legislative, executive, and judicial efforts to improve policing including training initiatives and research.

- ▼ **Measure:** CRJU 3335 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 3

Students will be able to analyze traditional and contemporary controversies in policing and discuss historical and contemporary efforts to resolve these issues.

- ▼ **Measure:** CRJU 3335 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 4

Students will be able to identify

- ▼ **Measure:** CRJU 3335 General Outcome 4 Measure 1
Direct - Student Artifact

and analyze the social consequences of public policy decisions and implementation related to the definition, detection, and control of crime as well as the effect these decisions have on police operations.

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 5

Students will be able to identify and evaluate the role of police officers and police administrators in the realm of homeland security operations and training.

- ▼ **Measure:** CRJU 3335 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 6

Students will be able to discuss and evaluate situations that cause physical, mental, and emotional distress in police personnel.

- ▼ **Measure:** CRJU 3335 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3335 Course Outcome 7

Students will be able to recognize and evaluate police corruption and its implications and solutions.

- ▼ **Measure:** CRJU 3335 General Outcome 7 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
CRJU 3340 Laws Arrest, Search & Seizure



2008-2009 Assessment Cycle

Assessment Plan

Outcomes and Measures

▼ CRJU 3340 Laws Arrest, Search & Seizure Outcome Set

Outcomes

CRJU 3340 Course Outcome 1

Define the requirements of a valid warrant and the exceptions thereto.

- ▼ **Measure:** CRJU 3340 General Outcome 1 Measure 1
Direct - Exam

Details/Description: Quizzes given throughout the semester.

Satisfactory Performance Standard: Passing grades on all quizzes.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3340 Course Outcome 2

Explain how the concept of reasonableness applies to the 4th amendment.

- ▼ **Measure:** CRJU 3340 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Projects and assignments throughout the semester.

Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3340 Course Outcome 3

Define and apply to specific circumstances the definition of probable cause.

- ▼ **Measure:** CRJU 3340 General Outcome 3 Measure 1
Direct - Exam

Details/Description: Quizzes given throughout the semester.

Satisfactory Performance Standard: Passing grades on all quizzes.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3340 Course Outcome 4

Define reasonable suspicion and apply to specific circumstances the definition of reasonable suspicion.

- ▼ **Measure:** CRJU 3340 General Outcome 4 Measure 1
Direct - Exam

Details/Description: Quizzes given throughout the semester.

Satisfactory Performance Standard: Passing grades on all quizzes.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3340 Course Outcome 5

Know the fundamental concepts of the law relating to interrogations and confessions.

- ▼ **Measure:** CRJU 3340 General Outcome 5 Measure 1
Direct - Exam

Details/Description: Exams given at mid-term and final.

Satisfactory Performance Standard: Passing grades on exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3340 Course Outcome 6

Know the fundamental concepts of the law relating to the right of counsel as set forth in the 6th amendment to the U.S. Constitution

- ▼ **Measure:** CRJU 3340 General Outcome 6 Measure 1
Direct - Exam

Details/Description: Exams given at mid-terms and finals.

Satisfactory Performance Standard: Passing grades on exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3340 Course Outcome 7

Have a fundamental understanding of the exclusionary rule.

- ▼ **Measure:** CRJU 3340 General Outcome 7 Measure 1
Direct - Student Artifact

Details/Description: Projects and assignments given throughout the semester.


Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 3360 Community-Based Corrections Outcome Set****Outcomes****CRJU 3360 Course Outcome 1**

To exhibit an understanding of community corrections and the state of corrections regarding probation, intermediate sanctions, and prisoner reentry.

- ▼ **Measure:** CRJU 3360 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Class assignments, discussions, and exams.

Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam and written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3360 Course Outcome 2

To exhibit an understanding of special issues of community corrections, pre-sentence investigations, and mandatory release.

- ▼ **Measure:** CRJU 3360 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Class discussions with outside field experts and exams.

Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam and written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3360 Course Outcome 3

To exhibit an understanding of practices, procedures, and objective knowledge of the personnel that constitute probation, release from prison, and other alternatives.

- ▼ **Measure:** CRJU 3360 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Class discussions with visits to facilities to compare and contrast textbook knowledge with onsite' experience.

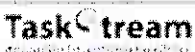
Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam and written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 3360 Community-Based Corrections Outcome Set****Outcomes****CRJU 3360 Course Outcome 1**

To exhibit an understanding of community corrections and the state of corrections regarding probation, intermediate sanctions, and prisoner reentry.

- ▼ **Measure:** CRJU 3360 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Class assignments, discussions, and exams.

Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam and written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3360 Course Outcome 2

To exhibit an understanding of special issues of community corrections, pre-sentence investigations, and mandatory release.

- ▼ **Measure:** CRJU 3360 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Class discussions with outside field experts and exams.

Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam and written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3360 Course Outcome 3

To exhibit an understanding of practices, procedures, and objective knowledge of the personnel that constitute probation, release from prison, and other alternatives.

- ▼ **Measure:** CRJU 3360 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Class discussions with visits to facilities to compare and contrast textbook knowledge with onsite experience.

Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam and written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan

Outcomes and Measures

▼ CRJU 3355 Analysis of Correctional Ops Outcome Set

Outcomes

CRJU 3355 Course Outcome 1

To exhibit an understanding of the practices of corrections today.

- ▼ **Measure:** CRJU 3355 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, and written assignments.

Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam, assignment, and short written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3355 Course Outcome 2

To recognize the effects of new sentencing laws on corrections, crime rates, and overall welfare of society.

- ▼ **Measure:** CRJU 3355 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Class discussions, exams, and written assignments from outside readings.

Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam, assignment, and short written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3355 Course Outcome 3

To understand the day-to-day life inside the prison system and how it affects inmates and staff.

- ▼ **Measure:** CRJU 3355 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Weekly discussions comparing the text and a book detailing the daily lives of offenders in a Federal Prison.


Satisfactory Performance Standard: Student's satisfactory performance will be based on a minimum grade of 70% on each exam, assignment, and short written assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
CRJU 3365 Licit and Illicit Drugs



2008-2009 Assessment Cycle

Assessment Plan

Outcomes and Measures

▼ CRJU 3365 Licit and Illicit Drugs Outcome Set

Outcomes

CRJU 3365 Course Outcome 1

Understand both the legal and medicinal, legal recreational and illegal street drugs and their effects upon the individual.

- ▼ **Measure:** CRJU 3365 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Three examinations will be given. One exam will cover subjects from chapters 1-6.

Satisfactory Performance Standard: 70% minimum expectations

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3365 Course Outcome 2

Recognize specialized techniques concerning drug investigations.

- ▼ **Measure:** CRJU 3365 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Second exam will cover subjects from chapters 7-12. A research paper is also required concerning this subject matter.

Satisfactory Performance Standard: 70% minimum expectations

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 3365 Course Outcome 3

Understand the legislation that applies directly to the prosecution and defense regarding drug cases.

- ▼ **Measure:** CRJU 3365 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Third exam will cover subjects from chapters 12-18.

Satisfactory Performance Standard: 70% minimum expectations

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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2009-2010 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 3370 Economic Crime****CRJU 3370 Economic Crime General Outcomes**

Upon successful completion of this course, students will be able to:

CRJU 3370 Economic Crime General Outcome 1

Define various types of economic crimes.

- ▼ **Measure:** CRJU 3370 General Outcome 1 Measure 1
Direct - Exam

Details/Description: Exams given throughout the semester, including a comprehensive midterm and final examination.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3370 Economic Crime General Outcome 2**

Explain how to effectively prosecute an economic crime.

- ▼ **Measure:** CRJU 3370 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Class projects at the instructors discretion.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3370 Economic Crime General Outcome 3**

Develop an understanding of the effectiveness of law enforcement and the advancement of technology.

- ▼ **Measure:** CRJU 3370 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Classroom discussions.**Satisfactory Performance Standard:** Regular attendance and participation**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 3370 Economic Crime General Outcome 4**

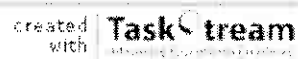
Explain theories of causation.

- ▼ **Measure:** CRJU 3370 General Outcome 4 Measure 1
Direct - Exam

Details/Description: Exams throughout the semester, including a comprehensive midterm and final examination.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):**

Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 4405 Terrorism Outcome Set****Outcomes****CRJU 4405 Course Outcome 1**

Define and discuss the concept of terrorism and the problem of definition.

- ▼ **Measure:** CRJU 4405 General Outcome 1 Measure 1
Direct - Exam

Details/Description: Four exams to be administered throughout the semester, including a comprehensive mid-term and final.

Satisfactory Performance Standard: Passing grades on all exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4405 Course Outcome 2

Demonstrate knowledge of the historical and philosophical antecedents of political violence and an understanding of the new threat of contemporary terrorism.

- ▼ **Measure:** CRJU 4405 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Assignments given throughout the semester at the instructors discretion.

Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4405 Course Outcome 3

CRJU 4405 General Outcome 3View Detail
Identify the causes, influences, and purpose of domestic, transnational, and international terrorism and the different typologies of terrorism.

- ▼ **Measure:** CRJU 4405 General Outcome 3 Measure 1
Direct - Exam

Details/Description: Four exams to be administered throughout the semester, including a comprehensive mid-term and final.

Satisfactory Performance Standard: Passing grades on all exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4405 Course Outcome 4

Discuss violence against the state and by the state.

- ▼ **Measure:** CRJU 4405 General Outcome 4 Measure 1
Direct - Student Artifact

Details/Description: Classroom discussions.

Satisfactory Performance Standard: Regular and active participation in class discussions.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4405 Course Outcome 5

Demonstrate knowledge of the different terrorist groups by regions of the world, their organizational structures, tactics and financing.

- ▼ **Measure:** CRJU 4405 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: A term paper to be worked on throughout the semester and turned in at the end of term.

Satisfactory Performance Standard: A passing grade on the students term paper.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4405 Course Outcome 6

Explore counterterrorism responses and solutions and assess future trends in terrorism.

- ▼ **Measure:** CRJU 4405 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Assignments to be given throughout the semester at the instructors discretion.

Satisfactory Performance Standard: Passing grades on all assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Last Modified: 12/24/2009 11:57:21 AM EST

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Assessing Instructional Performance

2009-2010 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 4410 Research in Crim Justice Outcome Set****Outcomes****CRJU 4410 Course Outcome 1**

To develop and recognize the fundamentals of social science inquiry, the link between theory, research, and causation.

- ▼ **Measure:** CRJU 4410 General Outcome 1 Measure 1
Direct - Exam

Details/Description: Quantitative tests containing short answer, multiple choice, and true/false questions.

Satisfactory Performance Standard: Passing grades on all exams.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4410 Course Outcome 2

To recognize and incorporate different approaches to research design, which includes experiments, quasi-experimental design, survey research, case studies, field research, content analysis, and secondary analysis.

- ▼ **Measure:** CRJU 4410 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Write a research proposal incorporating literature review, design, ethical considerations and limitations.

Satisfactory Performance Standard: Passing grades on the students research proposal in addition to meeting all deadlines given by the professor.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4410 Course Outcome 3

To identify the ethical considerations in conducting research.

- ▼ **Measure:** CRJU 4410 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Write a research proposal incorporating literature review, design, ethical considerations and limitations.

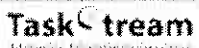
Satisfactory Performance Standard: Passing grades on the students research proposal in addition to meeting all deadlines given by the professor.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Last Modified: 12/24/2009 12:03:07 PM EST

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Assessment, Collaboration, and Reporting

2009-2010 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 4411 Field Practicum****CRJU 4411 Field Practicum General Outcomes**

Upon successful completion of this course, students will be able to:

CRJU 4411 Field Practicum General Outcome 1

Achieve firsthand knowledge of criminal justice agencies, their management operations, and the neighborhood forces that influence their structure and procedures.

- ▼ **Measure:** CRJU 4411 General Outcome 1 Measure 1
Direct - Other

Details/Description: Students are required to participate with a local Criminal Justice agency as an intern. Through this job shadowing experience, they are able to learn about their chosen area of interest through first hand experience.

Satisfactory Performance Standard: Hours completed with the agency of their choice, signed by a supervisor and turned into the field practicum instructor.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4411 Field Practicum General Outcome 2

Combine and implement theories and other information gained in related courses with the practical experience afforded by the field placement.

- ▼ **Measure:** CRJU 4411 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: A written report of the students experience while interning, to be completed and turned into the field practicum instructor.

Satisfactory Performance Standard: A minimum of 70%

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4411 Field Practicum General Outcome 3

Enhance techniques and abilities that are used in criminal justice agencies, such as observation; organization; and effective communication, listening, and interviewing skills.

- ▼ **Measure:** CRJU 4411 General Outcome 3 Measure 1
Direct - Other

Details/Description: The student will be required to use their knowledge of the Criminal Justice system in the agency they choose to job shadow.

Satisfactory Performance Standard: Completion of internship hours

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4411 Field Practicum General Outcome 4

Develop self-awareness of their values and attitudes toward citizens, the criminal justice system, and the community at

- ▼ **Measure:** CRJU 4411 General Outcome 4 Measure 1
Direct - Other

Details/Description: The student will be required to use their knowledge of the Criminal Justice system in the agency they choose to job shadow.

large.

Satisfactory Performance Standard: Completion of internship hours

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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enhancing the classroom experience

2009-2010 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 4415 Community Policing****CRJU 4415 Community Policing General Outcomes**

Upon successful completion of this course, students will be able to:

CRJU 4415 Community Policing General Outcome 1

Describe the historical development of community policing practices and philosophies.

- ▼ **Measure:** CRJU 4415 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Writing exercises throughout the semester at the instructors discretion.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 4415 Community Policing General Outcome 2**

Identify and define a variety of key concepts and terms associated with the community policing concept.

- ▼ **Measure:** CRJU 4415 General Outcome 2 Measure 1
Direct - Exam

Details/Description: Exams given throughout the semester, including a comprehensive midterm and final examination.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 4415 Community Policing General Outcome 3**

Identify and describe the primary similarities and differences between traditional policing philosophies and community-oriented policing philosophies.

- ▼ **Measure:** CRJU 4415 General Outcome 3 Measure 1
Direct - Exam

Details/Description: Exams given throughout the semester, including a comprehensive midterm and final examination.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:****Implementation Plan (timeline):****Key/Responsible Personnel:****CRJU 4415 Community Policing General Outcome 4**

Identify the individuals most strongly associated with the development of community policing and will be able to describe their contributions.

- ▼ **Measure:** CRJU 4415 General Outcome 4 Measure 1
Direct - Exam

Details/Description: Exams given throughout the semester, including a comprehensive midterm and final examination.**Satisfactory Performance Standard:** A minimum of 70%**Ideal Target:**

Implementation Plan (timeline):**Key/Responsible Personnel:****CRJU 4415 Community Policing General Outcome 5**

Compare and contrast how various advocates of community policing explain the origin of criminal behavior and the best approach for reducing criminal offending.

- ▼ **Measure:** CRJU 4415 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Classroom discussion

Satisfactory Performance Standard: Regular attendance and participation

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4415 Community Policing General Outcome 6

Critically evaluate the policing philosophies that existed prior to community policing by identifying and describing their weaknesses.

- ▼ **Measure:** CRJU 4415 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: A written term paper, given at the instructors discretion.

Satisfactory Performance Standard: A minimum of 70%

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

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Assessment & Quality Improvement

2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures**▼ **CRJU 4420 Legal Research Outcome Set****Outcomes****CRJU 4420 Course Outcome 1**

Students will be able to utilize skills in legal research areas relevant to the undergraduate experience and preparatory to graduate or professional school classes.

- ▼ **Measure:** CRJU 4420 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Series of research assignments/quizzes that require students to use research skills to answer specific questions relevant to the criminal justice field and changing legal implications.

Satisfactory Performance Standard: Students will complete the assignment/quiz with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4420 Course Outcome 2

Students will be able to utilize knowledge of statutory and administrative processes.

- ▼ **Measure:** CRJU 4420 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Series of research assignments/quizzes that require students to use research skills to answer specific questions concerning procedural and administrative considerations.

Satisfactory Performance Standard: Students will complete the assignment/quiz with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4420 Course Outcome 3

Students will be able to demonstrate knowledge of the appellate decision process and an understanding of the importance of case law in the American legal system.

- ▼ **Measure:** CRJU 4420 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Series of research assignments/quizzes that require students to use research skills to respond to specific scenarios and/or questions concerning appellate procedure and precedents.

Satisfactory Performance Standard: Students will complete the assignment/quiz with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4420 Course Outcome 4

Students will be able to utilize

- ▼ **Measure:** CRJU 4420 General Outcome 4 Measure 1
Direct - Student Artifact

knowledge of specialized research sources, including specialty reporters, loose-leaf services, computer databases, and information available on the Internet and World Wide Web.

Details/Description: Research assignments/quizzes that will require students to use these specific resources to answer specific questions about a scenario and/or research plan.

Satisfactory Performance Standard: Students will complete the assignment/quiz with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4420 Course Outcome 5

Students will be able to prepare a research plan that demonstrates strategic and effective use of secondary and primary sources as well as mandatory and persuasive authority.

- ▼ **Measure:** CRJU 4420 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Research problem that requires a submission of a research plan that adequately outlines what legal resources to use and why.

Satisfactory Performance Standard: Students will complete the assignment/quiz with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4420 Course Outcome 6

Students will discuss the economics of research, including how to make cost effective decisions about when to use print and on-line sources.

- ▼ **Measure:** CRJU 4420 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Quiz or in class assignment based on conducting cost-effective research.

Satisfactory Performance Standard: Students will complete the assignment/quiz with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4420 Course Outcome 7

Students will be able to demonstrate how to research non-legal sources, because in the end most cases will turn on a command of the facts as well as the law.

- ▼ **Measure:** CRJU 4420 General Outcome 7 Measure 1
Direct - Student Artifact

Details/Description: Research assignments/paper requiring students to build an argument based on the facts of the case.

Satisfactory Performance Standard: Students will complete the assignment/quiz with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4420 Course Outcome 8

Students will utilize skills in the process of legal writing and an ability to present a high quality work product in a clear, well organized format.

- ▼ **Measure:** CRJU 4420 General Outcome 8 Measure 1
Direct - Student Artifact

Details/Description: Research paper requiring students to use both legal research and the facts to build an argument for or against an issue.

Satisfactory Performance Standard: Students will complete the assignment with a passing grade.

Ideal Target:

Implementation Plan (timeline):
Key/Responsible Personnel:

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2008-2009 Assessment Cycle

Assessment Plan**Outcomes and Measures****▼ CRJU 4425 Eval of Crim Justice System Outcome Set****Outcomes****CRJU 4425 Course Outcome 1**

Describe the inherent problems associated with the criminal justice system and state regulation of criminal behavior.

- ▼ **Measure:** CRJU 4425 General Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4425 Course Outcome 2

Identify several historical and contemporary examples of legislative, executive, and judicial efforts to control moral behavior as well as the successes or failures associated with these efforts.

- ▼ **Measure:** CRJU 4425 General Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4425 Course Outcome 3

Analyze traditional and contemporary controversies in criminal justice and discuss government efforts to resolve these issues.

- ▼ **Measure:** CRJU 4425 General Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4425 Course Outcome 4

Identify and describe the various

- ▼ **Measure:** CRJU 4425 General Outcome 4 Measure 1
Direct - Student Artifact

arguments for and against legalizing certain so called 'victimless' crimes such as prostitution and gambling.

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4425 Course Outcome 5

Describe and discuss the various purposes of punishments and how they have been utilized in the criminal justice system historically and contemporarily.

- ▼ **Measure:** CRJU 4425 General Outcome 5 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4425 Course Outcome 6

Identify and analyze the social consequences of public policy decisions and implementation related to the definition, detection, and control of crime and criminal offenders as well as the effect these decisions have on the judicial system.

- ▼ **Measure:** CRJU 4425 General Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4425 Course Outcome 7

Identify and evaluate alternatives to criminal justice policies and procedures including but not limited to the court system, corrections, and crime prevention.

- ▼ **Measure:** CRJU 4425 General Outcome 7 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

CRJU 4425 Course Outcome 8

Identify a number of critical issues facing the criminal justice system as well as suggest means by which these obstacles

- ▼ **Measure:** CRJU 4425 General Outcome 8 Measure 1
Direct - Student Artifact

Details/Description: Written assignments and/or formal class discussions and/or a combination of research paper/PowerPoint presentation and/or a combination objective/short answer/essay examination.

might best be overcome.

Satisfactory Performance Standard: Complete the assignment, PowerPoint, and/or research paper with a passing grade.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Last Modified: 12/24/2009 12:54:48 PM EST

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Pre-test Scores

Term	Spring 2005		Fall 2005			Spring 2006		Fall 2006			Fall 2007		Spring 2008
Scores out of a possible 100%	18	38	16	34	40	18	40	24	34	44	20	36	20
	26	38	18	34	40	24	40	24	34	46	20	36	24
	26	38	18	34	40	26	40	26	34	46	20	36	26
	26	38	24	34	42	26	40	26	34	46	22	36	26
	28	38	24	34	42	28	42	28	34	48	22	36	28
	28	38	24	34	42	28	42	28	34	48	24	36	32
	28	38	24	34	42	28	42	28	36	48	24	36	32
	28	40	26	34	42	28	42	28	36	48	24	36	34
	30	40	28	34	42	28	44	28	36	50	26	36	36
	30	40	28	34	42	28	44	28	36	50	28	36	36
	30	40	28	34	42	30	44	28	36	50	28	36	36
	30	40	28	34	42	30	44	28	36	52	28	38	38
	32	40	28	36	42	30	44	28	36	54	28	38	38
	32	42	28	36	42	30	46	30	36	56	28	38	40
	32	42	28	36	42	32	46	30	36	56	28	38	44
	32	42	28	36	42	32	46	30	36	76	30	38	44
	32	42	28	36	42	32	46	30	38		30	38	44
	32	42	28	36	44	32	46	30	38		30	38	46
	34	42	28	36	44	32	46	30	38		30	40	60
	34	44	28	36	44	34	46	30	38		30	40	
	34	44	30	36	44	34	46	30	38		30	40	
	34	44	30	36	44	34	46	30	38		30	40	
	34	44	30	36	44	34	48	32	38		30	42	
	34	44	30	36	44	34	48	32	38		30	42	
	34	46	30	36	46	34	48	32	38		30	44	
	34	46	30	36	46	34	50	32	38		30	44	
	34	46	30	38	48	34	50	32	40		32	44	
	34	46	30	38	48	34	56	32	40		32	46	
	34	46	30	38	48	36	56	32	40		32	50	
	34	48	30	38	48	36	58	32	40		32	56	
	36	48	32	38	50	36		32	40		32	68	
	36	48	32	38	50	36		32	40		34		
36	48	32	38	50	36		32	40		34			
36	50	32	38	50	36		34	40		34			
36	50	32	38	52	36		34	40		34			
36	52	32	38	56	36		34	42		34			
36	52	32	38	56	38		34	42		34			
36	52	32	40		38		34	42		34			
36	54	32	40		38		34	44		34			
36	54	32	40		38		34	44		36			
36	56	32	40		38		34	44		36			
38	58	34	40		38		34	44		36			
38		34	40		40		34	44		36			
Average	37.65		36.4			38		37.4			35		36

Exit Exam Scores

Term	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
	30		40	44	42	40	52
	34		42	50	44	40	58
	42		42	52	44	46	60
	46		44	53	50	48	66
	50		50	54	50	52	68
	52		56	56	52	54	78
	56		58	64	52	54	
	56		62	68	54	58	
	56		66	68	54	58	
	56		66	70	60	60	
	60		68	72	62	62	
	60		68	76	64	66	
	60		70		64	66	
	62		74		66	66	
	62		78		66	66	
	64				72	66	
	64					68	
	64				72		
	64				74		
	66				78		
	66						
	66						
	68						
	68						
	72						
	74						
	76						
Average	59	59	61	56.4	59.8	63.6	66.4

Scores are out of a possible 100%

Student Internship Evaluation

Please mail or fax to :

Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name _____

Agency PD Philippi

Address 115 Church Street, Philippi, WV 26416

Semester: Fall (Year _____) Spring (Year _____) Summer (Year 07)

Evaluator: Print Name W. Mitch Payne Title Chief of Police
Signature [Signature]

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	<u>5+</u>	4	3	2	1	N/A
General Attitude	<u>5+</u>	4	3	2	1	N/A
Interest	<u>5+</u>	4	3	2	1	N/A
Relations with Others	<u>5+</u>	4	3	2	1	N/A
Accepting Responsibility	<u>5+</u>	4	3	2	1	N/A
Punctuality	<u>5+</u>	4	3	2	1	N/A
Report Writing	<u>5+</u>	4	3	2	1	N/A
Potentiality	<u>5+</u>	4	3	2	1	N/A
General Conduct	<u>5+</u>	4	3	2	1	N/A

Comments Excellent student! Has the ability to create a great working environment with others.



Please mail or fax to :

Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student Name _____

Agency Maries County Sheriff's Department

Address PO Box 1348 Fairmont, WV

Student: Fall (Year _____) Spring (Year _____) Summer (Year 2002)

Evaluator: Print Name Doris James Title Detective Sergeant
Signature [Signature]

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	(3)	4	3	2	1	N/A
General Attitude	(4)	4	3	2	1	N/A
Interest + (6)	5	4	3	2	1	N/A
Relations with Others	(3)	4	3	2	1	N/A
Accepting Responsibility	(5)	4	3	2	1	N/A
Punctuality	(4)	4	3	2	1	N/A
Report Writing	(5)	4	3	2	1	N/A
Potentiality	(3)	4	3	2	1	N/A
General Conduct	(3)	4	3	2	1	N/A

Comments ... test notes like no other interns before
him. He was extremely attentive and greatly
interested in all aspects of our work. He will
make a good cop some day. I've encouraged him
to fill out an application and take our test. It
would be great to have him in our department

[Signature]

Student Internship Evaluation

Please mail or fax to: **Dr. Deanna Shields, Ph.D.**
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name _____

Agency Casteel & Poling, PLLC

Address PO Box 26, Kingwood, WV 26537

Semester Fall (Year _____) Spring (Year _____) Summer (Year 2007)

Evaluator: Print Name Chaelyn Casteel Title Partner/President
Signature Chaelyn Casteel

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	<u>5</u>	4	3	2	1	N/A
General Attitude	<u>5</u>	4	3	2	1	N/A
Interest	<u>5</u>	4	3	2	1	N/A
Relations with Others	<u>5</u>	4	3	2	1	N/A
Accepting Responsibility	<u>5</u>	4	3	2	1	N/A
Punctuality	<u>5</u>	4	3	2	1	N/A
Report Writing	5	<u>4</u>	3	2	1	N/A
Potentiality	5	<u>4</u>	3	2	1	N/A
General Conduct	<u>5</u>	4	3	2	1	N/A

48/52 = 9.6

Comments _____ has been a valuable asset
to our team. She has been instrumental in
trial preparations for numerous cases and has
been an integral part in performing necessary research
and investigative tasks. She shows great initiative
in completing assigned tasks, often going "above and
beyond" to the benefit of our firm. It has been
my pleasure to supervise her.

PERFORMANCE EVALUATION

Please mail or fax to : **Dr. Deanna Shields, Ph.D.**
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name _____

Agency Fairmont Police Dept

Address 500 Quincy St Fairmont, WV 26554

Semester Fall (Year _____) Spring (Year _____) Summer (Year 07)

Evaluator: Print Name A. B. Carr Title patrolman

Signature A. B. Carr

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	(5)	4	3	2	1	N/A
General Attitude	(5)	4	3	2	1	N/A
Interest	(5)	4	3	2	1	N/A
Relations with Others	(5)	4	3	2	1	N/A
Accepting Responsibility	(5)	4	3	2	1	N/A
Punctuality	(5)	4	3	2	1	N/A
Report Writing	5	4	3	2	1	(N/A)
Potentiality	(5)	4	3	2	1	N/A
General Conduct	(5)	4	3	2	1	N/A

45/45=10

Comments Excellent professionalism and strong interest in learning police
duties.

Student Internship Evaluation

Please mail or fax to :

**Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785**

Student's Name _____

Agency WV State Parole

Address 215 West Main Street, CLARKSBURG
26301

Semester Fall (Year _____) Spring (Year 07) Summer (Year 07)

Evaluator: Print Name Robert Arnold Title Regional Director

Signature [Signature]

Please evaluate the student by circling the appropriate number using the scale below:

Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	<u>5</u>	4	3	2	1	N/A
General Attitude	<u>5</u>	4	3	2	1	N/A
Interest	<u>5</u>	4	3	2	1	N/A
Relations with Others	<u>5</u>	4	3	2	1	N/A
Accepting Responsibility	<u>5</u>	4	3	2	1	N/A
Punctuality	<u>5</u>	4	3	2	1	N/A
Report Writing	<u>5</u>	4	3	2	1	N/A
Potentiality	<u>5</u>	4	3	2	1	N/A
General Conduct	<u>5</u>	4	3	2	1	N/A

Comments

was an excellent intern
who should go very far in the CJ system.

Student Internship Evaluation

Please mail or fax to :
Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name

Agency Department of Homeland Security

Address Bldg 410, 245 Murray Lane SW, Washington, DC 20528

Semester Fall (Year _____) Spring (Year _____) Summer (Year 2007)

Evaluator: Print Name Jeffrey Murray Title Branch Chief

Signature 

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	5	4	3	2	1	N/A
General Attitude	5	4	3	2	1	N/A
Interest	5	4	3	2	1	N/A
Relations with Others	5	4	3	2	1	N/A
Accepting Responsibility	5	4	3	2	1	N/A
Punctuality	5	4	3	2	1	N/A
Report Writing	5	4	3	2	1	N/A
Potentiality	5	4	3	2	1	N/A
General Conduct	5	4	3	2	1	N/A

Comments: was a valuable addition to our team and I would seriously consider hiring him for a position on our staff. His personality, work ethic, and professionalism were an example to his peers. I would strongly recommend he be provided the highest rating possible. 5

$$\frac{47}{50} = \frac{x}{10} = 9.4$$

Student Internship Evaluation

Please mail or fax to :
Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name _____

Agency Rape and Domestic Violence Information Center

Address 588 Wades Run Rd. Martinsburg, WV 2650

Semester Fall (Year ___) Spring (Year ___) Summer (Year)

Evaluator: Print Name LORRAINE PRITCHARD Title counselor / shelter supervisor
Signature Lorraine Pritchard

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	5	4	3	2	1	N/A
General Attitude	5	4	3	2	1	N/A
Interest	5	4	3	2	1	N/A
Relations with Others	5	4	3	2	1	N/A
Accepting Responsibility	5	4	3	2	1	N/A
Punctuality	5	4	3	2	1	N/A
Report Writing	5	4	3	2	1	N/A
Potentiality	5	4	3	2	1	N/A
General Conduct	5	4	3	2	1	N/A

49/50 = 98

Comments has done an excellent job here at RDVIC.
I found her to be very dependable. She is willing
to take on any task that is needed. She works
well with our clients doing crisis counseling,
crisis advocacy & transportation. I appreciate how well
she does her job & she is an asset to our agency.

292-5100

Student Internship Evaluation

Please mail or fax to :

Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26534
FAX: (304)367-4785

Student Name _____

Agency WURJCA - NCJ

Address #1 Lois Lane Greenwood WV 26445

Semester Fall (Year _____) Spring (Year _____) Summer (Year _____) 07

Evaluator: Print Name R.L. ELDER Title Chief Correctional Officer
Signature [Signature]

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	5	4	<u>3</u>	2	1	N/A
General Attitude	5	4	3	<u>2</u>	1	N/A
Interest	5	4	3	2	<u>1</u>	N/A
Relations with Others	5	4	3	<u>2</u>	1	N/A
Accepting Responsibility	5	4	3	2	<u>1</u>	N/A
Punctuality	5	4	3	2	1	N/A
Report Writing	5	4	3	2	<u>1</u>	N/A
Potentiality	5	4	3	2	<u>1</u>	N/A
General Conduct	5	4	3	<u>2</u>	1	N/A

$\frac{14}{50} = \frac{14}{10}$

2.8

Comments Takes shortcuts Relative to Security
MEASURE.
HAS A VERY CASUAL Attitude
HAS Received NUMEROUS Disciplinary Actions
NO Commitment, Loyalty or Integrity

Student Internship Evaluation

Please mail or fax to :

**Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785**

Student's Name _____

Agency Randolph Co Sheriff's Dept

Address PO Box 1338 Elkins WV 26241

Semester Fall (Year _____) Spring (Year _____) Summer (Year 2007)

Evaluator: Print Name Deputy Mike Dyer Title Deputy
Signature Deputy Mike Dyer

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	<u>5</u>	4	3	2	1	N/A
General Attitude	<u>5</u>	4	3	2	1	N/A
Interest	<u>5</u>	4	3	2	1	N/A
Relations with Others	<u>5</u>	4	3	2	1	N/A
Accepting Responsibility	<u>5</u>	4	3	2	1	N/A
Punctuality	<u>5</u>	4	3	2	1	N/A
Report Writing	<u>5</u>	4	3	2	1	N/A
Potentiality	<u>5</u>	4	3	2	1	N/A
General Conduct	<u>5</u>	4	3	2	1	N/A

Comments _____

49/50 98

Student Internship Evaluation

Please mail or fax to :

Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name _____

Agency

Nicholas Co. Sheriff's

Address

700 Main St. Suite 3 Summersville WV 26657

Semester

Fall (Year _____) Spring (Year _____) Summer (Year 07)

Evaluator:

Print Name

Dw Planner

Title

Chief Deputy

Signature

[Signature]

Please evaluate the student by circling the appropriate number using the scale below:
Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	5	4	3	2	1	N/A
General Attitude	5	4	3	2	1	N/A
Interest	5	4	3	2	1	N/A
Relations with Others	5	4	3	2	1	N/A
Accepting Responsibility	5	4	3	2	1	N/A
Punctuality	5	4	3	2	1	N/A
Report Writing	5	4	3	2	1	N/A
Potentiality	5	4	3	2	1	N/A
General Conduct	5	4	3	2	1	N/A

30/50 = $\frac{3}{10} \times 10 = 6$
+ 1 differential

Comments _____

Student Internship Evaluation

Please mail or fax to :
Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name _____

Agency National Biometric Security Project

Address 150 Clay St. Suite 350, Mtn WV

Semester Fall (Year _____) Spring (Year _____) Summer (Year 2007)

Evaluator: Print Name Valerie Graves Title Managing Director
 Signature Valerie Graves

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	5	<u>4</u>	3	2	1	N/A
General Attitude	5	<u>4</u>	3	2	1	N/A
Interest	5	<u>4</u>	3	2	1	N/A
Relations with Others	5	<u>4</u>	3	2	1	N/A
Accepting Responsibility	5	<u>4</u>	3	2	1	N/A
Punctuality	5	<u>4</u>	3	2	1	N/A
Report Writing	5	<u>4</u>	3	2	1	N/A
Potentiality	5	<u>4</u>	3	2	1	N/A
General Conduct	5	<u>4</u>	3	2	1	N/A

Comments _____

36/50 = 7.2

Student Internship Evaluation

Please mail or fax to : **Dr. Deanna Shields, Ph.D.**
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
FAX: (304)367-4785

Student's Name _____

Agency Marion County Prosecuting Attorney's Office

Address 213 Jackson Street, Fairmont WV 26554

Semester Fall (Year _____) Spring (Year _____) Summer (Year 2007)

Evaluator: Print Name Kim Hawkins Title Administrative Assistant
 Signature Kim Hawkins

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	<u>5</u>	4	3	2	1	N/A
General Attitude	<u>5</u>	4	3	2	1	N/A
Interest	<u>5</u>	4	3	2	1	N/A
Relations with Others	<u>5</u>	4	3	2	1	N/A
Accepting Responsibility	<u>5</u>	4	3	2	1	N/A
Punctuality	<u>5</u>	4	3	2	1	N/A
Report Writing	5	4	3	2	1	<u>N/A</u>
Potentiality	<u>5</u>	4	3	2	1	N/A
General Conduct	<u>5</u>	4	3,	2	1	N/A

Comments: ... did a wonderful job at the Prosecutors office this summer. Our office is exceptionally busy and jumped right in to help. She learned very quickly in a very demanding atmosphere. She worked one-on-one with the Prosecutors helping with Trial Notebooks and hearings. She performed in a very professional and friendly manner. There was nothing in this office that she couldn't do, which was wonderful. She is a very bright young lady and has great potential in the Criminal Justice program.

Student Internship Evaluation

Please mail or fax to:

Dr. Deanna Shields, Ph.D.
Criminal Justice Program
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26354
FAX: (304)367-4785

Student's Name _____

Agency DNR LAW ENFORCEMENT

Address Box 167 ELKINS WV 26241

Semester Fall (Year _____) Spring (Year _____) Summer (Year 2007)

Evaluator: Print Name RAY MEARNS Title CONSERVATION OFFICER CPL
 Signature Ray Mearns

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	(5)	4	3	2	1	N/A
General Attitude	(5)	4	3	2	1	N/A
Interest	(5)	4	3	2	1	N/A
Relations with Others	5	(4)	3	2	1	N/A
Accepting Responsibility	5	(4)	3	2	1	N/A
Punctuality	(5)	4	3	2	1	N/A
Report Writing	5	(4)	3	2	1	N/A
Potentiality	(5)	4	3	2	1	N/A
General Conduct	(5)	4	3	2	1	N/A

$47/50 = \frac{47}{10} = 9.4$

Comments IN MY YEARS AS A CONSERVATION OFFICER AND MY ASSOCIATION WITH THE 12 OR SO UNITS THAT I HAVE DEAL WITH I THINK IS THE MOST POSITIVE ONE YET. I BELIEVE SHE WAS TRULY INTERESTED IN THE JOB AS A CAREER. SHE ASK A LOT OF QUESTIONS AND WENT OVER THE REPORTS AND PAPER WORK THAT WE HAVE. SHE WAS WITH ME ON SEVERAL COMPLAINTS THAT I ANSWERED AND SHE GOT ALONG GOOD WITH THE PUBLIC. I BELIEVE SHE WOULD BE A GOOD CANDIDATE FOR A CAREER AS A CONSERVATION OFFICER.

Fairmont State College
 Department of Criminal Justice
 Fairmont, WV 26554

(304) 367-4775 Fax 367-4785

Student Field Practicum Evaluation

Student's Name _____

Agency MARION COUNTY PROBATION

Address JACOBS BUILDING 314 MONROE ST. FAIRMONT WV 26554

Semester _____ Fall (Year _____) _____ Spring (Year _____) Summer (Year 06)

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent = 5 Above Average = 4 Average = 3 Below Average = 2 Poor = 1 Unknown = 0

Appearance	(5)	4	3	2	1	0
General Attitude	(5)	4	3	2	2	0
Interest	(5)	4	3	2	1	0
Relations with Others	(5)	4	3	2	1	0
Accepting Responsibility	(5)	4	3	2	1	0
Punctuality	(5)	4	3	2	1	0
Report Writing	(5)	4	3	2	1	0
Potentiality	(5)	4	3	2	1	0
General Conduct	(5)	4	3	2	1	0

Comments: HAS GREAT SENSES FOR THIS FIELD. SHE HAS GOOD "GUT REACTIONS." SHE WAS THE FIRST ONE IN THE OFFICE EVERY DAY. SHE ALWAYS WANTED TO DO SOMETHING NEW. SHE HAS A GREAT SENSE OF HUMOR, AND THE ABILITY TO INTERACT. I REALLY ADMIRE HER ABILITY TO GRADUATE EARLY AS A SINGLE MOTHER, AND A NON-TRADITIONAL STUDENT. SHE WILL PROBABLY DO HER BEST WORK IN A COUNSELING CAPACITY.

Rated by: Signature [Signature]

Title PROBATION OFFICER

Fairmont State College
Department of Criminal Justice
Fairmont, WV 26554
(304) 367-4775

Student Field Practicum Evaluation

Student's Name _____

Agency U.S.M.S.

Address 500 W. PIKE ST. CLARKSBURG, WV 26301

Semester Fall (Year 05) Spring (Year _____) Summer (Year _____)

Please evaluate the student by circling the appropriate number using the scale below:
Excellent = 5 Above Average = 4 Average = 3 Below Average = 2 Poor = 1 Unknown = 0

Appearance	5	4	3	2	1	0
General Attitude	5	4	3	2	1	0
Interest	5	4	3	2	1	0
Relations with Others	5	4	3	2	1	0
Accepting Responsibility	5	4	3	2	1	0
Punctuality	5	4	3	2	1	0
Report Writing	5	4	3	2	1	0
Potentiality	5	4	3	2	1	0
General Conduct	5	4	3	2	1	0

Comments:

Rated by: Signature [Signature] Title Justice Secretary Supervisor

Fairmont State College
Department of Criminal Justice
Fairmont, WV 26554
(304) 367-4775

Student Field Practicum Evaluation

Student's Name _____

Agency NASA IV&V Facility

Address 100 University Dr Fairmont WV 26554

Semester Fall (Year 05) Spring (Year _____) Summer (Year _____)

Please evaluate the student by circling the appropriate number using the scale below:
Excellent = 5 Above Average = 4 Average = 3 Below Average = 2 Poor = 1 Unknown = 0

Appearance	(5)	4	3	2	1	0
General Attitude	(5)	4	3	2	2	0
Interest	5	(4)	3	2	1	0
Relations with Others		(5)	4	3	2	1 0
Accepting Responsibility	5	(4)	3	2	1	0
Punctuality	(5)	4	3	2	1	0
Report Writing	(5)	4	3	2	1	0
Potentiality	(5)	4	3	2	1	0
General Conduct	(5)	4	3	" 2	1	0

Comments:

Deanna Shields,

It has been a pleasure to work with
he is a true asset to the NASA Security Team.
Should he choose to pursue a full time position after
completing his schooling, I would be happy to sign him on.

Security F. Sitas

**Fairmont State College
Department of Criminal Justice
Fairmont, WV 26554
(304) 367-4775**

Student Field Practicum Evaluation

Student's Name _____

Agency MALDEN COUNTY PROBATION

Address 314 MONROE ST.

Semester Fall (Year 2005) Spring (Year _____) Summer (Year _____)

Please evaluate the student by circling the appropriate number using the scale below:
Excellent = 5 Above Average = 4 Average = 3 Below Average = 2 Poor = 1 Unknown = 0

Appearance	<u>5</u>	4	3	2	1	0
General Attitude	<u>5</u>	4	3	2	2	0
Interest	<u>5</u>	4	3	2	1	0
Relations with Others		<u>5</u>	4	3	2	1 0
Accepting Responsibility	<u>5</u>	4	3	2	1	0
Punctuality	<u>5</u>	4	3	2	1	0
Report Writing	<u>5</u>	4	3	2	1	0
Potentiality	<u>5</u>	4	3	2	1	0
General Conduct	<u>5</u>	4	3	2	1	0

Comments: DEAR DR. SHIELDS, AS YOU CAN SEE WE THOROUGHLY ENJOYED HAVING AROUND. I AM CERTAIN THAT ANYONE ELSE WHO WOULD FILL OUT THIS EVALUATION WOULD GIVE THE SAME HIGH MARKS. SHE WOULD BE AT THE TOP OF OUR LIST FOR EMPLOYMENT IN THE 16TH JUDICIAL CIRCUIT. TO ADD TO THE OTHER CATAGORIES, I WOULD INCLUDE A 5 IN THE AREAS OF MATUELTY, AND THE ABILITY TO DIAGNOSE PROBLEMS AND SEE THROUGH THESE PEOPLE WE WORK WITH. SHE IS DEFINITELY NOT NIEVE. WE WILL MISS THIS INTERN AND I HOPE SHE ENJOYED BEING AROUND US AS MUCH AS WE ENJOYED HER. SHE WILL BE AN ASSET TO ANY AGENCY.

SINCERELY
D. P. [Signature]

**Fairmont State College
Department of Criminal Justice
Fairmont, WV 26554
(304) 367-4775**

Student Field Practicum Evaluation

Student's Name _____

Agency Marion County Prosecutor's Office

Address Marion County Courthouse, Fairmont WV

Semester Fall (Year 2005) _____ Spring (Year _____) _____ Summer (Year _____)

Please evaluate the student by circling the appropriate number using the scale below:
Excellent = 5 Above Average = 4 Average = 3 Below Average = 2 Poor = 1 Unknown = 0

Appearance	5	4	<u>3</u>	2	1	0
General Attitude	<u>5</u>	4	3	2	2	0
Interest	<u>5</u>	4	3	2	1	0
Relations with Others	<u>5</u>	4	3	2	1	0
Accepting Responsibility	<u>5</u>	4	3	2	1	0
Punctuality	<u>5</u>	4	3	2	1	0
Report Writing <u>N/A</u>	5	4	3	2	1	0
Potentiality	<u>5</u>	4	3,,	2	1	0
General Conduct	<u>5</u>	4	3	2	1	0

Comments:

Very good with computer. Has helped us a great deal with case organization & case management. Also has helped Vict. Adv. w/ document production extensively.

Rated by: Signature Karen Hamilton Title Victim Advocate

Fairmont State College
Department of Criminal Justice
Fairmont, WV 26554
(304) 367-4775

Student Field Practicum Evaluation

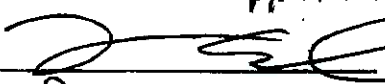
Student's Name _____
 Agency Parole Services - North Central Region WV
 Address 215 West Main St. CLARKSBURG WV
 Semester X Fall (Year 05) _____ Spring (Year _____) _____ Summer (Year _____)

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent = 5 Above Average = 4 Average = 3 Below Average = 2 Poor = 1 Unknown = 0

Appearance	<u>5</u>	4	3	2	1	0
General Attitude	<u>5</u>	4	3	2	2	0
Interest	<u>5</u>	4	3	2	1	0
Relations with Others	<u>5</u>	4	3	2	1	0
Accepting Responsibility	<u>5</u>	4	3	2	1	0
Punctuality	<u>5</u>	4	3	2	1	0
Report Writing	<u>5</u>	4	3	2	1	0
Potentiality	<u>5</u>	4	3	2	1	0
General Conduct	<u>5</u>	4	3	2	1	0

Comments: -

was a joy to work with, and was extremely helpful to me and my staff. I found myself able to use her for more responsibilities than other interns I had in the past. She was very professional, timely and conscientious about her job. We will miss having her here at Clarksburg. Thank you for providing Tara with the opportunity to work with us.

Rated by: Signature  Title Regional Director
 Robert Arnold.

Fairmont State College
 Department of Criminal Justice
 Fairmont, WV 26554
 (304) 367-4775

Student Field Practicum Evaluation

Student's Name _____

Agency HOPE, Inc.

Address PO Box 626 Fairmont, WV 26555

Semester Fall (Year 2008) Spring (Year _____) Summer (Year _____)

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent = 5 Above Average = 4 Average = 3 Below Average = 2 Poor = 1 Unknown = 0

Appearance	5	4	3	2	1	0
General Attitude	5	4	3	2	2	0
Interest	5	4	3	2	1	0
Relations with Others	5	4	3	2	1	0
Accepting Responsibility	5	4	3	2	1	0
Punctuality	5	4	3	2	1	0
Report Writing	5	4	3	2	1	0
Potentiality	5	4	3	2	1	0
General Conduct	5	4	3	2	1	0

Comments:

It has been a pleasure to have _____ at HOPE. _____ has learned quickly the operations at our shelter. _____ always took the initiative to perform beyond what was asked of her.

Rated by: Signature Mary Hall MA, LAC, LSW Title Case Manager Specialist



Please mail or fax to :
 Dr. Deanna Shields, Ph.D.
 Criminal Justice Program
 Fairmont State University
 1201 Locust Avenue
 Fairmont, WV 26554
 FAX: (304)367-4785



NW3C

1000 TECHNOLOGY DRIVE, SUITE 2130, FAIRMONT, WV 26554

Fall (Year) Spring (Year) Summer (Year 07)

Print Name JOHN KANE Title RESEARCH MANAGER

Signature [Handwritten Signature]

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	5	4	3	2	1	N/A
General Attitude	5	4	3	2	1	N/A
Interest	5	4	3	2	1	N/A
Relations with Others	5	4	3	2	1	N/A
Accepting Responsibility	5	4	3	2	1	N/A
Punctuality	5	4	3	2	1	N/A
Report Writing	5	4	3	2	1	N/A
Potentiality	5	4	3	2	1	N/A
General Conduct	5	4	3	2	1	N/A

Comments: I HAD THE OPPORTUNITY TO BECOME INVOLVED IN SEVERAL RESEARCH PROJECTS, INCLUDING EVALUATIONS, GRANT PROPOSAL DEVELOPMENT, WHITE PAPERS, AND DATA REQUESTS. SHE HANDLED ALL OF THESE ASSIGNMENTS WITH PROFESSIONALISM, ENTHUSIASM, AND A HIGH DEGREE OF QUALITY. SHE ALSO DEVELOPED RAPPORT WITH STAFF AND SEEMED GENUINELY INTERESTED IN THE ORGANIZATION'S MISSION. SHE WAS A PLEASURE TO HOST.

Student Internship Evaluation

Please mail or fax to :
 Dr. Deanna Shields, Ph.D.
 Criminal Justice Program
 Fairmont State University
 1201 Locust Avenue
 Fairmont, WV 26554
 FAX: (304)367-4785

Student's Name _____

Agency Internet Crime Complaint Center NW3C

Address 1 Huntington Way, Fairmont, WV 26554

Semester Fall (Year _____) Spring (Year _____) Summer (Year 2007)

Evaluator: Print Name Lisa Lytle Title IC3 Complaint Supervisor

Signature *Lisa Lytle*

Please evaluate the student by circling the appropriate number using the scale below:
 Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

Appearance	<u>5</u>	4	3	2	1	N/A
General Attitude	<u>5</u>	4	3	2	1	N/A
Interest	5	<u>4</u>	3	2	1	N/A
Relations with Others	<u>5</u>	4	3	2	1	N/A
Accepting Responsibility	5	<u>4</u>	3	2	1	N/A
Punctuality	<u>5</u>	4	3	2	1	N/A
Report Writing	5	4	3	2	1	<u>N/A</u>
Potentiality	5	<u>4</u>	3	2	1	N/A
General Conduct	<u>5</u>	4	3	2	1	N/A

Comments _____
 professional. Enjoyed having
 him. _____

was always on time, a hard worker and pleasant and

$42/45 = \frac{7}{10}$
 9.3

**Appendix G:
Retention Rates**

Retention Calculations for Criminal Justice Program							
Retention Rates							
First-time Students							
	Cohort Size of Criminal Justice First-time Freshmen	Count of this Fall Cohort Retained until Next Fall IN the Criminal Justice Program	Criminal Justice FT Program Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	PCTC Retention of Criminal Justice FT Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of Criminal Justice FT Cohort
2003	45	25	55.56%	28	62.22%	29	64.44%
2004	49	29	59.18%	35	71.43%	37	75.51%
2005	37	17	45.95%	20	54.05%	23	62.16%
2006	41	16	39.02%	26	63.41%	28	68.29%
2007	27	17	62.96%	20	74.07%	22	81.48%
2008	40	17	42.50%	21	52.50%	21	52.50%
6-Yr Mean	39.83	20.17	50.86%	25.00	62.95%	26.67	67.40%
Transfer-In Students							
	Cohort Size of Criminal Justice Transfer-In Student	Count of this Fall Cohort Retained until Next Fall IN the Criminal Justice Program	Criminal Justice Transfer-In Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	PCTC Retention of Criminal Justice Transfer-In Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of Criminal Justice Transfer-In Cohort
2003	26	12	46.15%	14	53.85%	15	57.69%
2004	11	7	63.64%	8	72.73%	8	72.73%
2005	33	21	63.64%	23	69.70%	23	69.70%
2006	19	11	57.89%	12	63.16%	12	63.16%
2007	37	27	72.97%	27	72.97%	27	72.97%
2008	34	24	70.59%	24	70.59%	24	70.59%
6-Yr Mean	26.67	17.00	62.48%	18.00	67.16%	18.17	67.81%

**Appendix H:
Program Requirements**

General Studies Requirements

First Year Experience			15 hrs
ENGL	1104	Written English I	3 hrs
ENGL	1108	Written English II	3 hrs
INFO	1100	Computer Concepts and Applications	3 hrs
MATH	1102 or above (excludes 1106)		3 hrs
COMM	2202	Intro to Communication in the World of Work	3 hrs

Scientific Discovery

Students select 8 hours of introductory level science courses in General Science, Biology, Chemistry, Geology, and Physics. 8 hrs

Cultural/Civilization Exploration

Students must choose one of the following options and one additional course: 9 hrs

Option I

ENGL	2220	World Literature I	3 hrs
		AND one of the following: ENGL 2221, 3382, 3388, 3389, 3390, 3391, or 3392	3 hrs

OR

Option II

ENGL	2221	World Literature II	3 hrs
		AND one of the following: ENGL 2220, 3370, 3374, 3385, 3386, 3387, or 3395	3 hrs

OR

Option III:

ENGL	2230	Intro to Literature I	3 hrs
ENGL	2231	Intro to Literature II	3 hrs

Additional courses: FREN 1101, 1102, 2202; HIST 1107, 1108, 2211, 2212, 2213; MUSI 3313, 3314; PHIL 2200, 2250, 3325, 3350, 4475; SPAN1101, 1102, 2201.

Artistic/Creative Expression & Interdisciplinary/Advanced Studies

Students choose one three hour appreciation course in ART, INTR,,MUSI, or THEA plus an additional course above the 1100 level not required in the student's major or minor field of study. 6 hrs

Society/Human Interactions

Students choose 2 courses from 2 different disciplines from the approved course list. 6 hrs

Students also take a Writing Intensive course as part of the major requirements.

Criminal Justice Requirements

Required Courses

			27 hrs
CRJU	1100	Intro to Criminal Justice	3 hrs
CRJU	1101	Police Operations	3 hrs
CRJU	2202	Principles of Criminal Law	3 hrs
CRJU	2206	Intro to Corrections	3 hrs
CRJU	2240	Adjudication Process	3 hrs
CRJU	2250	Cybercrime	3 hrs
CRJU	2295	Ethics in Criminal Justice	3 hrs
CRJU	3320	Criminology	3 hrs
CRJU	4410	Research in Criminal Justice (Writing Intensive Course)	3 hrs
	-OR-		
CRJU	4425	Evaluation of the Criminal Justice System (Writing Intensive Course)	3 hrs

Concentrations

Students choose one concentration. Each concentration requires 15 semester hours, 12 of which must be taken in the 3300-4400 level.

Law Enforcement

			15 hrs
CRJU	2200 lvl	2203, 2205, 2209, 2212, 2215, 2218, 2220, 2226, 2236, 2246, 2256, 2266,	3 hrs
CRJU	3300- 4400 lvl	3300, 3304, 3305, 3310, 3325, 3335, 3340, 3365, 3370, 3399, 4401, 4405, 4411, 4415, 4420	12 hrs

Corrections

			15 hrs
CRJU	2200 lvl	2203, 2205, 2209, 2212, 2215, 2218, 2220, 2226, 2236, 2246, 2256, 2266,	3 hrs
CRJU	3300- 4400 lvl	3300, 3304, 3305, 3310, 3330, 3340, 3355, 3360, 3365, 3370, 3399, 4401, 4405, 4411, 4415, 4420	12 hrs

Digital Forensics

			15 hours
		<i>Students in this concentration must apply and receive approval from the Chair of Social Sciences. Minimum requirements include a g.p.a. of 2.7, a criminal background check, and United States citizenship.</i>	
CRJU	2200 lvl	2212, 2215, 2226, 2236, 2246	3 hrs
	3300- 4400 lvl	3315, 3345, 3370, 3399, 4430, 4440, 4445, 4401, 4411	12 hrs

Social and Behavioral Sciences

Students choose 21 hours of cognate courses from three different disciplines. Cognate courses must be 2200 level or above (excluding introductory courses) from the following disciplines: HIST, GEOG, NSIS, PHIL, POLI, PSYCH, or SOCY. Students who are interested in pursuing degrees beyond the B.S. are encouraged to take PSYC 2240 (Statistics) in order to meet many program prerequisites.

21 hrs

**Appendix I:
Comparison of Course Offerings Ownership**

2005-2006 Course Offerings

<u>Course</u>	<u>Course Title</u>	<u>FSU Owned</u>	<u>Shared/FSU Coordinated</u>	<u>PC&TC Owned</u>	<u>Shared/PC&TC Coordinated</u>
1100 *	Introduction to Criminal Justice				X
1101 *	Police Operations				X
1199	Special Topics in Criminal Justice		X		
2202 *	Principles of Criminal Law		X		
2203	Computer Crime: Legal Issues & Investigation Procedures				X
2204	Police Defense Tactics				X
2205	Natural Resources Laws				X
2206 *	Introduction to Corrections				X
2209	Firearms				X
2212 *	Abnormal Behavior and Crisis Intervention		X		
2215	Introduction to Private Security				X
2218	Police Administration				X
2220	Juvenile Justice Process		X		
2236	Criminal Investigation				X
2240 *	Adjudication Process		X		
2246	Criminal Evidence		X		
2255	Law of Corrections		X		
2256	Homicide Investigation				X
3300	Criminalistics	X			
3301	Internet Vulnerabilities & Criminal Activity	X			
3304	The Female Offender	X			
3305	Changing Roles of Women in Criminal Justice	X			
3310	Comparative Criminal Justice	X			
3316	Community Relations & Ethics	X			
3320*	Criminology	X			
3325	Analysis of Security Operations	X			
3330	Group Disturbances	X			
3335	Analysis of Police Operations	X			
3340	Laws of Arrest, Search and Seizure	X			
3350	Group Techniques	X			
3355	Analysis of Correctional Operations	X			
3360	Community-Based Corrections	X			
3365	Licit and Illicit Drugs	X			
3370	Economic Crime	X			
3399	Special Issues in Criminal Justice	X			
4401	Independent Study	X			
4405	Terrorism	X			
4410 #	Research Methods in Criminal Justice	X			
4411	Field Practicum	X			
4415	Community Policing	X			
4425 #	Evaluation of the Criminal Justice System	X			
4495	Seminar in Criminal Justice Management	X			

*denotes required course for all Criminal Justice majors

denotes choice of CRJU 4410 or CRJU 4425 (required writing intensive course)

2009-2010 Course Offerings

<u>Course</u>	<u>Course Title</u>	<u>FSU Owned</u>	<u>Shared/FSU Coordinated</u>	<u>PC&TC Owned</u>	<u>Shared/PC&TC Coordinated</u>
1100 *	Introduction to Criminal Justice				X
1101 *	Police Operations				X
1189	Guided Experience			X -	
1199	Special Topics in Criminal Justice		X		
2202 *	Principles of Criminal Law		X		
2203	Computer Crime: Legal Issues & Investigation Procedures				X
2204	Police Defense Tactics				X
2205	Natural Resources Laws				X
2206 *	Introduction to Corrections				X
2209	Firearms				X
2212	Deviant Behavior (Course title change)		X		
2215	Introduction to Private Security				X
2218	Police Administration				X
2220	Juvenile Justice Process		X		
2226	Crime Scene Investigation			X	
2236	Criminal Investigation				X
2240 *	Adjudication Process		X		
2246	Criminal Evidence		X		
2250 * +	Cybercrime	X			
2255	Law of Corrections		X		
2256	Homicide Investigation				X
2257 ^	Risk Management			X	
2260 ^	Terrorism, Counter Terrorism & Terrorism Response			X	
2266	Sex Crimes				X
2289	Guided Experience II			X	
2295 * +	Ethics in Criminal Justice	X			
2299	Special Topics in Criminal Justice			X	
3300	Criminalistics	X			
3301	Internet Vulnerabilities & Criminal Activity	X			
3304	The Female Offender	X			
3305	Changing Roles of Women in Criminal Justice	X			
3310	Comparative Criminal Justice	X			
3316	Community Relations & Ethics	X			
3320 *	Criminology	X			
3325	Analysis of Security Operations	X			
3330	Group Disturbances	X			
3335	Analysis of Police Operations	X			
3340	Laws of Arrest, Search and Seizure	X			
3345***	Computer Forensics I	X			
3350	Group Techniques	X			
3355	Analysis of Correctional Operations	X			
3360	Community-Based Corrections	X			
3365	Licit and Illicit Drugs	X			
3370	Economic Crime	X			
3399	Special Issues in Criminal Justice	X			
4401	Independent Study	X			
4405	Terrorism	X			
4410 #	Research Methods in Criminal Justice	X			
4411	Field Practicum	X			
4415	Community Policing	X			

4420 ~	Legal Research	X			
4425 #	Evaluation of the Criminal Justice System	X			
4430***	Computer Forensics II	X			
4440***	Internet Forensics	X			
4445***	Advanced Computer Forensics Investigation Seminar	X			
4998 ~	Undergraduate Research	X			

*denotes required course for all Criminal Justice majors

+denotes new required course for all Criminal Justice majors

^limited to A.A.S. Homeland Security students

~denotes new course offering

denotes choice of CRJU 4410 or CRJU 4425 (writing intensive course)

***denotes course requirement for new Digital Forensics Concentration

Appendix J:
Faculty Data Sheets

FACULTY DATA
(Available data)
AY to AY

Name: Ann d'Auteuil Bartolo

Rank: Temporary Full Time Instructor

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Master of Science in Criminal Justice Date Degree Received 1980

Conferred by: Northeastern University, Boston, MA

Area of Specialization: Corrections

Professional registration/licensure _____ Yrs. of employment at present institution 9yrs.

Years of employment in higher education : 9yrs.

Yrs. of related experience outside higher education 20yrs.

Non-teaching experience 20yrs.

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Spring and Fall 09:	CRJU 2206 Introduction to Corrections	50 students
	CRJU 3304 The Female Offender	25 students
	CRJU 3355 Analysis of Correctional Operations	25 students
	CRJU 3306 Community-Based Corrections	25 students
Spring and Fall 08	CRJU 2206 -01 Introduction to Corrections	50 students
	CRJU 2206-02 Introduction to Corrections	50 students
	CRJU 3304 The Female Offender	30 students
Spring 08	CRJU 3355 Analysis of Correctional Operations	30 students
Fall 08	CRJU 3360 Community-Based Corrections	30 students

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

N/A

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

Participated in the yearly Faculty Development Week on campus.

Attended the West Virginia Criminal Justice Conference each year.

April 2008, I participated and presented at the West Virginia State American Association of University Women's Conference.

September 2008, I attended a three (3) days National Institute of Corrections Training Program at Mountain State University regarding "Building Bridges: Offender Employment Specialist Training". I received a Certificate of Completion for attending this specialized training.

August 2009, I attended a week long "13th National Workshop on Adult and Juvenile Female Offenders".

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

In 2007, I was nominated for the Boram Award.

In 2006, during Women's History Month, I was invited to speak at the Federal Correctional Institution in Morgantown, WV regarding Working with Female Offenders.

In August 2005, I coordinated a Tour of the United States Penitentiary (USP) at Hazelton, WV for the faculty in the Criminal Justice Program at FSU.

In 2005, prior to the USP Hazelton, WV receiving there inmates I was asked to speak to staff regarding women working in a Penitentiary environment.

- (e) Indicate any other activities which 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 last five years.

FACULTY DATA
(Available data)
2009 to 2010

Name: Jennifer Guriel Myers, Ph.D. Rank: Assistant Professor

Check One: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Ph.D. Date Degree Received December 2004

Conferred by: West Virginia University

Area of Specialization: Clinical/Forensic Psychology

Professional registration/licensure WV Licensed Psychologist #926

Yrs. of employment at present institution < 1

Years of employment in higher education < 1

Yrs. of related experience outside higher education 5

Non-teaching experience: Federal Bureau of Prisons; Veterans Administration Healthcare System

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Fall 2009:

CRJU 2212 Deviant Behavior 43
CRJU 3320 Criminology 31
CRJU 3330 Group Disturbances 17
CRJU 6610 Seminar in Corrections (Graduate) 15

Spring 2010:

CRJU 2212 Deviant Behavior 22
CRJU 3320 Criminology 40
CRJU 3365 Licit and Illicit Drugs 46
CRJU 6610 Advanced Penology (Graduate) 10

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

Coursework emphasis and field experience are in the criminal justice field

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

Over the past five years I have become licensed, attended various continuing education trainings and have gained practical, post-graduate experience. I have worked in applied and clinical settings and therefore have not been focused on research or grant funding. Now that I have transitioned to academia I plan to pursue both.

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

None in academia; several through service in the Federal Bureau of Prisons

- (e) Indicate any other activities which have contributed to effective teaching.

I believe gaining experience in the field has greatly enriched the effectiveness of my teaching and brings a unique dimension to the classroom. I have also made several contacts via networking which benefit students looking for practicum and career opportunities.

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

None in last five years

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

None in last five years

FACULTY DATA
(Available data)

Name: Diana C. Noone, Ph.D., J.D.

Rank: Assistant Professor

Check One:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned: Ph.D. and J.D.

Date Degree Received 12/2000 and 05/1990

Conferred by: University of Maryland at Baltimore and Widener University School of Law

Area of Specialization: Social Work

Professional registration/licensure _____ **Yrs. of employment at present institution** 5

Years of employment in higher education : 5

Yrs. of related experience outside higher education 10

Non-teaching experience 10

To determine compatibility of credentials with assignment:

- (a) **List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.**

CRJU 2295 Ethics in Criminal Justice (every semester, 40 students each semester)
CRJU 4410 Research in Criminal Justice (every semester, 23 students each semester)
CRJU 3310 Comparative Criminal Justice (fall 09, 20 students)
CRJU 6650 CJ Planning and Evaluation (fall 09, spring 10, ten students each semester)
CRJU 5525 White Collar Crime (spring 10, ten students)

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

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

Professional Development Workshops and Conferences Attended

Western Social Science Association, 51st Conference, Albuquerque, NM (April 2009)

Leadership for Today by Dr. Tim Rice, FSU (October 2008)

Listening Accurately and Responding Appropriately by Dr. Robert Mild (October 2008)

Information Workshop for Grant Managers, Chairs and Deans, FSU (September 2008)

Eastern Conference on Child Sexual Abuse Treatment, Washington, DC (March 2008)

West Virginia High Technology Consortium Foundation. *Amberview Training* (February 2007)

National Conference on Science, Technology and the Law, St. Petersburg, FL (November 2006)

101 Great Ideas for Recruiting Graduate Students Seminar, FSU (October 2006)

Professional Grant Development Workshop, *Proposal Writing I*, FSU (September 2006)

Faculty Development Keynote Address and Workshops, FSU (August 2006)

Eighth Annual International Colloquium on Intelligence (IAFIE), Mercyhurst College (June 2006)

War Crimes Research Symposium: Terrorism on Trial, Frederick K. Cox International Law Center, Case Western Reserve University, Cleveland, Ohio (October 2004)

Faculty Development Keynote Address and Workshops, FSU (2004 – 2009)

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

Commissioned by the Mayor as Duchess of Hazard: Honorary Citizen Award of Hazard, Kentucky (June 2006)

Presented “LEITAP Project and Information Sharing” at the American Society of Criminologists, Atlanta, GA (November 2007).

Presented “Transnational Corruption” at the American Society of Criminologists, Toronto, Canada (November 2005).

Presented at the West Virginia Criminal Justice Educators Conference on “Enemy Combatants” Parkersburg, WV (November 2005).

(e) Indicate any other activities which have contributed to effective teaching.

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

Publications:

McLoughlin, J.P., Noone, G.P. and Noone, D.C. “Security Detentions, Terrorism, and the Prevention Imperative.” *Case Western Reserve Journal of International Law, Volume 40, No.3, 2009.*

Hodgkinson, D.B., Hodgkinson, S.L., Noone, D.C. and Noone G.P. “Human Rights Training to Law Enforcement Agents: A Key to Peace Support Operations Success” published in Arnold, R. (Ed.) “*Law Enforcement Within the Framework of Peace Support Operations*” International and Comparative Criminal Law Series, Martinus Nijhoff Publishers, The Netherlands (2008).

Noone, D.C. “Judicial Activism” International Encyclopedia of Social Sciences (2007).

Noone, G.P., Morean, R.P., and Noone, D.C. “Prisoners of War in the 21st Century published in Arnold, R. & Hildbrand, P.A. (Eds.) “*International Humanitarian Law and the 21st Century Conflicts: Changes and Challenges*” Editions Inter-universitaires Suisses (2005).

Noone, G.P., and Noone, D.C. “The Military Commissions—a Possible Strength Giving Way to a Probable Weakness – and the Required Fix.” *Case Western Reserve Journal of International Law, Volume 36, Nos. 2 & 3, 2004.*

Publications Edited

Blank, L.R. and Noone, G.P. *Law of War Training: Resources for Military and Civilian Leaders* United States Institute of Peace Press, Washington D.C. (2008).

Hodgkinson, S.L., Cook, E., Fichter, T., Fleming, C., Shapiro, J.I., Mellis, J., Boutelle, B., Sarnoski, S. and Noone, G.P. "Challenges to Maritime Interception Operations in the War on Terror: Bridging the Gap." *American University International Law Review*, Volume 22 No.4, 2007.

Loughry, A.H. "Don't Buy Another Vote, I Won't Pay for a Landslide: The Sordid and Continuing History of Political Corruption in West Virginia. McClain Printing Co. (2006).

Ware, G.T. and Noone, G.P. "The Anatomy of Transnational Corruption." *International Affairs Review*, Volume XIV, No. 2, Fall / Winter 2005.

Noone, G.P. et al. "Prisoners of War in the 21st Century: Issues in Modern Warfare." *50 Naval Law Review* 1 (2004).

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

West Virginia High Technology Consortium Foundation & the National Institute of Justice, Washington DC, *Electronic Crimes Initiative*, (September 2008).

Institute for Scientific Research & the National Institute of Justice, Washington, DC, *Law Enforcement Information Technology and Analysis Program (LEITAP)* (March 2006).

Learning Technologies Center, Fairmont State University, *Vista Online Course Development Grant* (Fall 2006 – Fall 2007).

FACULTY DATA
(Available data)
AY to AY

Name: Patricia P. Ryan

Rank: Professor

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Ph.D.
1972

Date Degree Received

Conferred by: West Virginia University

Area of Specialization: Political Science and History

Professional registration/licensure _____ Yrs. of employment at present institution 44

Years of employment in higher education : 47

Yrs. of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

- PS 1103, American Government
- PS 2200, Introduction to Political Science
- CJ/PS 4405, Terrorism
- PS 3304, American Constitutional Law and Government
- PS 4404, Civil Rights and Liberties in the United States
- PS 4470, Seminar in Political Science

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

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

I have participated in annual faculty development workshops sponsored by FACDIS (The West Virginia Consortium for Course and Faculty Development in International Studies). These workshops offer seminars on subjects relevant to teaching courses in political science and criminal justice.

I have attended annual meetings of the WV Political Science Association.

I have attended lectures on political violence and terrorism.

I have done extensive readings on the subjects taught.

Compile current bibliographies and filmographies

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

I was recognized for my work as a founder and member of FACDIS on the occasion of the 25th anniversary of the organization. In celebration of that anniversary, I was asked to speak at the annual conference about what FACDIS meant to us as faculty members.

I frequently participated as a panel discussant during the annual meeting of the WV Political Science Association.

I was invited to give two hour lectures on Egypt to OLLIE (a WVU affiliated organization)

Gave occasional talks on political violence, terrorism, and the Middle East to social organizations.

(e) Indicate any other activities which have contributed to effective teaching. I participated in a number of faculty development workshops held on campus by the Center for Teaching Excellence as well as computer training workshops.

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

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

FACULTY DATA
(Available data)
2008-09 to 2009-2010

Name: Lennie E. Shaw, M.S., J.D.

Rank: Temp. Asst. Prof

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Doctor of Jurisprudence Date Degree Received May 2008

Conferred by: West Virginia University

Area of Specialization: Criminal Justice/Criminal Law

Professional registration/licensure: _____

Yrs. of employment at present institution: 2 years in current position

Years of employment in higher education : 4 years including previous graduate employment

Yrs. of related experience outside higher education: _____

Non-teaching experience: 1 year

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Semester/Year</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
Fall 2008	CRJU 2246 Criminal Evidence	29
Fall 2008	CRJU 4420 Legal Research	12
Fall 2008	CRJU 4425 Eval of the CJ System	20
Fall 2008	CRJU 4425 Eval of the CJ System	19
Fall 2008	CRJU 6620 Adv Criminological Theory	26
Spring 2009	CRJU 2202 Principles of Criminal Law	40
Spring 2009	CRJU 3320 Criminology	27
Spring 2009	CRJU 3335 Analysis of Police Operations	26
Spring 2009	CRJU 3399 Victimology	32
Spring 2009	CRJU 4425 Eval of the CJ System	16
Spring 2009	CRJU 6625 Victimology	26
Fall 2009	CRJU 2220 Juvenile Justice Process	28
Fall 2009	CRJU 4425 Eval of the CJ System	15
Fall 2009	CRJU 4425 Eval of the CJ System	13
Fall 2009	CRJU 5599 Juvenile Law and Process	19
Spring 2010	CRJU 4425 Eval of the CJ System	16
Spring 2010	CRJU 6601 Adv CJ Studies	18

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

- (c) Identify your professional development activities during the past five years.
Since coming to Fairmont State University, I have attended four weeks of faculty development activities at the beginning of the four semesters. I have also attended Blackboard Boot Camp, and New Faculty Orientation. In addition to faculty development available on campus, I attended the annual Academy of Criminal Justice Sciences meeting held in Boston, MA, in 2009. I will be attending the 2010 meeting in San Diego, CA.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.
I will be presenting at the Academy of Criminal Justice Sciences meeting in San Diego, CA on February 27, 2010. I will also sit on a panel for discussion of defending child sexual abuse cases.

- (e) Indicate any other activities which 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 last five years.

FACULTY DATA
(Available data)

Name: Charles A. Shields

Rank: Professor

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Juris Doctorate

Date Degree Received May 1987

Conferred by: West Virginia University College of Law

Area of Specialization: Criminal Law/Criminal Procedure

Professional registration/licensure: West Virginia State Bar

Yrs. of employment at present institution: 12

Years of employment in higher education : 12

Yrs. of related experience outside higher education 22

Non-teaching experience: Criminal defense attorney for 12 years; assistant prosecuting attorney for 5 years

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Spring 2009

CRJU 2202—Criminal Law

CRJU 2240—Adjudication Process (two sections)

CRJU 3310—Comparative Criminal Justice

CRJU 4411—Field Practicum

CRJU 6611—Graduate Practicum

Fall 2009

CRJU 2202---Criminal Law

CRJU 2240—Adjudication Process

CRJU 3340—Arrest, Search & Seizure

CRJU 4411—Field Practicum

CRJU 5504—Constitutional Law

Spring 2010

CRJU 2202—Criminal Law

CRJU 2240—Adjudication Process

CRJU 4411—Field Practicum

CRJU 6602—Advanced Criminal Law

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

N/A

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

PROFESSIONAL DEVELOPMENT/SEMINARS ATTENDED

- West Virginia Prosecuting Attorneys' Institute Semi-Annual Conference; January 2009 Charleston, West Virginia
- West Virginia Prosecuting Attorneys' Institute Semi-annual Conference; July 2009 Wheeling, West Virginia
- West Virginia Prosecuting Attorneys' Institute Semi-Annual Conference; June 2008 Stonewall Jackson Resort, West Virginia
- West Virginia Prosecuting Attorneys' Institute Semi-annual Conference; January 2007 Charleston, West Virginia
- West Virginia Prosecuting Attorneys' Institute Semi-annual Conference; January 2006 Charleston, West Virginia
- West Virginia Prosecuting Attorneys' Institute Semi-annual Conference; June 2005; Snowshoe Resort, West Virginia
- Fall 2007 Fairmont State Faculty Development
 - The Veterans History Project and Qualitative Research
 - Teaching for Diversity and Social Justice
 - FSU Keynote on Undergraduate Research
 - Convocation
 - ABCs of Advising Session
 - Graduate Faculty Workshop
- Spring 2007 Fairmont State Faculty Development
 - Peer Observation Training
 - Integrated Course Design, General Model session
 - "Give and Grow Rich" by Joe Martin (keynote address)
- Completed the Fall 2006 Vista Academy which consisted of training in WebCt applications in anticipation of receiving a grant for the development of an online course in the Master's in Criminal Justice Program.
- Received a \$3000.00 grant for development of online course for the Criminal Justice Master's Program (Seminar In Law Enforcement).
- Participant in Constitutional Law Panel Discussion on the topic of "Education, Religion and the Constitution" in celebration of Constitution Day at Fairmont State September 2006
- Guest presenter at Annual Mountaineer Boys State Jackson's Mill, West Virginia June 2003, June 2004, June 2005, June 2006, June 2007, June 2008, June 2009
- Visual Analytics Training Seminar (3 day training seminar) February 2005, Poolesville Maryland

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

Ethics in the Workplace

Marion County Chapter of Administrative Professionals; September 2008

- (e) Indicate any other activities which have contributed to effective teaching.

With a sustained effort, I have managed my time to allow me to practice law on a part time basis, which provides me with an understanding that is invaluable to my teaching. The practice of law and teaching are so inexorably intertwined for me that I cannot imagine one without the other. Each class that I teach involves understanding, interpreting and applying the law. In my career I have been both defense counsel and prosecutor. In fact, I recently changed my practice because I had been defense counsel for so long that I felt I needed the other perspective in the classroom.

What I do outside the classroom is invaluable in the classroom. My experience as a lawyer allows me to bring a perspective to the classroom which is unrivaled at Fairmont State. I have argued 4th amendment issues before the local courts and before the West Virginia Supreme Court of Appeals. I have written and submitted for the consideration of judges many briefs on the very issues that we study in class. Sometimes I won those arguments, sometimes I lost. From each I learned something that I can teach. I have tried cases which required the application of case rulings to my case and ultimately to my client who was sitting in a seat beside me. It helps students to understand that the cases which we study involve real people and real issues. My relationship with local police also is a resource which could not be cultivated by research and publications. Police officers know and respect me. I have a reputation as being a search and seizure expert among local officers.

In Criminal Law, my understanding of the law is not only from what I read, but also from what I put into practice. The explanation of the elements of law has much more meaning to students when taught from the perspective of someone who has had to analyze a law to determine whether the evidence supports a finding of guilt beyond a reasonable doubt, or had to argue to jury that it does not. I defended a client accused of murdering four people. So, when I teach about homicide I have a unique understanding of the law. I have presented an insanity plea on behalf of a client, so when I teach about insanity I can easily explain the importance of expert witnesses and the application of the law to facts. When I tell a class about the difficulty of convincing a jury that a person should not be punished because he or she is "insane", I can speak with conviction. When I lead a discussion regarding the insanity plea and how juries tend to focus not on the law, but on the emotional aspects of a case, I can speak with understanding.

There is no research more valuable to me as a teaching tool than what I do when I am not in the classroom.

I consistently revise course materials to reflect the change in the law. In order to keep up with changes, I subscribe to an online service provided by the West Virginia Supreme Court of Appeals regarding early release of opinions of the Court, and I subscribe to a bulletin service dedicated to issues in Criminal and Constitutional Law.

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

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

FACULTY DATA
(Available data)
AY to AY

Name: Jessica Neale

Rank:

Check One:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned: Masters

Date Degree Received 5-2006

Conferred by: Fairmont State University

Area of Specialization: Criminal Justice

Professional registration/licensure _____ Yrs. of employment at present institution 5

Years of employment in higher education : 5

Yrs. of related experience outside higher education 10

Non-teaching experience 10

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

- Economic Crime – Spring 2010 – 3370 – 30 enrolled
- Cybercrime – Spring 2010 – 2250 - 23 enrolled
- Cybercrime – Fall 2009 – 2250 - 20 enrolled

(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 recognition in last five years.

- WVCJEA guest panel - 2008

(e) Indicate any other activities which 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 last five years.

FACULTY DATA
(Available data)
AY to AY

Name: Kristi A. Wright

Rank:

Check One:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned: MS

Date Degree Received May 2008

Conferred by: Fairmont State University

Area of Specialization: Criminal Justice

Professional registration/licensure _____ Yrs. of employment at present institution 3

Years of employment in higher education : 3

Yrs. of related experience outside higher education N/A

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Fall 2008

CRJU-3320 Criminology 45 enrolled

CRJU-2202 Principles of Law 43 enrolled

CRJU-2212 Deviant Behavior 39 enrolled

CRJU-3305 Women in Criminal Justice 30 enrolled

Spring 2009

CRJU 3320-01 Criminology 26 enrolled

CRJU 3320-03 Criminology 26 enrolled

Fall 2009

CRJU-3305 Women in Criminal Justice 32 enrolled

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

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

Attended fall 2008 training conference hosted by the Federal Bureau of Prisons discussing offender re-entry.

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

- (e) Indicate any other activities which 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 last five years.

FACULTY DATA
(Available data)
AY to AY

Name: Pam Wilson

Rank: Temporary Appointment

Check One:

Full-time _____ Part-time _____ Adjunct _____ Graduate Asst. X _____

Highest Degree Earned: B.S. Criminal Justice Date Degree Received May 2008

Conferred by: Fairmont State University

Area of Specialization: Law Enforcement

Professional registration/licensure n/a Yrs. of employment at present institution 2

Years of employment in higher education : 2

Yrs. of related experience outside higher education n/a

Non-teaching experience Banking _____

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

CRJU 2212 Deviant Behavior Spring 2010 Enrollment 22

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

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

Currently working toward a M.S. in Criminal Justice, with expected graduation May 2010

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

Local Vice President of Alpha Phi Sigma Epsilon Iota chapter, National Vice President of Alpha Phi Sigma, presentation of work on Feeble-mindedness by H.H. Goddard at WVCJEA and APS National Conference.

- (e) Indicate any other activities which 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 last five years.

Appendix K:
Academy of Criminal Justice Sciences
Certification Process and Standards

**Academy of Criminal Justice Sciences
Certification Standards for College/University
Criminal Justice Baccalaureate Degree Programs**

Adopted by ACJS Executive Board: May 2, 2005
Amended October 28, 2005

For Further Information Contact:

ACJS Executive Director: Dr. Mittie D. Southerland
1525 State Route 2151
Melber, KY 42069
E-mail: ExecDir@acjs.org
Phone: (270) 674-5697
Web: www.acjs.org

ACJS Program Certification Review Process

1. A regionally accredited college or university interested in initiating the Certification Process must be an institutional member of ACJS for at least one year prior to the application. Active institutional membership must be maintained throughout the review process and following Certification. (The requirement regarding length of institutional membership may be waived at the discretion of the ARC Chair and the ACJS Executive Director until 2007.)
2. The institution submits a letter of intent to pursue ACJS Program Certification (from the institutional president or chief academic officer), a completed application, and a three to five page statement describing the type of program, future program plans, and a timetable estimating completion dates of the self-study and anticipated on-site review. The self-study is an arduous year-long process of reflection about and examination of the criminal justice program and its outcomes. The self-study results in a document and all the associated evidence that demonstrates the extent to which the program meets or exceeds the certification standards.

The application will include statements by the applicant that:

- a. the ACJS Program Certification Review is a voluntary review with no appeal
 - b. the “certification” decision of the ACJS Executive Board is final
 - c. the college or university is willing to pay the fees associated with the process
 - d. fees are non-refundable
 - e. fees will be paid upon receipt of bill from ACJS
 - f. the institution has 12 months from application date to complete and submit the self-study
 - g. by submitting an application, the institution agrees to the foregoing disclaimers
3. The fees for the process are based on the highest degree program to be reviewed, the number of days for the site visit, and the number of reviewers (see table below). For example, an institution that seeks certification for an associate, baccalaureate, and master’s degree programs would use the graduate fee structure to determine its fee.

The typical review requires two or three reviewers on-site for two or three days. Very large programs, departments with multiple programs, or programs with multiple sites may require four reviewers. In extremely unusual circumstances, more than four reviewers may be required. In unusual circumstances when more than four reviewers or more than three days are required, the fees will be adjusted accordingly.

Add \$1000 to the fee for each satellite campus or location where a substantial portion of a degree or a certificate program is offered away from the main institution.

Institutions should be advised that additional fees may accrue for follow-up review of programs for which certification is deferred. Such fees will depend upon the nature of the deferral (see #9 below).

Fee structure (1 day equals approximately 8 hours devoted to the review):

	Two reviewers	Three reviewers	Four reviewers
Community College			
One day	\$2,400	\$2,800	\$3,200
Two days	\$3,300	\$4,100	\$4,900
Three days	\$4,200	\$5,400	\$6,600
Four year			
One day	\$2,900	\$3,300	\$3,700
Two days	\$3,800	\$4,600	\$5,400
Three days	\$4,700	\$5,900	\$7,100
Graduate			
One day	\$3,400	\$3,800	\$4,200
Two days	\$4,300	\$5,100	\$5,900
Three days	\$5,200	\$6,400	\$7,600

4. Upon receipt of the application documents, the ACJS Executive Director will contact the Chair of ARC and ask him/her to begin working with the institution. The ARC Chair will communicate with the institution's contact to ensure that the institution understands the protocol.
5. ARC Chair will determine the number of reviewers and the number of days for the on-site review in consultation with the ACJS Executive Director and the applicant institution. ACJS will bill the institution for applicable fees. One Review Team member serves as the team chair and is the primary author of the report.
6. After the application and fees have been received:
 - a. the ARC Chair will provide clarification and advice to the program on the self-study document. The institution will have 12 months to complete its self-study and provide any other relevant documentation.
 - b. the ARC Chair will contact potential certification team members with a tentative schedule to determine their availability.
7. The ARC Chair will provide a list of potential reviewers to the institution requesting certification. The list must include at least 3 more individuals than required for the Review Team. No reviewer will visit a program/institution in the

state where his/her academic institution is located. The ARC Chair will select reviewers who are appropriate for the kind of institution requesting the certification visit. For example, faculty with graduate-level experience will be selected to review graduate programs. The institution should communicate with the ARC chair if there is a significant conflict of interest or other significant problem with any individual on the potential reviewer list. Upon such notification, the ARC Chair will strike that individual from the list and determine whether additional potential reviewers must be sought. The ARC Chair selects the Review Team from the final potential reviewer list which must include at least 2 more individuals than required for the Review Team.

8. On completion of the self-study and other relevant documentation, the institution is responsible for providing a copy of these documents directly to:
 - a. the ARC Chair
 - b. the ACJS National Office
 - c. the ACJS Executive Director
 - d. each Review Team member

The institution assumes the cost of postage to mail these documents and any other documents the reviewers may request subsequently.

9. The institution will deal directly with the reviewers regarding travel arrangements. All costs associated with travel must be submitted by the Review Team members to the ACJS National Office on ACJS travel forms. The institution will be billed by ACJS for these costs. The institution is responsible for all travel expenses for all Review Team members.
10. The institution will develop an itinerary for the site visit which will include time for interviewing all members of the faculty, a sample of adjunct faculty, students, and administrators who are responsible for the day-to-day operations of the program or the program's plan. The program will make all arrangements for scheduled meetings. The itinerary will include time for the Review Team to meet privately at the beginning and end of the site visit and each day of the visit to coordinate, organize, and share information. The itinerary will also include two 15 minute rest breaks every half-day. When interviewing multiple people where one person is the supervisor of those individuals, the meetings should be conducted separately. A list should be provided of all individuals to be interviewed including the full name, title, relationship to the program, and short bio. A clock should be provided in the room where interviews are held to assist the team in staying on schedule.

11. Site visit occurs.

The Review Team may make no comments regarding the likelihood of the program receiving certification in any formal or informal communication with members of the institution at any time in the process. The ACJS President will communicate the Board's decision regarding certification.

12. The Review Team will have 30 days to complete a draft of the certification review report which includes no recommendations regarding certification. The draft report will be submitted to the institution (one copy to the department and one copy to the Academic Dean). The institution will have fourteen (14) days to correct any inaccuracies in the report. Once the institution has submitted its corrections to the Review Team Chair, the Review Team Chair will share the corrections with team members and finalize the report.
13. The Review Team upon review of the final report will decide what to recommend regarding certification. The Program Certification Review process is an evidence-based review process. The issue does not concern the institution's good intentions to deliver quality academic programs. The review team must not recommend certification unless the institution has provided evidence demonstrating that the program is in compliance with all requirements of the certification standards.
14. Review Team Chair sends the final report and separate Review Team recommendation to the ARC Chair with a copy to the ACJS National Office and the ACJS Executive Director.
15. ARC Chair corresponds with the institution to provide a copy of the Review Team's final report without the recommendation section and to inform the institution of the date of next ACJS Executive Board meeting. No evaluation is included in this correspondence.
16. The ARC members vote on the recommendation of the Review Team. The ARC can only recommend certification if the institution has demonstrated evidence that the program is in compliance with all certification standards.

The ARC Chair and members may make no comments regarding the likelihood of the program receiving certification in any formal or informal communication with members of the institution at any time in the process. The ACJS President will communicate the Board's decision regarding certification.

17. The ARC Chair submits the ARC recommendation to the ACJS Executive Board for final approval. ACJS Executive Board will consider ARC recommendations regarding certification twice a year. Certification final decisions will be made at the Board's mid-year meeting which is generally held in August or September and at the ACJS Annual Meeting.

The ACJS Executive Board has three options regarding the Certification Program Review:

- **Approval** (requires compliance with all standards).
- **Defer** (identifies the standard(s) that have not been met and the date of deferral; the deadline for deferred programs to submit evidence of compliance)

with all standards is one year from the date of deferral; after one year, the status of the review will automatically change to “denied” and the application expires. A new application (and fees) is required to re-initiate the Program Certification Review process.

- **Denied** (failed to meet standards).

There is no appeal process for institutions in the certification process. However, an institution that has been deferred will have one (1) calendar year from the time of deferral to make the recommended changes.

An institution that has been deferred submits an update on the self-study report to the ARC Chair. This update is to take the form of a letter or memo and appropriate documentation that demonstrates evidence of compliance with all standards. The ARC will review the materials and then make a certification recommendation to the ACJS Executive Board. The ACJS Executive Board will consider these recommendations only at the midyear and annual meetings and will decide to approve or deny certification.

18. The ACJS President will notify the institution of the ACJS Executive Board’s decision regarding certification.
19. ACJS will acknowledge the certified programs on its website and in any annual published reports. Certified programs will also be listed in the Annual Meeting Program book, and participants at the Annual Meeting whose programs have been successfully certified will have a special certification notation on their identification badge.
20. The length of ACJS certification for each program is ten (10) years from the date of Board approval. Schools may elect to be considered early for recertification.

Certification Standards for College/University Criminal Justice Baccalaureate Degree Programs

Introduction

These standards acknowledge the accreditation process conducted by each of the regional associations of colleges and schools. These regional agencies accredit the total institution and evaluate the work of criminal justice programs within those institutions. It is the intent of ACJS through the standards¹ set forth in this document to supplement the regional accreditation process by providing guidance for the internal and external evaluation of criminal justice programs.

Throughout the standards, 'program' refers to criminal justice degree programs. Following each section of standards is a list of *selected indicators* that should be used by an institution to demonstrate that it meets each standard. The bracket at the end of each indicator denotes the standard(s) it addresses. Institutions may provide evidence of compliance through appropriate indicators not listed in this document.

The ACJS Program Certification Review process is evidence-based. To be certified the institution must provide evidence demonstrating that the program is in compliance with all requirements of the certification standards.

¹ These standards are a modification of the standards created and adopted by the Massachusetts Board of Higher Education (MBHE) in 2003. The ACJS thanks Dr. Lynette Robinson-Weening, Associate Vice Chancellor of the MBHE for her assistance and generosity in providing materials for use in the ACJS certification and training process and to MBHE for authorizing ACJS to use and modify the MBHE standards.

Quality Standards for the Baccalaureate Degree in Criminal Justice

Section A: Program Mission and History

Standards:

- A.1 The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.
- A.2 A history of the program is provided.

Selected Indicators:

- I-A.a. Statement of program mission and purposes [A.1]
- I-A.b. Statement of institutional mission and purposes [A.1]
- I-A.c. Statement demonstrating how program mission and purpose derived from and is consistent with institution's mission and purpose [A.1]
- I-A.d. Brief history of the program, describing its evolution from inception to present form [A.2]

Section B: Program Structure and Curriculum

Standards:

- B.1 The program clearly specifies and publishes program goals, objectives, and requirements. The institution's mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.
- B.2 The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.
- B.3 The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities.

- B.4 The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.
- B.5 The broad scope of the field of criminal justice is reflected in the undergraduate curriculum and is a balanced presentation of the issues of the field. All baccalaureate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

Table 1: Required Content Areas and Related Topics

Content Area	Related content topics include but are not limited to:
Administration of Justice	Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice
Corrections	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders
Criminological Theory	The nature and causes of crime, typologies, offenders, and victims
Law Adjudication	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making
Law Enforcement	History, theory, practice and legal environment, police organization, discretion, and subculture
Research and Analytic Methods	Quantitative - including statistics - and qualitative, methods for conducting and analyzing criminal justice research in a manner appropriate for undergraduate students

- B.6 In addition to the content areas above, an undergraduate program in criminal justice includes a systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program's curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.

- B.7 A variety of criminal justice electives are available consistent with faculty, resources, and program objectives. Some degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.
- B.8 Programs have elective internship opportunities available to upper-level students. Measures are taken to ensure that internships are integrated into the academic component of the program and related to educational objectives.
- B.9 The purpose of undergraduate programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. Programs should familiarize students with facts and concepts and teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice programs include the development of critical thinking; communication, technology, and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.
- B.10 The undergraduate criminal justice program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, and rigorous body of coursework. Baccalaureate and associate degree programs should coordinate their curriculum efforts in order to facilitate transfer of students. No more than 50% of required criminal justice courses at the baccalaureate level can come from an associate degree program. A baccalaureate major in criminal justice should require one-third of its semester hours in criminal justice and related cognates.
- B.11 All undergraduate programs in criminal justice are part of a broadly based degree program with a balance of general education, required and elective courses in criminal justice and in related fields (cognates), and unrestricted electives wherever possible.

Selected Indicators:

- I-B.a. Statement of program goals and objectives, including those for concentrations and options [B.1]
- I-B.b. Statement of all places where program goals and objectives are published including page numbers, if applicable, and copies of relevant pages of these publications [B.1]
- I-B.c. Indication that the institution's mission and purposes are reflected in the specific educational objectives of the program [B.1]
- I-B.d. Expected learning outcomes for each course [B.1; B.8]
- I-B.e. Demonstration that students' mastery of the program's stated learning objectives and outcomes are formally and systematically assessed prior to completion of the program with documentation of methods and measures utilized [B.1]

- I-B.f. Indication of where objectives of all criminal justice programs are taught in curriculum and how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity [B.1; B.3; B.6]
- I-B.g. Comparison of the mean grade point average of criminal justice students with the mean grade point average institution-wide [B.2; B.4]
- I-B.h. Statement regarding method used to ensure programs and courses are dynamic and responsive to new developments in the field and new modes of inquiry [B.2]
- I-B.i. Outline of curriculum, including required courses and number of semester/quarter hours in criminal justice, cognate areas, and elective courses [B.2; B.7; B.8; B.9; B.10]
- I-B.j. Course syllabi and copies of final exams for each criminal justice course [B.2; B.3; B.4; B.8]
- I-B.k. Comprehensive evaluation or capstone experience [B.3]
- I-B.l. Evidence, when applicable, that students taught on other than the usual semester/quarter hour basis, through distance learning modalities, or through different divisions of the institution acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities [B.3]
- I-B.m. Statement of methods used to evaluate student performance. Evidence that methods of evaluating student performance are comparable to other programs throughout the institution and that the methods are appropriate and consistent with institutional and academic standards [B.4]
- I-B.n. Indication of course(s) in which specific content areas are found in the core curriculum [B.5; B.9]
- I-B.o. Evidence that available criminal justice electives are consistent with faculty, resources, and program objectives [B.7]
- I-B.p. When degree programs offer concentrations, evidence that these concentrations are supported by student body composition and faculty expertise [B.7]
- I-B.q. Evidence that elective internships are integrated into the academic component of the program and related to educational objectives [B.8]
- I-B.r. Evidence that graduates are critical thinkers with effective oral and written communication skills [B.9]
- I-B.s. Evidence that graduates are familiar with criminal justice facts and concepts and can apply the knowledge to problems and changing situations [B.9]
- I-B.t. Explanation of rationale behind sequencing of courses [B.9]
- I-B.u. Evidence that the program coordinates curriculum to facilitate student transfer from associate degree programs [B.10]
- I-B.v. Undergraduate catalog [B.11]

Section C: Faculty for Baccalaureate Degree Programs

Standards:

- C.1 Criminal Justice faculty credentials, number, diversity of educational and professional experience, time commitment and performance are sufficient to accomplish the program's mission and objectives. Faculty specializations are considered in recruitment and hiring decisions.
- C.2 Faculty holding terminal degrees in the field of criminal justice or fields appropriate to criminal justice are actively sought. Institutions do not have undue dependence on faculty who are graduates of their own programs.
- C.3 The institution employs an open and orderly process for recruiting and appointing faculty. Criminal justice program faculty members direct the search process for new program faculty members.
- C.4 Two-thirds of all full-time faculty in baccalaureate degree programs must hold an earned doctorate (PhD) in criminal justice or a closely related discipline. When a faculty member holds a graduate degree in a closely related discipline, there should be evidence of experience, scholarship, and professional involvement, demonstrating a clear commitment to and identification with the field of criminal justice.
- C.5 All baccalaureate degree programs should strive to have all faculty members with terminal degrees.
- C.6 A program's faculty FTE to student ratio must comply with the standards of that region's institutional accrediting body (e.g. Middle States Association).
- C.7 Faculty assignments and workloads allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution and program.
- C.8 Graduate teaching assistants are qualified in terms of education, experience, and training in the field of criminal justice and are usually engaged in teaching only lower-level undergraduate courses. Where graduate teaching assistants are employed, the program carefully selects, trains, supervises and evaluates them.
- C.9 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined, as is the role of each category in fulfilling both the program's and the institution's mission and purposes. Orientation, oversight, evaluation, and professional development opportunities are provided for all faculty, including part-time and adjunct faculty. Criminal justice faculty members take advantage of these opportunities and take

initiative in ensuring their continued competence and growth as teachers and scholars.

- C.10 Faculty members are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.
- C.11 Programs rely on full-time faculty to teach core-courses and to deliver at least two-thirds of the teaching in the undergraduate degree program.

Selected Indicators:

- I-C.a. Faculty vitae or Faculty Profile Form, including recent professional contributions [C.1; C.2; C.4; C.5; C.7; C.9]
- I-C.b. Documentation of faculty recruitment efforts (newspaper advertisements, professional journal announcements, etc.) [C.1; C.2; C.5]
- I-C.c. Description of process for recruiting and appointing criminal justice faculty including all personnel involved at each step [C.3]
- I-C.d. Table of all faculty currently teaching in the program by full- and part-time status. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, location and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day, evening, or off-campus program requirements, if applicable [C.4; C.7; C.8; C.11]
- I-C.e. Indication that the number of FTE students and majors complies with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [C.6]
- I-C.f. Teaching load for all faculty [C.7]
- I-C.g. Vitae of graduate teaching assistants, if applicable [C.8]
- I-C.h. Description of selection, training, supervision and evaluation of graduate teaching assistants, if applicable [C.8]
- I-C.i. Evidence that the role of each faculty category is clearly defined in fulfilling the program and institution's mission and purposes [C.9]
- I-C.j. Description of orientation program for new faculty [C.9]
- I-C.k. Institution funds spent on professional development [C.9]
- I-C.l. Evidence of faculty effectiveness [C.10]
- I-C.m. Samples of performance evaluation forms [C.10]
- I-C.n. Faculty awards, recognitions [C.10]
- I-C.o. Indication of full-time and part-time, and FTE instructional faculty, by program [C.11]
- I-C.p. Full-time/part-time faculty ratio [C.11]

Other Supporting Materials:

- I-C.q. Institutional policy on hiring of faculty [C.3]
- I-C.r. Faculty handbook [C.9]
- I-C.s. Institution's faculty development policy [C.9]

- I-C.t. Faculty evaluation policy and process [C.10]
- I-C.u. Collective bargaining agreements, where appropriate [C.10]

Section D: Admission and Articulation

Standards:

- D.1 The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its criminal justice program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.
- D.2 No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.
- D.3 Only credit from institutions that are accredited by their regional higher education accrediting body is accepted for transfer into an undergraduate criminal justice program. No academic credit is awarded by the criminal justice program for life experience or for military, police academy, or other professional training.
- D.4 Two-year and four-year colleges and universities enter into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.
- D.5 No more than 10 percent of the criminal justice major credits are completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination is clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").
- D.6 The institution awards degrees only to those students who have earned at least 50 percent of the credit hours in the criminal justice program through instruction offered by that institution.

Selected Indicators:

- I-D.a. Undergraduate Catalog [D.1; D.2; D.3; D.5; D.6]
- I-D.b. Admission requirements and policies for the program and for the institution as a whole [D.1]
- I-D.c. Statement of all places where program admission requirements and policies are published and copies of relevant pages of such publication(s) [D.1]
- I-D.d. Enrollment and retention reports [D.1]

- I-D.e. Transcripts of current students and recent graduates [D.1; D.2; D.3; D.5; D.6]
- I-D.f. Transfer policy including policy on credit for non-academic learning [D.3]
- I-D.g. Agreements leading to the award or waiver of credit or payments for credits earned outside of the institution [D.3]
- I-D.h. Signed articulation agreements [D.4]
- I-D.i. Report of credits awarded through knowledge-based examinations [D.5]

Section E: Resources

Standards:

- E.1 The program has sufficient facilities, equipment (including classrooms, laboratories, information and computer technology), and budgetary resources to meet program objectives and the needs of faculty and students.
- E.2 Students have access to library and information resources, collections and services that are sufficient in quality level, diversity, quantity, and currency to support and enrich the criminal justice program's offerings.
- E.3 Library facilities are adequate to house the collection and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among program students, faculty, and staff.
- E.4 A program's resources must be in compliance with the standards of that region's institutional accrediting body (e.g., Middle States Association).

Selected Indicators:

- I-E.a. Budget for criminal justice program(s) for past three years [E.1]
- I-E.b. List and location of facilities and equipment available to students [E.1]
- I-E.c. List and location of facilities and equipment available to faculty [E.1]
- I-E.d. Vitae of librarians and support personnel [E.2]
- I-E.e. Library collection in criminal justice and related fields (number of books, monographs, journals and electronic resources) [E.2]
- I-E.f. Student use and technology policy, on and off-campus [E.2]
- I-E.g. Materials for locating and obtaining electronic information [E.2]
- I-E.h. Bibliographic instruction and library orientation for criminal justice students [E.2]
- I-E.i. Assessment results of use of library and information resources and facilities by criminal justice students and faculty [E.2; E.3]
- I-E.j. Indication that the program's resources comply with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [E.4]

Section F: Student Services

Standards:

- F.1 The program provides an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes.
- F.2 All students in the criminal justice program have access to appropriate and effective orientation, academic advisement, career development, and placement counseling.
- F.3 The institution systematically identifies the characteristics and learning needs of its criminal justice student population and makes provision for responding to them.

Selected Indicators:

- I-F.a. Student handbook [F.1]
- I-F.b. Satisfaction survey results of students, graduates, alumni, and employers [F.1]
- I-F.c. Summary of academic support services provided [F.2]
- I-F.d. American Disabilities Act (ADA) requirements [F.2; F.3]
- I-F.e. Demographic profile of admitted students [F.3]
- I-F.f. Evidence of method to assess student learning needs and provision for responding to them [F.3]

Section G: Integrity

Standards:

- G.1 The criminal justice program exemplifies high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public. The program must be in compliance and in congruence with the *ACJS Code of Ethics*.
- G.2 The program presents itself to students and other members of the interested public by providing information that is clear, complete, and accurate.
- G.3 Appropriate publications, print or electronic, contain the criminal justice program's mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the program; courses currently offered; academic policies, procedures and requirements for the criminal justice degree or other relevant forms of academic recognition.
- G.4 Relevant publications, print or electronic, also include a list of current criminal justice faculty and others teaching in criminal justice, indicating departmental or program affiliation, distinguishing between those who have full- and part-time status, graduate faculty status, and showing degrees held and the institutions granting them.

- G.5 The criminal justice program clearly indicates whether any offerings, courses, services, or personnel are not available during a given academic year. It does not list as current any courses not taught for two consecutive years, which will not be taught during the third consecutive year.
- G.6 The criminal justice program has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

Selected Indicators:

- I-G.a. Evidence of high ethical standards in management of the program and in dealings with students, faculty, staff, external agencies and organizations, and the general public [G.1]
- I-G.b. Grievance/complaints and appeals procedures [G.1]
- I-G.c. Program copy of the *ACJS Code of Ethics* [G.1]
- I-G.d. Evidence of compliance and congruence with *ACJS Code of Ethics* [G.1]
- I-G.e. Undergraduate catalog [G.2; G.3; G.4; G.5; G.6]
- I-G.f. Program publications, including brochures, posters, web pages [G.2; G.3; G.4; G.5; G.6]
- I-G.g. List of courses taught for previous three years [G.5]
- I-G.h. Documentation for statements regarding program excellence, learning outcomes, success in placement, etc. [G.6]

Section H: Program Quality and Effectiveness

Standards:

- H.1 The program undergoes systematic evaluation of all program components and uses the results for program improvement.
- H.2 The program demonstrates that its graduates have acquired the knowledge and developed the skills that are identified as the program's objectives and student learning outcomes.
- H.3 The program demonstrates that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations.
- H.4 The institution periodically reviews the program under established, clearly defined institutional policies and uses the results to improve student learning and program effectiveness. The review includes an assessment of effectiveness, currency, and continued need.

Selected Indicators:

- I-H.a. Written program assessment plan [H.1]

- I-H.b. Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]
- I-H.c. Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes [H.2]
- I-H.d. Results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]
- I-H.e. Analysis of student evaluations of teaching [H.3]
- I-H.f. Evidence that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations [H.3]
- I-H.g. Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements [H.4]

Other Supporting Material:

- I-H.h. Institution's policy on academic program review [H.4]
- I-H.i. Institution's program assessment policy [H.4]

Section I: Branch Campuses, Additional Locations, and Other Instructional Sites

In addition to Standards A-H above, Standards I.1-I.4 are applicable to courses and programs offered off-campus.

Standards:

- I.1 Criminal justice courses and programs offered at branch campuses, additional locations, and other instructional sites must meet the standards and educational objectives of the home institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on-campus or in more traditional formats.
- I.2 Students have ready access to appropriate learning resources. Sufficient library and information resources and services are readily accessible to students wherever the program is located or however it is delivered, and sufficient and appropriate orientation and training are provided for their use. The facilities foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.
- I.3 The institution maintains direct and sole responsibility for the academic quality of all aspects of the program. On-campus faculty has a substantive role in the design and implementation of off-campus programs.
- I.4 If there are programs available to students via distance technology or other means, off-site instruction is conducted in a manner that maximizes student-faculty

interactions and ensures quality. Standards for all programs (residential, non-residential, face-to-face, and distance education) should be comparable.

Selected Indicators:

- I-I.a. Description of all instructional sites where undergraduate courses are taught [I.1]
- I-I.b. Table of all faculty currently teaching in the program by full and part-time status and by site where courses are taught. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day or evening program requirements, if applicable, and whether distance technology is used [I.1; I.4]
- I-I.c. Evidence that courses and programs at off-campus sites meet the standards and educational objectives of the home institution [I.1]
- I-I.d. Program enrollment data by instructional site [I.1]
- I-I.e. Summary of academic support services and learning resources available at each location [I.2]
- I-I.f. Description of facilities available at each location [I.2]
- I-I.g. Description of who designs, maintains, and directs each off-campus program [I.3]
- I-I.h. Organizational charts [I.3]
- I-I.i. Access to programs via distance technology [I.4]
- I-I.j. Evidence that off-site instruction maximizes student-faculty interactions and is high quality [I.4]