Bluefield State
COLLEGE

BOARD OF GOVERNORS

April 20, 2017

Conley Hall, Room 201, Boyd Conference Room

Meeting @ 6:30 p.m.

To Join By Conference Call:

Access Number: (866) 453-5550

Participant Code: 2975811#

BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
April 20, 2017

Conley Hall, Room 201, Boyd Conference Room

AGENDA

1.	Welcome and Call to Order – Chairman Robert E. Perkinson, Jr.	6:30 p.m.
2.	Public Comment Period	6:30 p.m. – 7:00 p.m.
3.	Oath of Office for New Board Member	7:00 p.m. – 7:05 p.m.
4.	Chair's Remarks – Chairman Robert E. Perkinson, Jr.	7:05 p.m. – 7:15 p.m.
5.	President's Report – Dr. Marsha Krotseng	7:15 p.m. – 7:25 p.m.
	College Focus	
6.	Fulbright Scholar Presentation – Dr. Maria Kharina	7:25 p.m. – 7:40 p.m.
7.	Report on Delivery of Online Programs – Dr. Angela Lambert	7:40 p.m. – 7:55 p.m.
	Current Operations	
8.	*Approval of Minutes of March 16, 2017 Meeting	7:55 p.m. – 8:00 p.m.
9.	*Approval of Program Reviews – Dr. Angela Lambert	8:00 p.m. – 8:10 p.m.
10.	Financial Report and Update – Ms. Shelia Johnson	8:10 p.m. – 8:25 p.m.
11.	*Approval of Tuition and Fees for FY 2018	8:25 p.m. – 8:40 p.m.
12.	*Recommendation on Policy 2: Naming or Renaming of Buildings or Organization Units – Ms. Betty Carroll	8:40 p.m. – 8:50 p.m.
	Strategic Issues: Getting to the Vision	
13.	Academics in Action Update – Dr. Angela Lambert	8:50 p.m. – 8:55 p.m.
14.	Recruitment and Retention Update – Dr. Jo-Ann Robinson	8:55 p.m. – 9:05 p.m.
15.	Adjournment	9:05 p.m.

- Next meeting date: June 15, 2017

BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
March 16, 2017

MINUTES

Members Present: Robert E. Perkinson, Jr., Reverend Garry Moore, Dr. Deirdre Guyton, Dr. Norman Mirsky (via conference call), Bob Buzzo, Anne Lantry (via conference call), and Jerry Perdue (via conference call).

President's Staff: Dr. Marsha Krotseng, Betty Carroll, Dr. Tracey Anderson, John Lewis, Shelia Johnson, Tom Cook, Mark Warner, Dr. Guy Sims, and Dr. Jo-Ann Robinson.

Guests: Sara Ballard, Dr. Tamara Ferguson, Jim Schlimmer, Dr. Sudhakar Jamkhandi, Dr. Jeff Bolton, and Jacki Bentley.

Welcome and Call to Order – Chairman Robert E. Perkinson, Jr.

Chairman Perkinson called the meeting to order at 6:32 p.m. and welcomed all in attendance.

Public Comment Period

No one signed up to speak during the Public Comment Period. Therefore, the meeting continued with the next scheduled agenda item.

Chair's Remarks – Chairman Robert E. Perkinson, Jr.

Chairman Perkinson invited Vice Chairman Moore to comment on the importance of being the best you can be. Vice Chairman Moore stated that he had the opportunity to travel to Charleston with BSC representatives to support Faculty Merit Foundation Award finalist, Dr. Jeff Bolton, who later that evening was named 2016 Professor of the Year. Dr. Bolton was a finalist alongside professors at WVU, Marshall, and other larger institutions.

Vice Chairman Moore observed that BSC has an opportunity to promote BSC's quality of education, diversity, and HBCU status. He mentioned that with the strides made by the Alumni Association, Athletics, and the Robotics team in the past couple of years, the institution is a shining example for this part of the state.

Chairman Perkinson noted that the Board appreciates and recognizes those who have been able to achieve a high goal. He stated, "We hold Jeff Bolton in high esteem for his achievements. Thanks for your good work."

Presentation on Learning Management System – Dr. Jeff Bolton

Dr. Bolton stated that he is very fortunate to be able to teach at BSC. He mentioned that BSC graduates regularly compete against and triumph over students from other institutions.

Dr. Bolton's remarks focused on the transition to Moodle as the single learning management system (LMS) at BSC. One reason for this move is that BSC is coming to the end of its contract with Blackboard on June 30, 2017, and there are some potential savings available. However, teachers are first and foremost, and this move should not be viewed only in terms of savings.

Dr. Bolton commented on the importance of investing in online education to help increase the number of students and grow Bluefield State. He stated that there has been lots of innovation in Basic Science. He would like to see more surface tablets in the hands of faculty. Training for faculty will start next week and continue throughout the rest of the semester. The College currently has four online programs that should be celebrated.

Dr. Mirsky asked when the administrative part is to be completed so that a student never has to come to campus. Dr. Robinson stated that the conversation has begun to look at all of the elements that need to be in place and where the College is with those elements. Discussion followed.

Chairman Perkinson stated that the Board would like to have a progress report on when the administrative online elements will be completed. Highlights from the discussion that followed: the budget to get all of the online elements in place, the difference between teaching in a classroom and teaching an online course, online faculty advising, and proctoring tests.

President's Report – Dr. Marsha Krotseng

Dr. Krotseng highlighted some of the many positive events that have taken place at BSC over the past month, including an article in the Bluefield Daily Telegraph by Tom Bone, signing of a business articulation agreement with the Mercer County Technical Education Center, and the Women's History Month Luncheon that recently took place on campus. Dr. Krotseng stated that it was an honor to attend the signing of the Executive Order for HBCUs in Washington, DC on February 28.

Yesterday, BSC was well represented at Higher Education Day at the legislature. Dr. Krotseng had the opportunity to speak with legislators and the House Finance Chairman. As interactions with legislators take place, she urged the Board to impress upon them the importance of maintaining funding for higher education.

Dr. Krotseng stated that increasing online enrollment complements plans for the residence hall. More students are needed on campus as well as online. EideBailly is finalizing a draft financial analysis which should be completed for internal review by the end of the month. The process is contingent on that report which is required by both the USDA and New Markets Tax Credits.

Dr. Krotseng notified the group of dates to mark on their calendars: March 22, 2017 – U.S. Army Jazz Ambassadors will perform at Bluefield High School; March 25, 2017 – Craft Fair Fundraiser in the Ned Shott Physical Education Building; March 30, 2017 – Meet and Greet for the Advisory Boards; April 27, 2017 – Spud Webb will be speaking at the scholarship fundraiser; and the Klingensmith Cup will take place on May 15, 2017.

Presentation on International Students – Dr. Sudhakar Jamkhandi

Dr. Jamkhandi stated that Fulbright Scholars are good for the College as a recruiting tool, and one will be on campus next week. He noted upcoming presentations on campus and in the public schools.

Dr. Jamkhandi stated that he has been asked to share how many international students BSC has and where they are from. This information can be found in the report included in the Board meeting materials packet. Students coming to BSC from abroad need to know that they will have a warm, welcome place to learn.

Dr. Jamkhandi introduced Jacki Bentley, his assistant, to share work she has been doing on social media in past weeks to reach people around the world. Ms. Bentley displayed a map with points representing where BSC international students are currently living. She is reaching out to international alumni who have graduated since 1989 using Outlook, LinkedIn, and Facebook. She would like to develop BSC's Instagram, Twitter, and WordPress. WordPress and Instagram would be primarily for students on campus who have traveled to allow opportunities to share pictures and other information. It would be ideal to have alumni chapters where there are clusters of international students. Discussion followed with regard to testimonials, international alumni contributions to BSC, and scholarships.

Approval of Minutes of February 16, 2017 Meeting

The first action item was approval of the minutes from the February 16, 2017 meeting. Chairman Perkinson asked if there were any additions or corrections to the minutes from the February 2017 meeting. Hearing none, Chairman Perkinson moved to approve the minutes from the February 16, 2017 meeting. The BSC Board of Governors unanimously approved the minutes from the February 16, 2017 meeting.

Financial Report and Update – Ms. Shelia Johnson

With regard to the housing process, Betty Carroll and Shelia Johnson have had a conference call every two weeks with Raymond James and Thompson and Litton. The EideBailly analysis has taken longer than expected. Ms. Johnson will ask for a new to-do list to be on track for Fall 2019. Deeds have been sent to the Attorney General to start the process of converting all campus property deeds to BSC.

Ms. Johnson reported that the Library has been closed since the first of March when a severe windstorm damaged the transformer. Mr. Cook and others are making plans to convert the lounge into space for computers until the transformer is replaced. Ms. Johnson has contacted BRIM regarding possible insurance coverage for this event.

Ms. Johnson reported on the budget and the College's current finances. Discussion followed.

Academic Affairs Update – Dr. Angela Lambert

Dr. Lambert was available via conference call to answer any questions the Board may have about Academic Affairs. She will give a full presentation next month including program reviews.

Ms. Lantry commented that Dr. Jesse Calloway's leadership workshop is a wonderful, value added event, and the school needs to continue promoting leadership development. She would be happy to buy the books, if needed.

Progress Toward Strategic Plan – Dr. Tracey Anderson

Dr. Anderson stated that the Board would find in the meeting materials packet the most recent Strategic Plan update and the IPEDs data feedback report which includes data on enrollment, admissions, finances, staff, etc. This report compares the College with a list of peers.

Review of Dashboard – Dr. Tracey Anderson

Dr. Anderson presented a dashboard of key indicators that had been previously presented at the October 2016 Board of Governors meeting. The data includes quantitative metrics that have been identified by the Policy Commission. This data is static. Discussion followed.

Mr. Perkinson expressed interest in seeing at every Board meeting a dashboard that would encompass the number of students and enrollment trends that lists what the data are at that particular moment. Mr. Perkinson stated that some financial and ratio metrics should also be included in the dashboard. Dashboard data should identify students in progress, monthly and quarterly enrollment data so the Board can follow what the trends are. An informed Board should be aware of this data. Dr. Anderson stated that if the Board could provide a list of the data they would like to see, she will look into the matter.

Recruitment and Retention Update – Dr. Jo-Ann Robinson

Dr. Robinson distributed a handout pertaining to the Metro Rate Expansion to the Board. She and Mr. Jim Schlimmer, Director of Admissions and Enrollment Services, outlined recruiting strategies, including an alumni collaboration with Dr. Guyton. Discussion followed. Highlights from that discussion include advertising campaign for Mercer County students, job placement, and success stories.

With regard to retention strategy, Dr. Robinson reported that partnerships are being increased across campus including a collaboration on a redesigned freshman orientation class.

Student Affairs and IT have been working closely on initial scholarship letters. The letters are being sent much earlier than in previous years and will contain an estimated award, PELL eligibility, and projected tuition.

Adjournment

Dr. Guyton made a motion to adjourn the Board meeting. The motion was seconded by Chairman Perkinson. The motion carried. The meeting adjourned at approximately 8:33 p.m.

Respectfully submitted,
Sara Anderson

Robert E. Perkinson, Jr.

ONLINE LEARNING REPORT OF READINESS

"One of the biggest untapped opportunities for improving online student success is to get a better institutional understanding around cognitive and non-cognitive factors associated with student retention, completion, and attrition. Research often links cognitive measures (e.g., GPA, rank, achievement tests, etc.) to academic success. However, for non-traditional students, these measures may be more elusive. According the *2016 Learning House Report*, **the average age of today's online undergraduate student is 29 years**. These students may be enrolling in higher education for the first time, re-enrolling after stopping out at a previous institution, or seeking additional credentials. Therefore, cognitive measures for non-traditional students may not have the same value as they do for recent high school graduates. With such diversity in today's student population, institutions should consider non-cognitive measures and align findings with student success programming, including orientation, advising, and support services." Kristen Betts, Drexel University

Current offerings since 2013 B.S. Business: B.S. Nursing: B.S. Imaging Science: RBA

Each of these programs are centered around the adult learner and fashioned in a manner which permit their need to work and return to college for a degree.

Beginning Fall 2017 B.S. Engineering Management: A.S. Electrical Engineering Technology/Industrial track

According to the Higher Learning Commission distance learning is defined as:

Distance-delivered courses – Courses in which at least 75 percent of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.

Distance-delivered programs – Certificate or degree programs in which 50 percent or more of the required courses may be taken as distance-delivered courses.

Distance education – **Education** that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The Internet.
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices.
3. Audio conferencing.
4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed above.\

TIMELINE:

June 2013- Sept. 2013	Review and evaluation by ProEvaluators,LLC for BSC readiness to deliver online programs assessment recommendations provided 9/15/13
May 2016	Appointment by Dr. Larry Conner for Dr. Jeff Bolton to serve in the capacity of the director for online learning in order to coordinate the processes needed to implement fully online programs.
July 1, 2016	Dr. Bolton assumed the role of this position
10/2&3, 2016	Provost attended Best Practices for online student success – WVAAA fall Conference
12/2/16	Recommendation to Dr. Krotseng from Dr. Lambert/Dr. Bolton & Mr. Cook to move forward to launch fully online programs and resources for fall 2017. Recommendation included:

- The use of the Readiness to deliver online programs reports prepared for BSC by ProEvaluators June 2013-Sept. 2013.
- Work from all areas to begin Spring 2017 and Summer 2017 required to begin meeting areas of inadequacy.
- The completion of the SARA application.
- A task force to meet regularly to reach the Fall 2017 goal.

December 2016	First meeting of online planning task force. The taskforce membership includes Dr. Krotseng, Dr. Lambert, Dr. Robinson, Dr. Bolton, Ms. S. Johnson and Mr. T. Cook.
1/30/17	Planning task force met discussed LMS move and BANNER features not being utilized. Also reviewed the areas of the 2013 report that did not meet an acceptable benchmark as well as addressed the first 3 items required for the SARA application.
February 2017	Recommendation of LMS consolidation presented by Dr. Bolton to Dr. Krotseng and Dr. Lambert
3/3/17	Announcement of change to MOODLE® for all course effective Summer 2017
3/6/17	MOODLE® shell creation began
3/13/17	MOODLE® training for summer faculty began
3/27/17	Planning task force met
March 2017	All summer and fall courses successfully moved to MOODLE®
April 2017	Training for all faculty teaching in summer and fall in the MOODLE® LMS
June 1, 2017	Submit SARA application
Summer 2017	Complete intellectual property & copyright policies completed for Fall 17 faculty review and approval
	Establish process by which to assure each course meeting the Quality Matters Standards for online education

	Establish proctoring process and software to be utilized
	Work with admissions and PR to market the current fully online program offerings
	Confirm the organization structure of the department of academic technology (current instructional technology/digital learning)
	Complete checklist for faculty teaching online courses for Fall 2017 faculty institute distribution
	Ongoing student and faculty orientations
Fall 2017	Continuance of faculty/staff/student training for MOODLE® and Quality Matters
	Establish processes for evaluation of courses for effectiveness with established goals and objectives
	Seek to assure all forms provide the ability to be submitted electronically
	Continuance of work with the BANNER features across the board to incorporate into the online needs
	Approval of intellectual property and copyright policies for implementation
	Completion of the web page for BSCONLINE
	Continuance of needs in financial aid to assure an electronic means by which to process aid/payments.
	Approval of proctoring policy and software for implementation campus wide
	Completion of all online program assessment procedures
	Work to integrate MOODLE® with the portal and BANNER

The following guidelines are based on the reports provided by ProEvaluators, Inc. for BSC June 2013 – September 2013 which were performed to provide recommendations necessary for implementation of fully online programs and courses.

INSTITUTIONAL SUPPORT:

1. The institution has a governance structure to enable effective and comprehensive decision making related to online education, i.e. advisory board.
2. Policies and guidelines are in place to authenticate that students enrolled in online courses are receiving college credit are indeed those completing the course work.
3. Policy for intellectual property of course material exists.
4. A copyright policy exists. There is a campus wide effort to inform faculty and students about copyright. There are procedures in place to assure all resources and materials used in the course are appropriately cited and that students are informed that courses contain copyright materials.
5. The institution has defined the strategic value of online learning to its enterprise and to its stakeholders.

TECHNOLOGY SUPPORT AND READINESS:

1. A documented technology plan that includes electronic security measures is in place and operational to ensure quality standards, adherence to FERPA, and the integrity and validity of information.
2. The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking.
3. Disaster recovery and academic continuity plans are in place for mission critical technologies.
4. The institution's network is robust enough and can meet the demand as the enrollment in the online programs increases.
5. A centralized system provides support for building and maintaining the online education infrastructure.
6. The course deliver technology is considered a mission critical enterprise system and supported as such.
7. The institution maintains system backup for data availability.
8. Faculty, staff and students are supported in the development and use of new technologies and skills.

STUDENT SUPPORT READINESS:

1. Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn online.
2. Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services prior to admission and course registration.
3. Program demonstrates a student centered focus rather than trying to fit service to the online education student in on-campus student services. Students are able to apply for admissions, be admitted, register for classes, are billed, and can pay tuition and fees online.
4. Students have access to effective academic, personal and career counseling available from a distance.
5. Student support services are provided for outside the classroom such as academic advising, financial assistance, peer support, etc. and these are available from a distance.
6. Student support personnel are available to address student questions, problems, bug reporting, and complaints for students at a distance.

7. Students are provided easy access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes.
8. The institution ensures that all online education students, regardless of where they are located, have access to library/learning resources adequate to support the courses they are taking.
9. Students are provided with access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives, new services and other sources.
10. Tutoring is available as a learning resource.
11. Minimum technology requirements for skills and equipment are established and made available to students.
12. Before starting an online program, students are advised about the program to determine if they have access to the minimal technology required by the course design.
13. The institution provides guidance to students in the use of all forms of technologies used for course delivery.
14. Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff.
15. Policy and processes are in place to support ADA requirements.
16. Efforts are made to engage students with the program, the institution, and each other.
17. Students are instructed in the appropriate ways of communicating with faculty and students.
18. Students are instructed in the appropriate ways of enlisting help from the program.
19. A process is in place for the assessment of support services for students.

IMPROVEMENTS SINCE TIME OF REVIEW
INSTITUTIONAL SUPPORT & READINESS Online payments are in place Electronic admission applications in place Scholarship application and acceptance electronic is completed eScripts for transcripts is in testing phase
TECHNOLOGY SUPPORT & READINESS Information Technology Policy passed 2014
STUDENT SUPPORT & READINESS Scholarship award and acceptance now electronic Electronic payments available
LMS SUPPORT & READINESS Restructure of IT area completed 2016 Selection of one LMS completed
FACULTY SUPPORT & READINESS MOODLE® training in process
INSTRUCTIONAL DESIGN SUPPORT & READINESS Intellectual property and copyright committee formed and policies will be developed for Fall 2017 approval
COURSE STRUCTURE SUPPORT & READINESS Imaging Sciences curriculum mapped RBA outcomes aligned with student area of emphasis RBA goals and objectives provided by the state RBA administrative guide
TEACHING SUPPORT & READINESS Quality matters trainings were conducted These trainings will be reinitiated for AY 2017/18

Online Program Readiness Calendar for Institution, Technology, Program, and Student Support for Anticipated Program Offerings

Item	STATUS OF COMPLETION
1.System performance monitoring procedures in place	____Completed __X__In Process ____Not Began
2.Banner Accounts Receivable Implementation Calendar	____Completed __X__In Process ____Not Began
3.Implement state's payment system.	__X__Completed ____In Process ____Not Began
4.Campus-wide LMS selected	__X__Completed ____In Process ____Not Began
5.Online Learning Advisory Board established	____Completed ____In Process AY 17/18 __X__Not Began
6.Person responsible for writing the institution's Distance Learning/Intellectual Property policy selected	___X__Completed ____In Process ____Not Began
7.Person responsible for writing the institution's Copyright Policy selected	__X__Completed ____In Process ____Not Began
8.Committee to develop Distance Education/Intellectual Property Policy established	__X__Completed ____In Process ____Not Began
9.Committee to develop Copyright Policy established	__X__Completed ____In Process ____Not Began
10. Meeting with Regents Bachelor of Arts chair completed	____Completed __X__In Process ____Not Began
11. Communications protocol between academic and student support services developed. * +	____Completed __X__In Process ____Not Began

12. Recruiting/Admissions codes for online programs added to BANNER and tested.	_____Completed ____X___In Process _____Not Began
13. Electronic means of distributing recruiting and admissions letters/materials developed.	___X___Completed _____In Process _____Not Began
14. Faculty Live Text Champions Selected	___X___Completed _____In Process _____Not Began
15. Admissions staff trained on new procedures/technology.	__X____Completed _____In Process _____Not Began
16. Develop standard template, either for the campus or for each program, so faculty can focus on content and not supporting technology. It is recommended that this be campus-wide due to the uniqueness of the Regents Bachelor of Arts program.	_____Completed ___X____In Process _____Not Began
17. Radiological Sciences Program curriculum map completed	___X___Completed _____In Process _____Not Began
18. Arts and Sciences exit surveys digitized.	_____Completed _____In Process ____X___Not Began
19. Acceptable Use/Technology Policy completed and approved by the Board of Governors *(Policy #54 effective April 2014)*	__X____Completed _____In Process _____Not Began
20. Electronic means of applying for graduation completed	_____Completed _____In Process BANNER module available but will need incorporated. ____X___Not Began
Draft of intellectual property policy completed and ready for Board of Governor's approval	_____Completed __X____In Process _____Not Began

22. Draft of Copyright Policy completed and ready for Board of Governor's approval	_____Completed ___X____In Process _____Not Began
23. Distance Education/Online Learning Website Completed **Note:** This is an ongoing process with additional items added as they are completed, i.e. link to student orientation.	_____Completed ___X____In Process _____Not Began
24. Create a section on the Online Learning web site for supported technologies that includes information on how to access or obtain them and that includes the vendors accessibility statement. **Note:** This is an ongoing process with additional items technologies added as they are adopted campus wide	_____Completed ___X____In Process _____Not Began

25. Create a section on the Online Learning web site for student support services that includes links to the library, Smarthinking, accessibility, academic policies, etc. As an alternative, this could be included within the LMS.	_____Completed ___X____In Process _____Not Began
26. Develop a checklist of items faculty teaching courses in the online program should adhere to, i.e. check and respond to email within 24 hours, post an announcement at least five times a week etc. + #	_____Completed _____In Process __X_____Not Began SUMMER 2017
27. Program retention tracking procedures completed * + #	_____Completed ___X____In Process _____Not Began
28. Program assessment procedures, including dates, instruments, etc. completed for each program. * + #	_____Completed _____In Process ____X___Not Began
29. Procedures and five year calendar for program and course goal reviews completed for each program	_____Completed _____In Process _____X__Not Began
30. Develop a process for initial and regular review of online courses.	_____Completed _____In Process SUMMER 2017___X__Not Began
31. Conduct a mandatory faculty training session (in conjunction with the Academic Affairs office) for all faculty teaching in the online programs on copyright, Fair Use, plagiarism, and other relevant legal and ethical concepts. #	_____Completed ____X___In Process _____Not Began
32. Conduct a mandatory faculty training session for all faculty teaching in the online programs assuring ADA compliance.	_____Completed ____X___In Process _____Not Began
33. Helpdesk location and personnel selected	____X__Completed _____In Process _____Not Began

34. Online student orientation completed.* #	_____Completed ___X____In Process _____Not Began
35. Helpdesk manual created and staff trained	_____Completed ___X____In Process _____Not Began
36. Integrate the selected LMS with the portal and banner.	_____Completed ____X___In Process _____Not Began
37. Live Text implementation completed for institution, programs, and courses.	__X____Completed _____In Process _____Not Began
38. Live Text testing completed.	____X__Completed _____In Process _____Not Began
39. Method for assessing student support services for students enrolled in online programs established. * For online programs assessment is in process however across the board for online assessment there are not processes	_____Completed ____X___In Process _____Not Began

*Indicates BSN program completed
+ W. Paul Cole Jr. School of Business notes at the programmatic level item 11, 26 & 28 in process Item 27 not began
# RBA item 26, 31, 33, 34, completed through the WVROCKS Item 28 RBA in process

BOARD OF GOVERNORS APRIL 20, 2017

REPORT ON CURRICULUM

Arts & Sciences	Business	Engineering Technology	Nursing and Allied Health
Addition of new course for CRMJ majors FORI 335 Forensic Investigation	Elimination of BUSN 230 BUSN 330 MRKT 498	Updated program objectives for AS and BS Civil, Electrical and Mechanical Engineering Technology Changes necessary due to ABET visit recommendations	AS Radiologic Technology Program Curricular modifications Changes necessary to update the RADT program curriculum to be in line with the ASRT curriculum guide. This change is in preparation of the Fall 2017 JRCERT accreditation site visit.
	Change of prerequisite requirements for MRKT 381 MRKT 352 Due to elimination of the courses above ECON 250 Due to inconsistency in test score wording MGMT 344 HSMT 301	Modification of Engineering Management Curriculum Allowance for CIET students to be required to take ARET 306 Site Planning rather than facilities planning.	
	Change in course description for BUSN 130		

Bluefield State College

OFFICE OF THE PRESIDENT
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Resolution

Item:	For approval, Academic Program Review for B.S. Criminal Justice.
Recommended Resolution:	*Resolved*, that Bluefield State College Board of Governors approves continuation of the Bachelor of Science in Criminal Justice program at the current level of activity.
Staff Member:	Dr. Angela Lambert Interim Provost & Vice President of Academic Affairs
Background:	The program reviews were conducted in accordance with Board of Governors Policy 5 and WV HEPC Series 10.

Bluefield State College

Criminal Justice Administration Five-Year Programmatic Review

2011-2016

As required by the West Virginia Higher Education Policy Commission (WVHEPC)

Submitted by:

Amanda R. Matoushek, Chair
Department of Social Sciences
Bluefield State College
Bluefield, WV
awilley@bluefieldstate.edu

Date: January 31, 2017

This review covers the academic years 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016

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PROGRAM MISSION AND GOALS

Bluefield State College Mission Statement

The mission of Bluefield State College is to provide students an affordable, accessible opportunity for public higher education. A historically black institution, Bluefield State College prepares students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society. The College demonstrates its commitment to the student's intellectual, personal, ethical, and cultural development by providing a dedicated faculty and staff, quality educational programs, and strong student support services in a nurturing environment.

Bluefield State College Vision Statement

Bluefield State College is committed to being the region's leading institution of higher education. Embracing the diversity that shapes our world, the College strives to assist students from all walks of life to achieve their personal and professional goals. Using the expertise of faculty and staff, along with the commitment of its students and alumni, Bluefield State College will continue to strive for excellence in learning, service to the community, and advancements in research. Proficiency in these areas enables the Institution and its graduates to make important contributions at the community, state, national, and global levels.

Bluefield State College provides a diverse range of curricular and co-curricular interactive opportunities to its students, faculty, staff, alumni, and members of the community. The College builds toward the future with continued emphasis on recruiting and retaining motivated students and highly credentialed faculty and staff; achieving university status; offering Master's level programs; and expanding its programmatic offerings through distance education initiatives.

Bluefield State College Core Values

Excellence - We value and are dedicated to excellence in our faculty, staff, and students, programmatic offerings, support services, research, and service to our world.

Community - We value and are dedicated to the development and enhancement of a sense of community, mutual respect, and collaboration among our faculty, staff, students and the greater community we serve.

Diversity - We value and are dedicated to the diversity of our faculty, staff, and students, programmatic offerings, and co-curricular opportunities.

Growth - We value and are dedicated to the intellectual, personal, ethical, and cultural growth of our faculty, staff, and students and to providing those opportunities for growth and continuous improvement throughout our community.

Criminal Justice Administration Program

The Bachelor of Science degree in Criminal Justice Administration prepares students for a variety of careers in the field of Criminal Justice. Graduates of the program may find employment as police officers, correctional officers, probation or parole officers, or counselors at the local, state, and federal level. The Criminal Justice Administration curriculum offers a choice of concentrations in either law enforcement or corrections.

Consistency with College Mission

The B.S. in Criminal Justice Administration supports the College's mission to promote students' intellectual, personal, ethical, and cultural development. In particular, the Criminal Justice Administration degree prepares program graduates for challenging careers, graduate and professional studies, and public service. Courses offered by a well-qualified, student-centered faculty are highly consistent with the mission of Bluefield State College.

Curriculum

The Criminal Justice Administration major consists of 61 credits in the Criminal Justice Core, and 18 hours in a designated Criminal Justice Administration concentration (See "Criminal Justice Administration Program Core and Concentration Requirements").

Students majoring in Criminal Justice Administration must earn a 2.0 grade point average for all work entered on the student's permanent record and a 2.0 grade point average for all work accepted toward the major, including those within the selected area of concentration. Students must complete the General Studies requirement, the Criminal Justice Administration core courses, and the approved Criminal Justice Administration concentration courses.

Criminal Justice Administration Programmatic Student Learning Outcomes

The Criminal Justice Administration Program has identified five programmatic student learning outcomes. These are used to assess how well our program is meeting its performance objectives. The current student learning outcomes are:

PO1: Analyze and apply criminal justice theory to criminal justice issues

PO2: Understand and evaluate how the three sub-systems of the criminal justice system operate and interact.
PO3: Communicate effectively in the field of criminal justice.
PO4: Apply ethical principles in criminal justice.
PO5: Analyze diversity issues inherent in the criminal justice system.

The assessment matrix was revised in August 2015 to better assess these student learning outcomes and is presented below:

PROGRAMMATIC OUTCOMES 08/14/15	**ASSESSED COURSES**	**EMBEDDED ASSESSMENT**	**STANDARDS/ PERFORMANCE GOAL**	**RESULT METRICS**	**SEMESTER**
PO1: Analyze and apply criminal justice theory to criminal justice issues	CRMJ 151	Case Study	70% scoring 70% or higher	Case study rubric	Fall
	CRMJ 331	Case study	80% scoring 70% or higher	Case study rubric	Fall - odd years
PO2: Understand and evaluate how the three sub-systems of the criminal justice system operate and interact.	CRMJ 151	Question set for final exam	Benchmark 1 – Milestone 2	AAC&U Critical Thinking Rubric	Fall
	CRMJ 490	Research Presentation	Milestone 3 – Capstone 4	AAC&U Critical Thinking Rubric	Spring
PO3: Communicate effectively in the field of criminal justice.	CRMJ 232	Group Research Project	Benchmark 1 - Milestone 2	AAC&U Oral and Written Communication Rubrics	Fall
	CRMJ 164	Mock Trial Assessment	Benchmark 1 - Milestone 2	AAC&U Oral and Written Communication Rubrics	Spring

	CRMJ 431	Risk Management Assessment	Milestone 3 – Capstone 4	AAC&U Oral and Written Communication Rubrics	Spring
PO4: Apply ethical principles in criminal justice.	CRMJ 151	Case Study Questions	Benchmark 1 – Milestone 2	AAC&U Ethical Reasoning Rubric	Fall
	CRMJ 331	Case Study Questions	Milestone 2 – Milestone 3	AAC&U Ethical Reasoning Rubric	Fall – odd years
PO5: Analyze diversity issues inherent in the criminal justice system.	CRMJ 151	Case Study Essay	70% scoring 70% or higher	Case Study rubric	Fall
	CRMJ 490	Embedded Questions	80% scoring 70% or higher	Case study rubric	Spring

Results of Programmatic Assessment reports are presented in Appendix A.

Graduate Exit Survey

An exit survey was created to assess students' perception of the program. In this survey, students assess how well they feel they have achieved the program's student learning outcomes. In addition, students provide feedback on various components of the program delivery including instruction and advising. Students also make recommendations for program improvement. The exit survey is completed by graduating seniors at the end of their final semester. A draft of the exit survey is presented below and results of the most recent exit survey are presented in Appendix B.

DRAFT

Class Climate	Bluefield State College Graduate Exit Survey Bachelor of Science in Criminal Justice	SCANTRON

NAME: EMAIL:

ADDRESS: PHONE:

Mark as shown: ☐☒☐☐☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐■☐☒☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. Background Information

1.1 For how many years have you attended BSC?
☐ 1 Year or Less ☐ 2 Years ☐ 3 Years ☐ 4 Years ☐ 5 or More Years

1.2 Current Age
☐ Under 21 ☐ 21 - 24 ☐ 25 - 30 ☐ 31 - 35 ☐ 36 - 40 ☐ Over 40

1.3 Ethnicity
☐ African American ☐ Asian ☐ Caucasian / White ☐ Hispanic ☐ Native American ☐ Other

1.4 Indicate your overall college grade point average (GPA) at BSC.
☐ A- to A (3.50 - 4.00) ☐ B to A- (3.00 - 3.49) ☐ B- to B (2.50 - 2.99) ☐ C to B- (2.00 - 2.49) ☐ C- to C (1.50 - 1.99) ☐ D to C- (1.00 - 1.49) ☐ Below D (Below.99)

1.5 Gender
☐ Male ☐ Female

1.6 Indicate your primary status at BSC.
☐ Full-time student ☐ Part-time student

2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

2.1 Have you applied to a college graduate program?
☐ Yes ☐ No, but I plan to apply ☐ No, I do not plan to apply

2.2 If you have applied to a graduate program, have you been accepted?
☐ Yes ☐ Not yet, I am still waiting ☐ No, I have been rejected ☐ Not applicable

2.3 Indicate the highest degree you plan to obtain.
☐ Bachelor's Degree ☐ Master's Degree ☐ Doctor's Degree ☐ Professional Degree ☐ Other

2.4 Please indicate your planned area of future study.

3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

3.1 Which of the following best describes what you plan to do after graduation? (check all that apply)
☐ Be employed full-time ☐ Be employed part-time ☐ Be self-employed ☐ Serve in Armed Forces ☐ Continue my education ☐ Care for a home / family ☐ Other

3.2 If employed, how closely related is your job to the major / field in which you are graduating?
☐ Highly related ☐ Moderately related ☐ Slightly related ☐ Not at all related

4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Criminal Justice program at BSC.

4.1 Overall, how would you rate the Criminal Justice program at BSC?
☐ Exceptionally high ☐ High ☐ Average ☐ Below average ☐ Well below average

4.2 How well do you believe BSC prepared you for employment or post-graduate course work?
☐ Exceptionally well ☐ More than adequately ☐ Adequately ☐ Less than adequately ☐ Very poorly

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Class Climate	Bluefield State College Graduate Exit Survey Bachelor of Science in Criminal Justice	SCANTRON

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

5.1	read, write, and speak effectively	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.2	demonstrate information literacy through the use of technology.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.3	demonstrate basic mathematical problem solving skills.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.4	analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.5	identify, explain, and apply scientific concepts and methods.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.6	describe artistic, literary, and human creativity.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.7	interpret, analyze, and construct arguments.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.8	analyze and apply criminal justice theory to criminal justice issues.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.9	understand and evaluate how the three sub-systems of the criminal justice system operate and interact.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.10	communicate effectively in the field of criminal justice.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.11	apply ethical principles in criminal justice.	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree
5.12	analyze diversity issues inherent in the criminal justice system..	Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

6. Based upon your experience in the Criminal Justice program, please rate your level of satisfaction with each item below.

6.1	Variety of instructional approaches used in the classroom	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.2	Variety of courses offered	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.3	Overall quality of instruction	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.4	Concern for me as an individual	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.5	Response to older/nontraditional students	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.6	Class size relative to the type of course	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.7	Multicultural content of courses	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.8	Quality of the program	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.9	Availability of faculty outside of class	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied
6.10	Course scheduling and/or availability	Very Dissatisfied	☐	☐	☐	☐	☐	Very Satisfied

6.11 Please provide any comments or suggestions related to the Criminal Justice program at Bluefield State College.
(please keep comments inside the box)

Annual programmatic assessment reports are submitted to the Dean of the School of Arts & Sciences and to the Director of Institutional Research and Development. The assessment reports are used to identify needed improvements in the program.

The assessment data collected by the Criminal Justice Administration Program from programmatic assessment by faculty during this program review period reveals that improvements are needed including:

- ensure regular reporting of assessment data;
- ensure all classes to be assessed are offered on a yearly basis

The assessment data collected by Criminal Justice Administration Program from students in the Graduate Exit Surveys during this program review period reveals that improvements are needed in some areas including:

- Increasing the number of faculty in Criminal Justice Administration
- Increasing the variety of course offerings in Criminal Justice Administration
- Offering more learning opportunities outside of the classroom (visit police station, prison, etc.)
- Improving availability/scheduling of courses

FACULTY QUALITY

There are three full-time faculty members in the Criminal Justice Administration program. Of these, two are tenured. Full-time faculty vitae are presented in Appendix C.

Full-time Criminal Justice Administration Faculty

- Michael Lilly, J.D., Professor of Criminal Justice Administration, tenured
- Shelia Hallman-Warner, M.S., Assistant Professor of Criminal Justice Administration, tenured
- A. Scott Rasnick, M.S., Assistant Professor of Criminal Justice Administration, untenured (New faculty hired in 2016)

Full-time Criminal Justice Administration Faculty Who Have Retired Within the Last Five Years

- Col. William Aldrich, Professor of Criminal Justice Administration, tenured (retired May, 2015)

QUALITY, CURRENCY, AND RELEVANCE OF THE CURRICULUM

Criminal Justice Administration Program Curriculum:

The Criminal Justice Administration curriculum was revised in the Spring of 2012 to reflect the mandate from the West Virginia Higher Education Policy Commission recommending a total of 120 hours required for graduation.

The current Criminal Justice Administration program is as follows:

Requirements for Bachelor of Science Degree

The Bachelor of Science degree in Criminal Justice Administration prepares students for a variety of careers in the field of Criminal Justice. Graduates of the program may find employment as police officers, correctional officers, probation or parole officers, or counselors at the local, state, and federal level. The Criminal Justice Administration curriculum offers a choice of majors in either law enforcement or corrections.

The program of study follows a recommended eight-semester format. Students should be aware that certain factors may require deviation from the recommended schedule, and that completion of the degree could require longer than eight semesters. Entering students, who have already completed an associate degree in criminal justice or the equivalent from an accredited institution may transfer in and be admitted at junior status in the particular specialization chosen. They can then earn the baccalaureate degree by completing the general studies program and those courses specified for the third and fourth year of the major. Up to 72 hours of credit from all regionally accredited community colleges may be applied toward the degree; all transferred hours will be entered on the transcript and will be calculated in the students' GPA at Bluefield State College.

Academy Training

Students may petition for up to 13 credit hours upon successfully completing law enforcement training from an accredited police academy or an accredited state or federal correctional academy by presenting a photocopy of a graduation certificate to the Registrar's Office. Additional credits may be awarded in accordance with articulation agreements made by Bluefield State College and various institutions.

A certified law enforcement academy providing entry-level enforcement training, in-service, and specialty training with full-time staff of instructors possessing criminal justice expertise.

Basic Police Academy Training Credit recommendations are:

Law Enforcement Concentration

CRMJ	151	Introduction to CJ	3
CRMJ	163	Criminal Law	3
CRMJ	215	Criminal Invest	3
HLTH	201	Safety & First Aid	2
PHED	261	Strength Training I	2

Corrections Concentration

CRMJ	151	Intro to CJ	3
CRMJ	221	American Corr. System	3
CRMJ	232	CJ Writing	3
HLTH	201	Safety & First Aid	2
PHED	261	Strength Training I	2

Criminal Justice Administration Core Classes

CRMJ 151	Intro to Criminal Justice	3
CRMJ 163	Criminal Law	3
CRMJ 164	Criminal Procedure and Evidence	3
CRMJ 208	Criminology	3
CRMJ 221	American Correctional Systems	3
CRMJ 232	CJ Writing	3
CRMJ 252	Substance Abuse	3
CRMJ 292	Juvenile Delinquency	3
CRMJ 301	Probation, Parole & Community Corrections	3
CRMJ 312	Legal Research	3
POSC 325	Judicial Process	3
CRMJ 331	Ethics in Criminal Justice	3
CRMJ 341	Contemporary Issues in Criminal Justice	3
POSC 401	American Constitutional Law	3
CRMJ 490	Seminar in Criminal Justice	3
BUSN 301	Business Law and the Legal Environment	3
POSC 218	State and Local Government	3
SOCI 323	Social Deviance	3
CRMJ Restricted Electives (2 courses)		6

Restricted Criminal Justice Electives

CRMJ	498	Internship	3-6
CRMJ	495	Special Topics in Criminal Justice	3
PSYC	402	Abnormal Psychology	3
PSYC	328	Social Psychology	3
SPAN	101	Elementary Spanish	3

Corrections Concentration

The Corrections Concentration is designed to prepare Bluefield State College students for careers in corrections and related fields. Graduates of this program may find employment as corrections officers, parole or probation officers, or counselors at the federal, state, or local level. The following courses must be taken in addition to the Criminal Justice Core:

CRMJ	210	Correctional Management	3
CRMJ	320	Correctional Counseling	3
CRMJ	400	Correctional Institutions	3
CRMJ	414	Victimology	3
CRMJ	495	Special Topics in Criminal Justice	3
Restricted Electives (1 of 5 choices)			3

Total Hours in Concentration: 18

Criminal Justice Corrections

Recommended Eight-Semester Schedule of Classes

The following eight-semester recommended schedules are based on current course offerings in the programs. Please note that those Criminal Justice courses listed in the first, third, fifth, and seventh semesters are normally offered only during fall semesters. Those courses listed in the second, fourth, sixth, and eighth semesters are normally taught only during spring semesters. Students are advised to carefully check semester class schedule listings for availability of individual courses.

FIRST SEMESTER

CRMJ 151 Intro to Criminal Justice	3
CRMJ 163 Criminal Law	3
ENGL 101 Composition I	3
SOCI 210 Intro to Sociology	3
COSC 102 Computers and Society or	
BUSN 130 Microsoft Word	3
Total	15

SECOND SEMESTER

CRMJ 164 Criminal Procedure & Evidence	3
CRMJ 252 Substance Abuse	3
ENGL 102 Composition II	3
MATH 101 General Math or higher	3
PSYC 103 General Psychology	3
Total	15

THIRD SEMESTER

CRMJ 221 American Corrections	3
CRMJ 208 Criminology	3
CRMJ 232 CJ Writing	3
POSC 200 American National Gov't	3
Health & Wellness	2/3
Total	14/15

FOURTH SEMESTER

CRMJ 210 Correctional Mgmt	3
CRMJ 292 Juvenile Delinquency	3
POSC 218 State & Local Gov't	3
Restricted CJ Elective	3
Restricted CJ Elective	3
Total	15

FIFTH SEMESTER

POSC 325 Judicial Process	3
CRMJ 331 Ethics in Criminal Justice	3
CRMJ 301 Parole, Probation, and Comm. Corr.	3
Science selection	4
ENGL 201/205	3
Total	16

SIXTH SEMESTER

BUSN 301 Business Law	3
CRMJ 320 Correctional Counseling	3
SOCI 323 Social Deviance	3
Science Selection	4
Elective	3
Total	16

SEVENTH SEMESTER

CRMJ 341 Contemporary Issues in CJ	3
COMM 201/208 Basic Comm/Speech	3
CRMJ 495 Special Topics in CJ	3
CRMJ 414 Victimology	3
CJ Restricted Elective	3
Total	15

EIGHTH SEMESTER

CRMJ 490 Seminar in Criminal Justice	3
CRMJ 312 Legal Research	3
CRMJ 400 Correctional Institutions	3
POSC 401 American Constitutional Law	3
Elective	2
Total	14

Law Enforcement Concentration

The Law Enforcement Concentration is designed to prepare Bluefield State College students for careers in federal and state law enforcement. It is particularly useful for those students seeking administrative positions in these fields. Graduates of this program may find employment in any of the many different law enforcement agencies in the United States or in the area of Homeland Security. The following courses must be taken in addition to the Criminal Justice Core.

CRMJ	170	Police and Community Relations	3
CRMJ	215	Criminal Investigation	3
CRMJ	280	Police Organization and Administration	3
CRMJ	250	Police Operations	3
CRMJ	431	Private Security	3
CRMJ	492	Terrorism	3

Total Hours in Major: 18

Criminal Justice Law Enforcement

Recommended Eight-Semester Schedule of Classes

The following eight-semester recommended schedules are based on current course offerings in the programs. Please note that those Criminal Justice courses listed in the first, third, fifth, and seventh semesters are normally offered only during fall semesters. Those courses listed in the second, fourth, sixth, and eighth semesters are normally taught only during spring semesters. Students are advised to carefully check semester class schedule listings for availability of individual courses.

FIRST SEMESTER	
CRMJ 151 Intro to Criminal Justice	3
CRMJ 163 Criminal Law	3
ENGL 101 Composition I	3
SOCI 210 Intro to Sociology	3
COSC 102 Computers and Society or	
BUSN 130 Microsoft Word	3
Total	15

SECOND SEMESTER	
CRMJ 164 Criminal Procedure & Evidence	3
CRMJ 170 Police & Community Relations	3
ENGL 102 Composition II	3
MATH 101 General Math or higher	3
PSYC 103 General Psychology	3
Total	15

THIRD SEMESTER	
CRMJ 215 Criminal Investigations	3
CRMJ 208 Criminology	3
CRMJ 232 CJ Writing	3
POSC 200 American National Gov't	3
Health & Wellness	2/3
Total	14/15

FOURTH SEMESTER

CRMJ 280 Police Organization & Administration	3
CRMJ 292 Juvenile Delinquency	3
CRMJ 250 Police Operations	3
CRMJ 252 Substance Abuse	3
Restricted CJ Elective	3
Total	15

FIFTH SEMESTER

POSC 325 Judicial Process	3
CRMJ 331 Ethics in Criminal Justice	3
CRMJ 221 American Corrections	3
Science selection	4
ENGL 201/205 World Literature	3
Total	16

SIXTH SEMESTER

BUSN 301 Business Law	3
CRMJ 431 Private Security	3
SOCI 323 Social Deviance	3
Science Selection	4
POSC 218 State and Local Government	3
Total	16

SEVENTH SEMESTER

CRMJ 341 Contemporary Issues in CJ	3
COMM 201/208 Basic Comm/Speech	3
CRMJ 492 Terrorism	3
CRMJ 301 Probation & Parole	3
CJ Restricted Elective	3
Total	15

EIGHTH SEMESTER

CRMJ 490 Seminar in Criminal Justice	3
CRMJ 312 Legal Research	3
POSC 401 American Constitutional Law	3
Elective	5
Total	14

PROGRAM CONTRIBUTIONS

The Criminal Justice Administration Program contributes to distance education of Bluefield State College students by offering the full degree program at our satellite campus at the Erma C. Byrd Higher Education Center in Beaver, West Virginia. Courses are offered through closed circuit interactive video network (IVN) as well as live streaming web courses.

A college-wide minor in Criminal Justice is available to all students.

Criminal Justice Minor

CRMJ	151	Introduction to Criminal Justice	3
CRMJ	221	American Corrections	3
CRMJ	341	Contemporary Issues in Criminal Justice	3
CRMJ	400	Correctional Institutions	3
CRMJ	495	Special Topics in Criminal Justice	3
		Total	15

A Criminal Justice Administration area of emphasis is available for students pursuing a Regents Bachelors of Arts degree. Students must complete 15 credit hours of 300-400 level CRMJ courses for the area of emphasis.

INTERDISCIPLINARY INITIATIVES

The Criminal Justice Administration faculty worked with several other faculty members in the School of Arts and Sciences to offer a course entitled Introduction to Forensic Science. This collaboration is expected to continue in order to offer this course in the future.

STUDENT DEGREE COMPLETION RATE

Bluefield State College does not calculate the student degree completion rate for individual programs. According to the most recent data gathered by the office of the Director of Institutional Research and Effectiveness for 2011-2016, the actual number of students who graduated from the program was 82. The five-year average for degrees awarded is 16. Enrollment in the program is currently 101. The five-year average is 123.

Enrollment

YEAR	MAJORS (FALL)	LAW ENFORCEMENT CONCENTRATION	CORRECTIONS CONCENTRATION	UNDECLARED CONCENTRATION
2011-2012	124	32	37	55
2012-2013	131	36	35	60
2013-2014	138	50	41	47
2014-2015	122	53	30	39
2015-2016	101	58	19	24

Graduates

YEAR	GRADUATES	LAW ENFORCEMENT CONCENTRATION	CORRECTIONS CONCENTRATION
2011-2012	8	4	4
2012-2013	15	8	7
2013-2014	22	12	10
2014-2015	11	6	5
2015-2016	26	21	5

*NOTE: Data supplied by the BSC Office Institutional Research and Effectiveness and the Office of the Registrar.

JOB PLACEMENT RATE

According to the most recent data gathered by the office of Career Planning and Placement and the Criminal Justice Administration faculty members for 2011-2016 graduates:

Employed in Field: 16 (31%)

Employed Out of Field: 24 (47%)

Military: 2 (4%)

Continuing Education: 4 (8%)

Unemployed: 7 (14%)

Employed in WV: 33 (65%)

Employed in the Area: 27 (53%)

Employed outside the Area: 4 (8%)

Hence, the job placement rate is 78%. NOTE: These percentages are based upon a "positive outcome" rate of 90% (i.e. they do not include unaccounted for students in the calculations). Total number of respondents was 51 of the 82 students that graduated during the five year period.

GRADUATE AND PROFESSIONAL SCHOOL ACCEPTANCE RATE

According to the most recent data gathered by the office of Career Planning and Placement and Criminal Justice Administration faculty members (see Appendix J), of the graduates from 2011-2016, 4 students (8%) went on to graduate school in Criminal Justice or Law School.

NOTE: Total number of respondents was 51 of the 82 students that graduated during the five year period.

STRENGTHS AND WEAKNESSES

Strengths

The courses in Criminal Justice Administration are taught by faculty with varied backgrounds, experience in the Criminal Justice Administration field, and some with extensive teaching experience. This program serves students who either are seeking immediate employment or admission to graduate or professional schools. Faculty members have facilitated on-campus presentations by speakers involved in various aspects of Criminal Justice, including artists Jesse Krimes and Russel Omar-Shareef, DEA agents Steve Murphy and Javier Pena, and Dean Gillispie who served 20 years in prison for a wrongful conviction. A yearly mock-trial conducted in the Princeton Courthouse allows students an opportunity to experience the trial process firsthand. Additionally, the Criminal Justice Administration program maintains a robust internship program where students are provided the opportunity to participate in internships with various agencies in the area. These internships have proven to be invaluable for student job placement. While Bluefield State has experienced a drop in enrollment across all programs, the Criminal Justice Administration program has seen the smallest enrollment decline of all programs in the school of Arts and Sciences.

Weaknesses

Currently, the Criminal Justice Administration program is not a stand-alone program; it is housed in the Department of Social Sciences. As such, any decisions regarding the Criminal Justice Administration program are influenced by faculty members who are not experts in the field. The size of the Criminal Justice Administration faculty is small in relation to the range of courses that must be offered. There are a total of 3 full-time Criminal Justice Administration Faculty which requires some courses to only be offered once every two years, and until recently had required the use of adjunct faculty. The full-time faculty all teach four separate course preparations each semester putting strain on the faculty and minimizing time for additional course preparation. In addition, the entire Criminal Justice Administration degree program is offered at the Erma Byrd Higher Education Center in Beaver, WV, however there are no faculty located at that satellite

campus, thus requiring all courses to be offered via Interactive Video Network (IVN) or video live streaming. Students as well as faculty often report that this detracts from the classroom experience, and it also prevents the opportunity for hands-on classroom activities or trips outside of the classroom. Addition of a faculty member at the Beckley campus would alleviate the need for so many video courses and provide the Beckley students with the face-to-face advising they deserve.

OPPORTUNITIES FOR GROWTH

One opportunity that would require relatively few additional resources would the addition of a third concentration with the Criminal Justice Administration major. We are currently exploring the possibility of adding a concentration in Forensic Investigations. This concentration would incorporate courses currently offered with a few additional content-specific courses. The following courses are an initial plan of the concentration requirements in addition to the Criminal Justice Administration Core courses.

Forensic Investigations Concentration

NASC	205	Introduction to Forensic Science	4
CRMJ	215	Criminal Investigation	3
PSYC	450	Psychology and the Law	3
CRMJ	490	Forensic Investigation	3
COSC	488	Intro to Computer and Information Security	3
CRMJ	414	Victimology	3

Total Hours in Concentration: 19

Descriptions of new courses:

NASC 205 Intro to Forensic Science: Fundamentals of forensic science. Lecture topics include crime scene investigation, fingerprinting, DNA technology, blood splatter analysis, forensic anthropology, trace evidence, toxicology, the law and forensic science, profiling, and forensic entomology. Laboratory activities complement lecture topics to emphasize how instrumentation is used in analysis and contribute to an understanding that forensic science is a science intensive field.

CRMJ 490 Forensic Investigation: This course will introduce students to the practice of lawfully establishing evidence and facts to be presented and accepted in a court of law. Students will learn the application of expert techniques to reconstruct and investigate crimes and present evidence in court based on rules of evidence.

UNIQUE QUALITIES AND COMPETITIVE ADVANTAGE

At present, the unique qualities and competitive advantage of the Criminal Justice Administration program are our faculty who contribute our students' success.

Small class sizes at Bluefield State College provide students with ample access to instructor assistance. Students receive individualized instruction and counseling when requested. The relatively small class sizes help to produce an environment of collegiality and mutual support amongst students and faculty.

Bluefield State College also prioritizes safety in order to provide a comfortable academic learning environment for students.

In addition, Bluefield State College's comparatively low tuition—the lowest amongst public four-year colleges in the state of West Virginia—makes the College accessible for students in this economically-depressed region.

In summary, the Criminal Justice Administration program is proud to offer affordable, quality instruction to its students. The Program's relatively small class sizes, safe environment, and the College's affordable tuition allow us to provide quality education to our students.

PLAN TO RESPOND TO CHALLENGES AND PURSUE OPPORTUNITIES

Planning is currently underway to add a Forensic Investigation concentration to the Criminal Justice Administration curriculum, allowing students more flexibility in their specialization. This will allow students to pursue additional career opportunities. The program is also interested in developing Memorandum of Understandings (MOUs) with regional schools that house graduate programs in Criminal Justice/Criminology. These MOUs will help with student recruitment as well as increase postgraduate success rates.

APPENDIX A

PROGRAMMATIC ASSESSMENT REPORTS

No Report of Assessment data was submitted for 2011-2012

Bluefield State College

Report of Assessment

(Reports due October 15)

School: Arts and Sciences

Program: Social Sciences Department: Criminal Justice Program

Degree level: B.S.

Academic Year: 2012-2013

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcomes as of October, 2010	Met or Not Met	Evidence
Analyze and apply criminal justice theory to criminal justice issues.	Not Met Not Met Not Met	CRMJ 208: TOOL: Embedded Essay Question; GOAL: 70% will score a 3 or better on a 5-point scale; RESULT: no evidence submitted CRMJ 341: TOOL: Embedded Essay Question; GOAL: 80% will score a 3 or better on a 5-point scale; RESULT: no evidence submitted CRMJ 490: TOOL: Exit Survey; GOAL: 80% will score a 3 or better on a 5-point scale: RESULT: no evidence submitted
Understand and evaluate how the three sub-systems of the criminal justice system operate and interact.	Not Met	CRMJ 151: TOOL: Question Set for Final Exam; GOAL: 70% will score a 75% on the question set; RESULT: 1st section--70% did not score 75 on questions; 65% correct; 2nd section—from a sample of 13 students, six answered all questions

		correctly; six missed one question; one student missed two questions
	Not Met	CRMJ 490: TOOL: Exit Survey; GOAL: 80% will score a 3 or better on a 5-point scale; no evidence submitted;
	Not Met	& TOOL: Research Presentation; GOAL: 80% will score a 3 or better on a 5-point scale; no evidence submitted
Communicate effectively in the field of criminal justice.	Met	CRMJ 132: TOOL: Group Research Project Rubric; GOAL: 70% will achieve a mean score of 3 or better on a 5-point scale; RESULT: 90% scored 3 or better
	Met	CRMJ 164: TOOL: Mock Trial Assessment; GOAL: 70% will achieve a mean score of 3 or better on a 5-point scale; RESULT: 80% scored 3 or better on a 5-point scale
	Met	CRMJ 431: TOOL: Risk Management Assessment; GOAL: 80% will achieve a mean score of 3 or better on a 5-point scale; RESULT: 88% scored 3 or better on a 5-point scale
Apply ethical principles in criminal justice.	Not met	CRMJ 151: TOOL: Case Study Questions; GOAL: 70% will achieve a 3 or better on a 5-point scale; RESULT: only 65% scored 3 or better
	Not Met	CRMJ 331: TOOL: Case Study Questions; GOAL: 80% will score a 3 or better on a 5-point scale; no evidence submitted
Analyze diversity issues inherent in the criminal justice system.	Met	CRMJ 151: TOOL: Case Study Essay; GOAL: 70% will achieve a 3 or better on a 5-point scale; RESULT: section 1--90% scored 3 or better on diversity questions; section 2 used a multiple choice question set as the tool whereby 8 students identified all five issues

	Not Met	correctly; 2 students identified 4 issues correctly; and 3 students identified 3 issues correctly CRMJ 490: TOOL: Set of Embedded Questions; GOAL: 80% will achieve a 3 or better on a 5-point scale; no evidence submitted

Identify any changes, revisions, or improvements that have been made to programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcomes as of August 14, 2013	**Changes, revisions, or improvements**	**Constituents involved in decision making**
PO1: Analyze and apply criminal justice theory to criminal justice issues.	Removed CRMJ 341 and CRMJ 490. Program Outcomes now linked to Live Text/AACU rubrics.	**Social Sciences Faculty in the Criminal Justice Program, Dean of School of Arts and Sciences; changes based upon recommendations following 2012-2013 Program Review of August 14, 2013**
PO2: Understand and evaluate how the three sub-systems of the criminal justice system operate and interact.	Changed assessment tools to remove Exit Survey and Research Presentation and replaced them with Set of Embedded Questions. Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU rubrics.	
PO3: Communicate effectively in the field of criminal justice.	Replaced CRMJ 132 with CRMJ 232. Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU	

	rubrics.	
PO4: Apply ethical principles in criminal justice.	Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU rubrics.	
PO5: Analyze diversity issues inherent in the criminal justice system.	Replaced CRMJ 490 with CRMJ 400. Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU rubrics.	

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program (MUST INCLUDE AT LEAST ONE GENERAL STUDIES OUTCOME ASSESSED IN THE PROGRAM). Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcomes	Met or Not Met	Evidence
Students will communicate effectively both orally and in writing.		COMM 208: ENGL 101: ENGL 102:
Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		COSC 102: ENGL 101: ENGL 102:
Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		MATH 109: MATH 101: MATH 220:
Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		GEOG 150: HIST 101:

		SOCI 210:
Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		BIOL 101, CHEM 101: BIOL 102, CHEM 102: PHYS 201: PHYS 202:
Students will understand and apply scientific concepts and develop science inquiry and research skills.		ENGL 201/205
Students will interpret, analyze, and construct ethical arguments.		ENGL 101: CLA Exam
Students will be able to apply skills necessary to maintain physical and mental wellness.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcomes	Changes, revisions, or improvements	Constituents involved in decision making
Students will communicate effectively both orally and in writing.	**New ISLOs replaced these at the beginning of the fall 2013 semester. We have implemented those on our syllabi and revised accordingly for assessment.**	**Ad Hoc General Studies Revision Committee**
Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		

Students will understand and apply scientific concepts and develop science inquiry and research skills.		
Students will interpret, analyze, and construct ethical arguments.		
Students will be able to apply skills necessary to maintain physical and mental wellness.		

Identify how faculty utilized the Collegiate Learning Assessment (CLA) results to inform decisions to improve writing, critical thinking, analytic reasoning, and problem solving within the program.

We have not used any CLA data at the programmatic level.

Identify how the faculty ensure that the General Studies student learning outcomes are assessed at the program level.

Although we have not been able to fully integrate these yet, some of the institutional learning outcomes closely overlap with the programmatic ones. We hope to develop fully integrated matrices by utilizing LiveText data collection in the future with the new ISLOs implemented in the Fall of 2013.

Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared.

Shared with Dean of BSC School of Arts & Sciences.

Identify key stakeholders with which Institutional student learning outcomes assessed within the program have been shared.

Shared with Dean of BSC School of Arts & Sciences.

Bluefield State College

Report of Assessment

(Reports due October 15)

DATE SUBMITTED: October 15, 2014

School: Arts and Sciences

Program: Social Sciences Department: Criminal Justice Program

Degree level: B.S.

Academic Year: 2013-2014

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcomes as of August 14, 2013	Met or Not Met	Evidence
Analyze and apply criminal justice theory to criminal justice issues	Not Met	CRMJ 208: TOOL: Embedded Essay Question; GOAL: 70% will score a 3 or better on a 5-point scale; RESULT: no evidence submitted
Understand and evaluate how the three sub-systems of the criminal justice system operate and interact	Met Met	CRMJ 151: TOOL: Question Set for Final Exam; GOAL: 70% will score a 75% on the question set; RESULT: 13 students were assessed; 6 students answered all 7 questions correctly; 6 students missed 1 question; 1 student missed 2 questions CRMJ 490: TOOL: Set of embedded questions; GOAL: 70% will score a 3 or better on a 5-point scale; 22 students submitted answers; 4 scoring 5 points; 6

		scoring 4 points; 8 scoring 3 points; 2 scoring 2 points; 1 scoring 1 point; 80% scoring 3 or better
Communicate effectively in the field of criminal justice.	Not Met Not Met Not Met	CRMJ 164: TOOL: Mock Trial Assessment; GOAL: 70% will achieve a mean score of 3 or better on a 5-point scale; RESULT: no evidence submitted CRMJ 232: TOOL: Group Research Project Rubric; GOAL: 70% will achieve a mean score of 3 or better on a 5-point scale; RESULT: no evidence submitted CRMJ 431: TOOL: Risk Management Assessment; GOAL: 70% will achieve a mean score of 3 or better on a 5-point scale; RESULT: no evidence submitted
Apply ethical principles in criminal justice	Met Not Met	CRMJ 151: TOOL: Question Set for Final Exam; GOAL: 70% will score a 75% on the question set; RESULT: 13 students were assessed; 6 students answered all 7 questions correctly; 6 students missed 1 question; 1 student missed 2 questions CRMJ 331: TOOL: Case Study Questions; GOAL: 70% will achieve a 3 or better on a 5-point scale; no evidence submitted
Analyze diversity issues inherent in the criminal justice system	Met Met	CRMJ 151: TOOL: Case Study Questions; GOAL: 70% will achieve a 3 or better on a 5-point scale; RESULT: 11 students answered all questions correctly; 2 students missed one question; 8 students identified all 5 issues correctly; 2 students identified 4 issues correctly (missing one issue); 3 students identified 3 issues correctly (missing two issues) CRMJ 400: TOOL: Set of embedded questions; GOAL: 70% will score a 3 or better on a 5-point scale; 9 students

		submitted answers; 4 scoring 4 points; 3 scoring 3 points; 2 scoring 2 points; 70% scoring 3 or better

Fall 2013, Department of Social Sciences, Criminal Justice Programmatic Outcome Assessment Review Faculty: William Aldridge, M.S., Shelia Hallman-Warner, M.S., Mike Lilly, J. D.

Identify any changes, revisions, or improvements that have been made to programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcomes as of August 14, 2013	**Changes, revisions, or improvements**	**Constituents involved in decision making**
PO1: Analyze and apply criminal justice theory to criminal justice issues.	Removed CRMJ 341 and CRMJ 490. Program Outcomes now linked to Live Text/AACU rubrics.	Social Sciences Department faculty in the Criminal Justice Program, Dean of School of Arts and Sciences; changes based upon recommendations following 2012-2013 Program Review of August 14, 2013
PO2: Understand and evaluate how the three sub-systems of the criminal justice system operate and interact.	Changed assessment tools to remove Exit Survey and Research Presentation and replaced them with Set of Embedded Questions. Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU rubrics.	Social Sciences Department faculty in the Criminal Justice Program, Dean of School of Arts and Sciences
PO3: Communicate effectively in the field of criminal justice.	Replaced CRMJ 132 with CRMJ 232. Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU rubrics.	Social Sciences Department faculty in the Criminal Justice Program, Dean of School of Arts and Sciences

PO4: Apply ethical principles in criminal justice.	Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU rubrics.	Social Sciences Department faculty in the Criminal Justice Program, Dean of School of Arts and Sciences
PO5: Analyze diversity issues inherent in the criminal justice system.	Replaced CRMJ 490 with CRMJ 400. Established uniform 70% assessment across this outcome. Program Outcomes now linked to Live Text/AACU rubrics.	Social Sciences Department faculty in the Criminal Justice Program, Dean of School of Arts and Sciences

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program (MUST INCLUDE AT LEAST ONE GENERAL STUDIES OUTCOME ASSESSED IN THE PROGRAM). Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcomes	Met or Not Met	Evidence
Students will communicate effectively both orally and in writing.		COMM 208: ENGL 101: ENGL 102:
Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		COSC 102: ENGL 101: ENGL 102:
Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		MATH 109: MATH 101: MATH 220:
Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		GEOG 150: HIST 101: SOCI 210:
Students will analyze and compare diverse social and cultural patterns, texts, and performances and will		BIOL 101, CHEM 101:

evaluate them from a global perspective.		BIOL 102, CHEM 102: PHYS 201: PHYS 202:
Students will understand and apply scientific concepts and develop science inquiry and research skills.		ENGL 201/205
Students will interpret, analyze, and construct ethical arguments.		ENGL 101: CLA Exam
Students will be able to apply skills necessary to maintain physical and mental wellness.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcomes	Changes, revisions, or improvements	Constituents involved in decision making
Students will communicate effectively both orally and in writing.	New ISLOs replaced these at the beginning of the fall 2013 semester. We have implemented those on our syllabi and revised accordingly for assessment.	Ad Hoc General Studies Revision Committee
Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
Students will understand and apply scientific concepts and develop science inquiry and research skills.		
Students will interpret, analyze, and construct ethical arguments.		

Students will be able to apply skills necessary to maintain physical and mental wellness.		

Identify how faculty utilized the Collegiate Learning Assessment (CLA) results to inform decisions to improve writing, critical thinking, analytic reasoning, and problem solving within the program.

We have not used any CLA data at the programmatic level.

Identify how the faculty ensure that the General Studies student learning outcomes are assessed at the program level.

Although we have not been able to fully integrate these yet, some of the institutional learning outcomes closely overlap with the programmatic ones. We hope to develop fully integrated matrices by utilizing LiveText data collection in the future with the new ISLOs implemented in the Fall of 2013.

Identify key stakeholders with which the <u>programmatic student learning outcome assessment results</u> have been shared.

Shared with Dean of BSC School of Arts & Sciences.

Identify key stakeholders with which <u>Institutional student learning outcomes assessed within the program</u> have been shared.

Shared with Dean of BSC School of Arts & Sciences.

Bluefield State College
Report of Assessment
(Reports due October 15)

School: Arts and Sciences

Program: Criminal Justice

Degree level: B.S.

Academic Year: 2014-2015

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome(s)	Met or Not Met	Evidence
Analyze and apply criminal justice theory to criminal justice issues	Met	CRMJ 208: Embedded Essay Questions Goal: 70% score 3 or better on 5 point scale Result: 88% scored 3 or higher
Understand and evaluate how the three sub-systems of the criminal justice system operate and interact	Not Met Not Met	CRMJ 151: Case Study No data submitted CRMJ 490: Embedded Questions No data submitted
Communicate effectively in the fields of criminal justice	Not Met Not Met Not Met	CRMJ 164: Embedded Questions No data submitted CRMJ 232: Embedded Questions No data submitted CRMJ 431: Embedded Questions No data submitted
Apply ethical principles in criminal justice	Not Met Not Met	CRMJ 151: Case Study Questions No data submitted CRMJ 331: Case Study Questions No data submitted
Analyze diversity issues inherent in the criminal justice system	Met	CRMJ 151: Case Study Questions Goal: 70% score 3 or better on 5 point scale Result: 100% scored 3 or better

Programmatic Student Learning Outcome(s)	Met or Not Met	Evidence
	Not Met	CRMJ 400: Embedded Questions No data submitted

2014-2015, Department of Social Sciences, Criminal Justice Programmatic Outcome Assessment Review Faculty: William Aldridge, M.S., Shelia Hallman-Warner, M.S., Mike Lilly, J. D.

Identify any changes, revisions, or improvements regarding programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
Analyze and apply criminal justice theory to criminal justice issues	Courses assessed have been changed to: CRMJ 151 with goal of 70% of students scoring 70% or higher on case study rubrics. CRMJ 331 with 80% of students scoring 70% or higher on case study rubrics.	CRMJ faculty SOSC dept. chair Dean of Arts & Sciences Approved 8/13/15
Understand and evaluate how the three sub-systems of the criminal justice system operate and interact	The metric used will be AAC&U Critical Thinking Rubric. Courses assessed have been changed to: CRMJ 151 with all students meeting Benchmark 1 or Milestone 2 on question set. CRMJ 490 with all students meeting Milestone 3 or Capstone 4 on research presentation.	CRMJ faculty SOSC dept. chair Dean of Arts & Sciences Approved 8/13/15
Communicate effectively in the fields of criminal justice	The metrics used will be AAC&U Oral and Written Communication Rubrics. Courses assessed have been changed to: CRMJ 164 with all students meeting Benchmark 1 or Milestone 2 on mock trial assessment. CRMJ 232 with all students meeting Benchmark 1 or Milestone 2 on group research project. CRMJ 431 with all students meeting Milestone 3 or Capstone 4 on risk management assessment.	CRMJ faculty SOSC dept. chair Dean of Arts & Sciences Approved 8/13/15
Apply ethical principles in criminal	The metric used will be AAC&U Ethical	CRMJ faculty

Programmatic Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
justice	Reasoning rubric. Courses assessed have been changed to: CRMJ 151 with all students meeting Benchmark 1 or Milestone 2 on case study questions. CRMJ 331 with all students meeting Milestone 2 or 3 on case study questions.	SOSC dept. chair Dean of Arts & Sciences Approved 8/13/15
Analyze diversity issues inherent in the criminal justice system	Courses assessed have been changed to: CRMJ 151 with 70% of students scoring 70% or higher on case study essay. CRMJ 490 with 80% of students scoring 70% or higher on embedded questions.	CRMJ faculty SOSC dept. chair Dean of Arts & Sciences Approved 8/13/15

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
ILO1. Students will communicate effectively both orally and in writing.		
ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making		
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.	Met	CRMJ 151: Case Study Questions Goal: 70% score 3 or better on 5 point scale Result: 100% scored 3 or better

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7. Students will interpret, analyze, and construct ethical arguments.		
ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
ILO1. Students will communicate effectively both orally and in writing.		
ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7. Students will interpret, analyze, and construct ethical arguments.		
ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.		

Describe how General Studies student learning outcomes are assessed at the program level.

IOs have been mapped with POs and COs in all Criminal Justice syllabi for streamlined assessment of outcomes. PO assessments can be utilized to assess IOs they map to. The CRMJ program will include assessments for IOs 1, 2, 5, 7.

Identify key stakeholders with which the <u>programmatic</u> student learning outcome assessment results have been shared.

CRMJ faculty Dean of Arts & Sciences Dr. Tracey Anderson

Bluefield State College
Report of Assessment
(Reports due October 15)

School: Arts & Sciences

Program: Criminal Justice Administration

Degree level: B.S.

Academic Year: 2015-2016

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome(s)	Met or Not Met	Evidence
Analyze and apply criminal justice theory to criminal justice issues	Not met	CRMJ 151: Case Study Goal: 70% score 70% or better Result: No data submitted
	Not met	CRMJ 331: Case Study Goal: 80% scoring 70% or higher Result: No data submitted
Understand and evaluate how the three sub-systems of the criminal justice system operate and interact	Not met	CRMJ 151: Question Set Goal: Benchmark 1 – Milestone 2 Result: No data submitted
	Not met	CRMJ 490: Research Presentation Goal: Milestone 3 – Capstone 4 Result: No data submitted
Communicate effectively in the fields of criminal justice	Not met	CRMJ 164: Mock Trial Assessment Goal: Benchmark 1 – Milestone 2 Result: No data submitted
	Not met	CRMJ 232: Group Research Project Goal: Benchmark 1 – Milestone 2 Result: No data submitted

Programmatic Student Learning Outcome(s)	Met or Not Met	Evidence
	Not met	CRMJ 431: Risk Management Assessment Goal: Milestone 3 – Capstone 4 Result: No data submitted
Apply ethical principles in criminal justice	Not met	CRMJ 151: Case Study Questions Goal: Benchmark 1 – Milestone 2 Result: No data submitted
	Not met	CRMJ 331: Case Study Questions Goal: Milestone 2- Milestone 3 Result: No data submitted
Analyze diversity issues inherent in the criminal justice system	Not met	CRMJ 151: Case Study Questions Goal: 70% scoring 70% or higher Result: No data submitted
	Not met	CRMJ 490: Embedded Questions Goal: 80% scoring 70% or higher Result: No data submitted

2015-2016, Department of Social Sciences, Criminal Justice Programmatic Outcome Assessment Review Faculty: Shelia Hallman-Warner, M.S.; Mike Lilly, J. D. (A. Scott Rasnick, M.S. served as Visiting Assistant Professor and as such was not required to collect assessment data)

Identify any changes, revisions, or improvements regarding programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making

Programmatic Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
ILO1. Students will communicate effectively both orally and in writing.		
ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making		
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7. Students will interpret, analyze, and construct ethical arguments.		
ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
ILO1. Students will communicate effectively both orally and in writing.		
ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7. Students will interpret, analyze, and construct ethical arguments.		
ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.		

Describe how General Studies student learning outcomes are assessed at the program level.

Identify key stakeholders with which the <u>programmatic</u> student learning outcome assessment results have been shared.

APPENDIX B

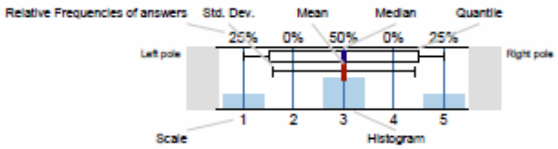
GRADUATE EXIT SURVEYS

Bluefield State College Surveys

SP 2011 CRMJ Exit Survey ()
No. of responses = 12

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Background Information

1.1) For how many years have you attended BSC?

1 Year or Less	18.2%	n=11
2 Years	9.1%	
3 Years	9.1%	
4 Years	36.4%	
5 or More Years	27.3%	

1.2) Current Age

Under 21	16.7%	n=12
21 - 24	50%	
25 - 30	8.3%	
31 - 35	0%	
36 - 40	16.7%	
Over 40	8.3%	

1.3) Ethnicity

African American	27.3%	n=11
Asian	0%	
Caucasian / White	72.7%	
Hispanic	0%	
Native American	0%	
Other	0%	

1.4) Indicate your overall college grade point average (GPA) at BSC.

A- to A (3.50 - 4.00)	18.2%	n=11
B to A- (3.00 - 3.49)	36.4%	
B- to B (2.50 - 2.99)	27.3%	
C to B- (2.00 - 2.49)	18.2%	
C- to C (1.50 - 1.99)	0%	
D to C- (1.00 - 1.49)	0%	
Below D (Below.99)	0%	

1.5) Gender

Male	72.7%	n=11
Female	27.3%	

1.6) Indicate your primary status at BSC.

Full-time student	100%	n=12
Part-time student	0%	

2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

2.1) Have you applied to a college graduate program?

Yes	0%	n=11
No, but I plan to apply	72.7%	
No, I do not plan to apply	27.3%	

2.2) If you have applied to a graduate program, have you been accepted?

Yes	0%	n=10
Not yet, I am still waiting	20%	
No, I have been rejected	0%	
Not applicable	80%	

2.3) Indicate the highest degree you plan to obtain.

Bachelor's Degree	50%	n=10
Master's Degree	50%	
Doctor's Degree	0%	
Professional Degree	0%	
Other	0%	

2.4) Please indicate your planned area of future study.

a. Master's degree in CRMJ

Criminal Justice

Law Enforcement

Law School.

Corrections

Masters Degree in Sociology

3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

3.1) Which of the following best describes what you plan to do after graduation? (check all that apply)

Be employed full-time	66.7%	n=12
Be employed part-time	8.3%	
Be self-employed	8.3%	
Serve in Armed Forces	0%	
Continue my education	16.7%	
Care for a home / family	0%	
Other	0%	

3.2) If employed, how closely related is your job to the major / field in which you are graduating?

Highly related	63.6%	n=11
Moderately related	18.2%	
Slightly related	0%	
Not at all related	18.2%	

4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Criminal Justice program at BSC.

4.1) Overall, how would you rate the Criminal Justice program at BSC?

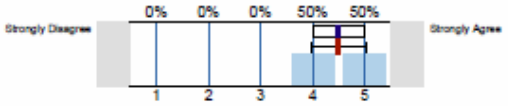
Exceptionally high	16.7%	n=12
High	58.3%	
Average	25%	
Below average	0%	
Well below average	0%	

4.2) How well do you believe BSC prepared you for employment or post-graduate course work?

Exceptionally well	25%	n=12
More than adequately	41.7%	
Adequately	33.3%	
Less than adequately	0%	
Very poorly	0%	

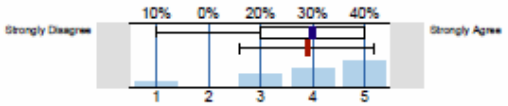
5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

5.1) read, write, and speak effectively



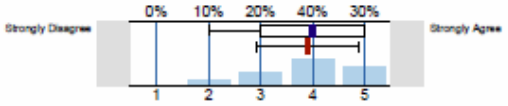
n=10
av.=4.5
md=4.5
dev.=0.53

5.2) demonstrate information literacy through the use of technology.



n=10
av.=3.9
md=4
dev.=1.29

5.3) demonstrate basic mathematical problem solving skills.



n=10
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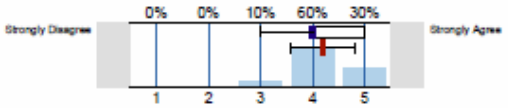
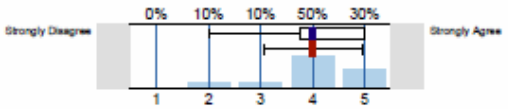
md=4
dev.=0.99

5.4) analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



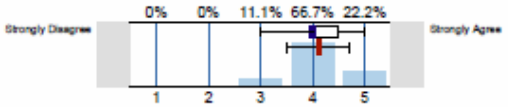
n=10
av.=4.2
md=4
dev.=0.63

5.5) identify, explain, and apply scientific concepts and methods.



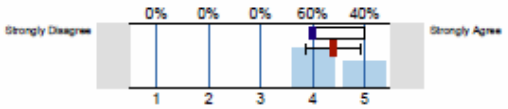
n=10
av.=4
md=4
dev.=0.94

5.6) describe artistic, literary, and human creativity.



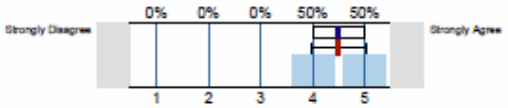
n=9
av.=4.11
md=4
dev.=0.6

5.7) interpret, analyze, and construct arguments.



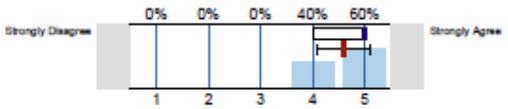
n=10
av.=4.4
md=4
dev.=0.52

5.8) analyze and apply criminal justice theory to criminal justice issues.



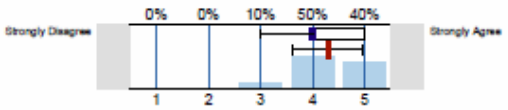
n=10
av.=4.5
md=4.5
dev.=0.53

5.9) understand and evaluate how the three sub-systems of the criminal justice system operate and interact.



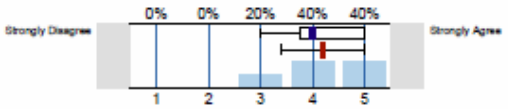
n=10
av.=4.6
md=5
dev.=0.52

5.10) communicate effectively in the field of criminal justice.



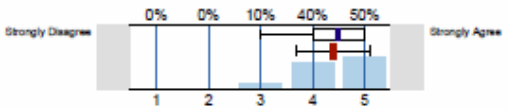
n=10
av.=4.3
md=4
dev.=0.67

5.11) apply ethical principles in criminal justice.



n=10
av.=4.2
md=4
dev.=0.79

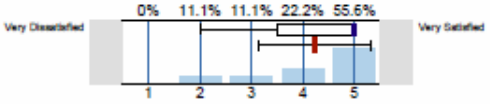
5.12) analyze diversity issues inherent in the criminal justice system..



n=10
av.=4.4
md=4.5
dev.=0.7

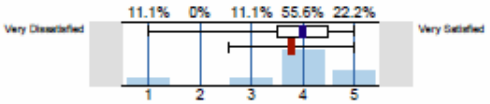
6. Based upon your experience in the Criminal Justice program, please rate your level of satisfaction with each item below.

6.1) Variety of instructional approaches used in the classroom



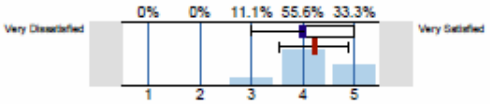
n=9
av.=4.22
md=5
dev.=1.09

6.2) Variety of courses offered



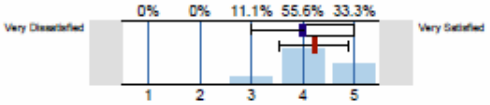
n=9
av.=3.78
md=4
dev.=1.2

6.3) Overall quality of instruction



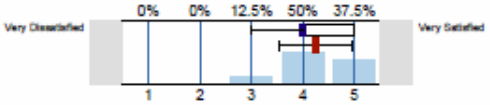
n=9
av.=4.22
md=4
dev.=0.67

6.4) Concern for me as an individual



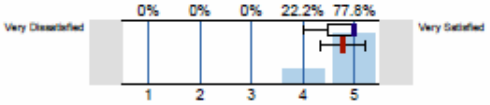
n=9
av.=4.22
md=4
dev.=0.67

6.5) Response to older/nontraditional students



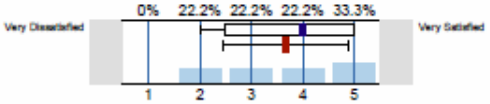
n=8
av.=4.25
md=4
dev.=0.71

6.6) Class size relative to the type of course



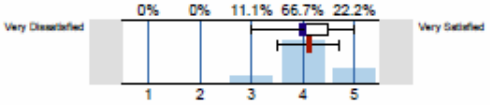
n=9
av.=4.78
md=5
dev.=0.44

6.7) Multicultural content of courses



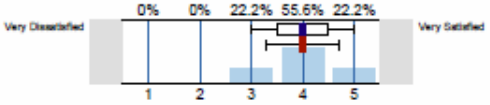
n=9
av.=3.67
md=4
dev.=1.22

6.8) Quality of the program



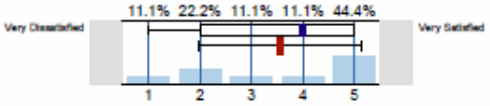
n=9
av.=4.11
md=4
dev.=0.6

6.9) Availability of faculty outside of class



n=9
av.=4
md=4
dev.=0.71

6.10) Course scheduling and/or availability



n=9
av.=3.56
md=4
dev.=1.59

6.11) Please provide any comments or suggestions related to the Criminal Justice program at Bluefield State College.
(please keep comments inside the box)

I love the CRMJ program, but the thing I do not fully do not understand is my fault (for not asking). Overall, the CRMJ program is great!

I was instructed to pay for graduation Dec 2011. A class that I need for my last semester is currently not being offered and has not been offered lately. I was told this course would not be offered until Spring 2011. This course is CRMJ 400. This is ludicris! A class like this should not be offered every other year.

Students need to be informed when classes are offered. This needs to be put in the college catalog. This keeps students from graduation. This is why I do not recommend BSC to anyone.

Class scheduling needs a great amount of work. While the advisor is able to help to an extent, they are unable to answer every question & when you are sent anywhere for help nobody knows whats going on.
Also, students need to be told which classes are not offered every year so students can plan around this.

All classes are 100% lecture, it's pretty weak. Aldridge & Jolly are killer teachers, I would like to take more classes with them.

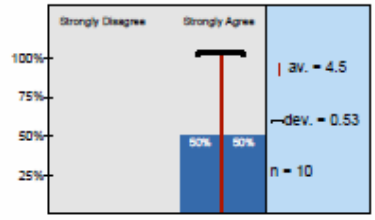
I think the Criminal Justice program at BSC prepares you well to further your education & to be employed in this field

Criminal justice program has room for improvement just like any other. The main focus should be on BSC as a whole. Leadership @ BSC is a joke. There is no interest in what students think. Therefore there is no interaction between the President & Students. No walk throughs, no sit ins, no nothing! Just pay your money & remain quiet. Meanwhile Cokeville enrollment is growing. I wonder why??

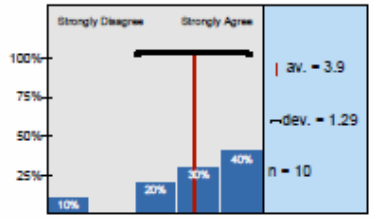
I think Bluefield State has an excellent RCA program. My initial counselor (Frosty) helped me more with credit from my military credits than I thought possible. I applied in 1993 & was not satisfied with your VA rep at that time. You have come a long way to helping Vetrans with their education. I commend you!

Histogram for scaled questions

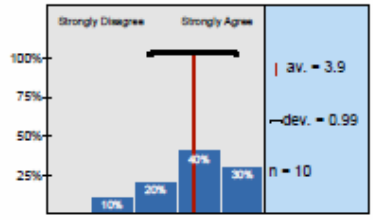
read, write, and speak effectively



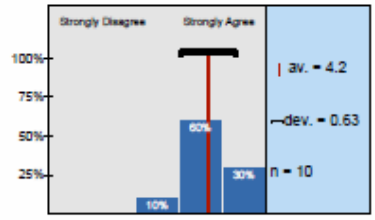
demonstrate information literacy through the use of technology.



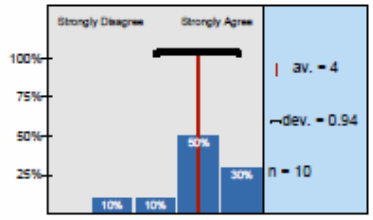
demonstrate basic mathematical problem solving skills.



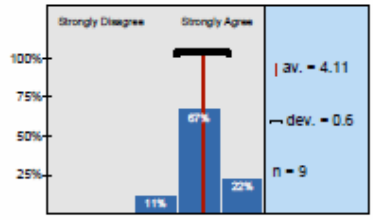
analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



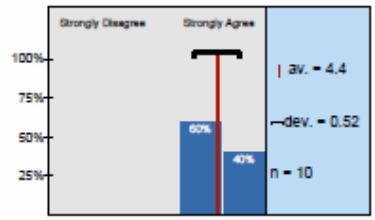
identify, explain, and apply scientific concepts and methods.



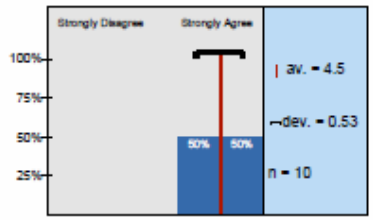
describe artistic, literary, and human creativity.



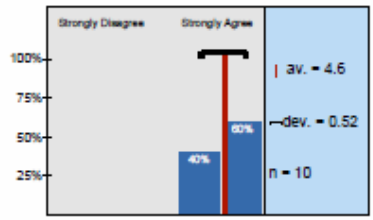
interpret, analyze, and construct arguments.



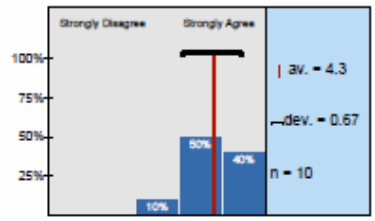
analyze and apply criminal justice theory to criminal justice issues.



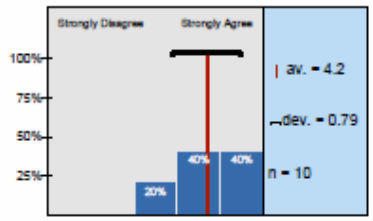
understand and evaluate how the three sub-systems of the criminal justice system operate and interact.



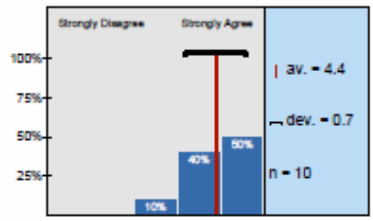
communicate effectively in the field of criminal justice.



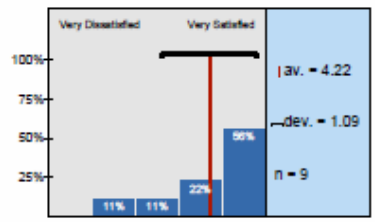
apply ethical principles in criminal justice.



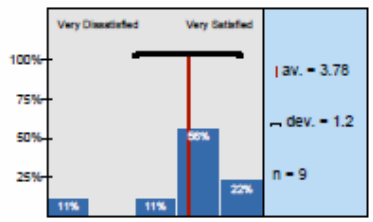
analyze diversity issues inherent in the criminal justice system..



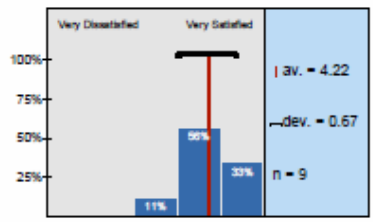
Variety of instructional approaches used in the classroom



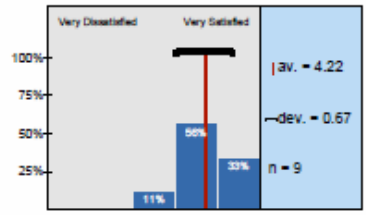
Variety of courses offered



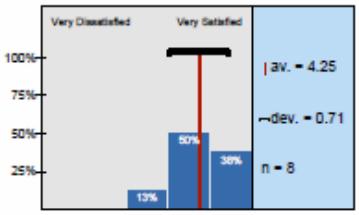
Overall quality of instruction



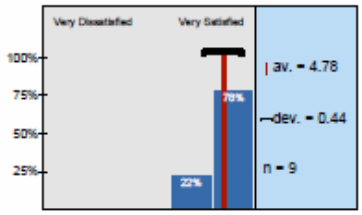
Concern for me as an individual



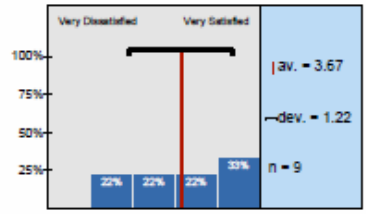
Response to older/nontraditional students



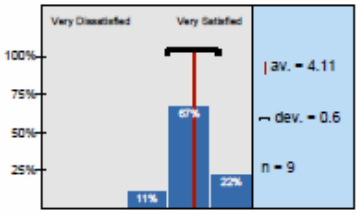
Class size relative to the type of course



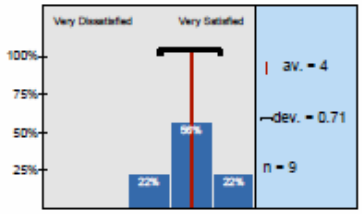
Multicultural content of courses



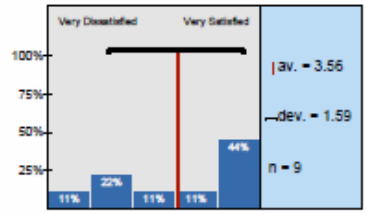
Quality of the program



Availability of faculty outside of class

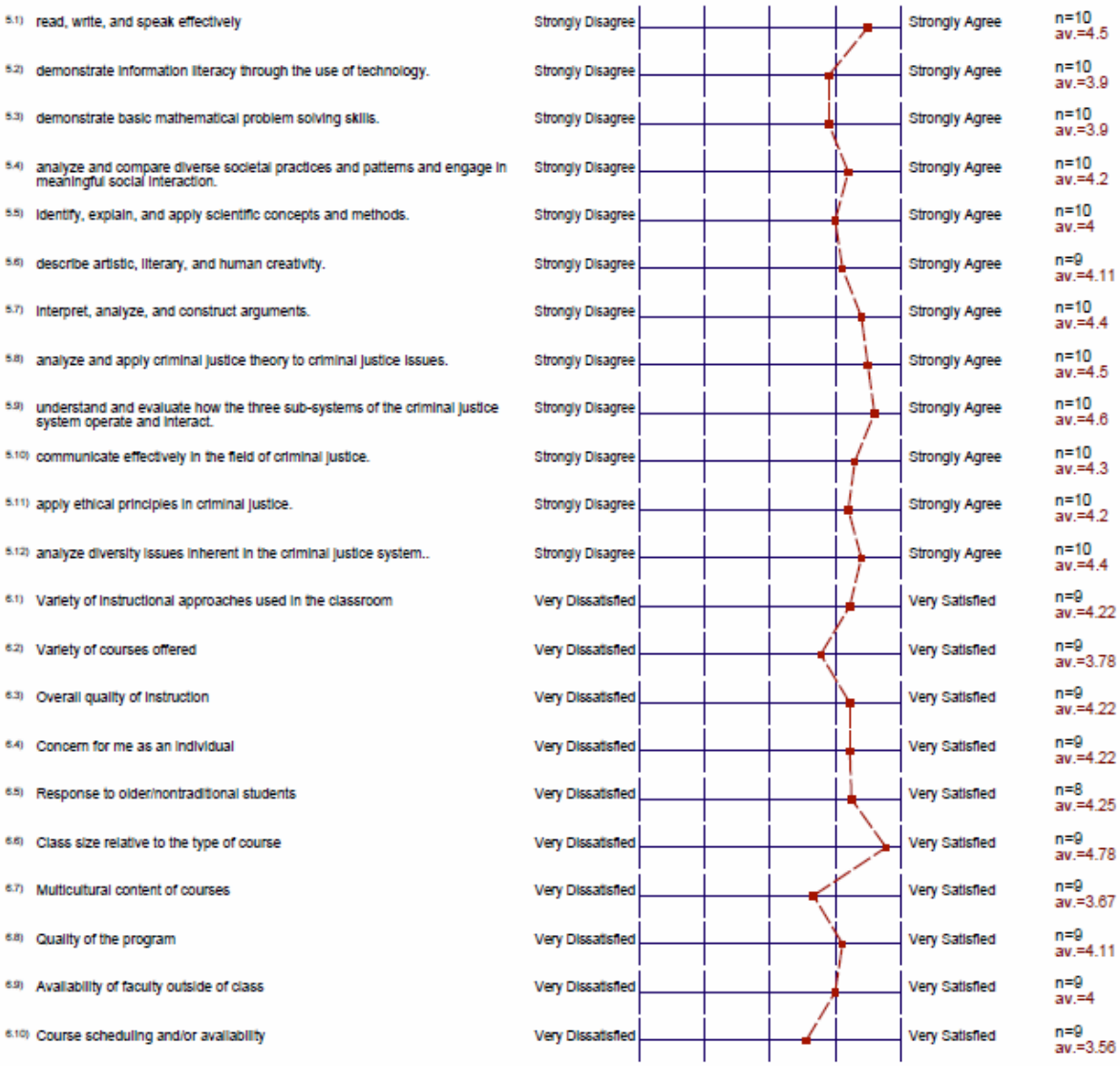


Course scheduling and/or availability



Profile

Subunit: BSC General Surveys
Name of the instructor: Bluefield State College Surveys
Name of the course: (Name of the survey) SP 2011 CRMJ Exit Survey



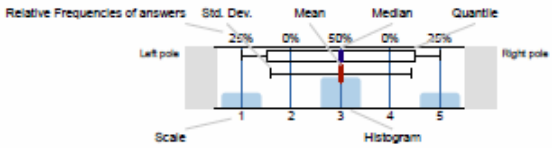
Spring 2014

Bluefield State College Surveys

Criminal Justice Exit Survey SP 2014 ()
No. of responses = 13

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Background Information

1.1) For how many years have you attended BSC?

n=13

1 Year or Less	0%
2 Years	15.4%
3 Years	23.1%
4 Years	30.8%
5 or More Years	30.8%

1.2) Current Age

n=13

Under 21	0%
21 - 24	76.9%
25 - 30	23.1%
31 - 35	0%
36 - 40	0%
Over 40	0%

1.3) Ethnicity

n=12

African American	8.3%
Asian	0%
Caucasian / White	91.7%
Hispanic	0%
Native American	0%
Other	0%

1.4) Indicate your overall college grade point average (GPA) at BSC.

		n=13
A- to A (3.50 - 4.00)	0%	
B to A- (3.00 - 3.49)	15.4%	
B- to B (2.50 - 2.99)	61.5%	
C to B- (2.00 - 2.49)	23.1%	
C- to C (1.50 - 1.99)	0%	
D to C- (1.00 - 1.49)	0%	
Below D (Below.99)	0%	

1.5) Gender

		n=13
Male	46.2%	
Female	53.8%	

1.6) Indicate your primary status at BSC.

		n=13
Full-time student	100%	
Part-time student	0%	

2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

2.1) Have you applied to a college graduate program?

		n=12
Yes	0%	
No, but I plan to apply	58.3%	
No, I do not plan to apply	41.7%	

2.2) If you have applied to a graduate program, have you been accepted?

		n=5
Yes	0%	
Not yet, I am still waiting	20%	
No, I have been rejected	0%	
Not applicable	80%	

2.3) Indicate the highest degree you plan to obtain.

		n=10
Bachelor's Degree	30%	
Master's Degree	70%	
Doctor's Degree	0%	
Professional Degree	0%	
Other	0%	

2.4) Please indicate your planned area of future study.

federal Law Enforcement, military, possibly Law

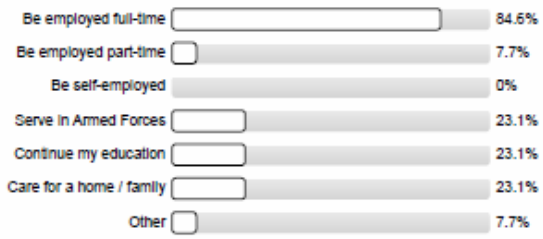
Unsure

Criminal Justice

3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

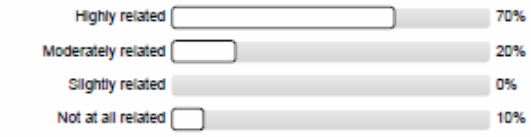
3.1) Which of the following best describes what you plan to do after graduation? (check all that apply)

n=13



3.2) If employed, how closely related is your job to the major / field in which you are graduating?

n=10



4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Criminal Justice program at BSC.

4.1) Overall, how would you rate the Criminal Justice program at BSC?

n=11

Exceptionally high	63.6%
High	27.3%
Average	9.1%
Below average	0%
Well below average	0%

4.2) How well do you believe BSC prepared you for employment or post-graduate course work?

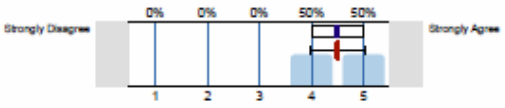
n=13

Exceptionally well	76.9%
More than adequately	0%
Adequately	23.1%
Less than adequately	0%
Very poorly	0%

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

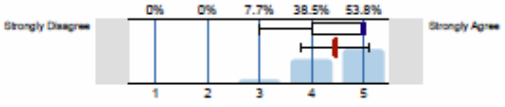
5.1)	read, write, and speak effectively	0%	0%	0%	23.1%	76.9%	Strongly Disagree	Strongly Agree	n=13	av.=4.77 md=5 dev.=0.44
5.2)	demonstrate information literacy through the use of technology.	0%	0%	7.7%	53.8%	38.5%	Strongly Disagree	Strongly Agree	n=13	av.=4.31 md=4 dev.=0.63
5.3)	demonstrate basic mathematical problem solving skills.	7.7%	7.7%	15.4%	53.8%	15.4%	Strongly Disagree	Strongly Agree	n=13	av.=3.62 md=4 dev.=1.12
5.4)	analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.	0%	0%	15.4%	46.2%	38.5%	Strongly Disagree	Strongly Agree	n=13	av.=4.23 md=4 dev.=0.73
5.5)	identify, explain, and apply scientific concepts and methods.	0%	0%	33.3%	41.7%	25%	Strongly Disagree	Strongly Agree	n=12	av.=3.92 md=4 dev.=0.79
5.6)	describe artistic, literary, and human creativity.	0%	0%	41.7%	33.3%	25%	Strongly Disagree	Strongly Agree	n=12	av.=3.83 md=4 dev.=0.83
5.7)	interpret, analyze, and construct arguments.	0%	0%	8.3%	25%	66.7%	Strongly Disagree	Strongly Agree	n=12	av.=4.58 md=5 dev.=0.67
5.8)	analyze and apply criminal justice theory to criminal justice issues.	0%	0%	0%	16.7%	83.3%	Strongly Disagree	Strongly Agree	n=12	av.=4.83 md=5 dev.=0.39

5.9) understand and evaluate how the three sub-systems of the criminal justice system operate and interact.



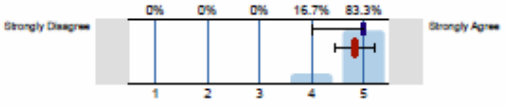
n=12
av.=4.5
md=4.5
dev.=0.52

5.10) communicate effectively in the field of criminal justice.



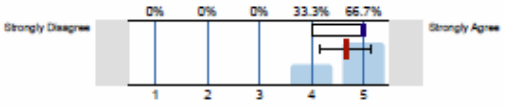
n=13
av.=4.46
md=5
dev.=0.66

5.11) apply ethical principles in criminal justice.



n=12
av.=4.83
md=5
dev.=0.39

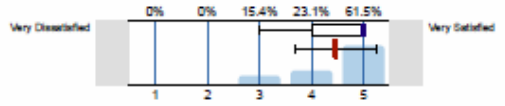
5.12) analyze diversity issues inherent in the criminal justice system..



n=12
av.=4.67
md=5
dev.=0.49

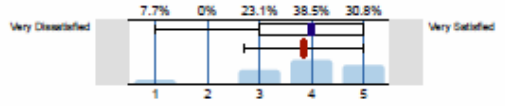
6. Based upon your experience in the Criminal Justice program, please rate your level of satisfaction with each item below.

6.1) Variety of instructional approaches used in the classroom



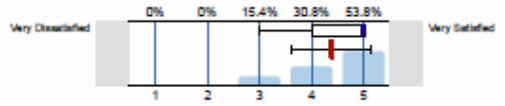
n=13
av.=4.46
md=5
dev.=0.78

6.2) Variety of courses offered



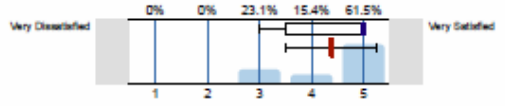
n=13
av.=3.85
md=4
dev.=1.14

6.3) Overall quality of instruction



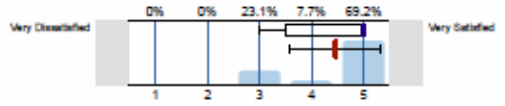
n=13
av.=4.38
md=5
dev.=0.77

6.4) Concern for me as an individual



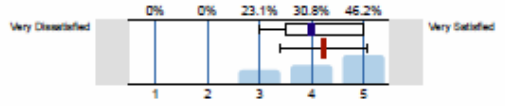
n=13
av.=4.38
md=5
dev.=0.87

6.5) Response to older/nontraditional students



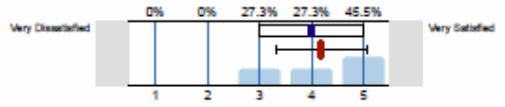
n=13
av.=4.46
md=5
dev.=0.88

6.6) Class size relative to the type of course



n=13
av.=4.23
md=4
dev.=0.83

6.7) Multicultural content of courses

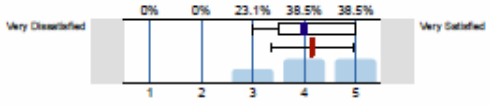


n=11
av.=4.18
md=4
dev.=0.87

6.8) Quality of the program

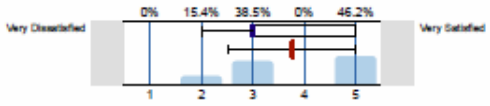
n=12
av.=4.42
md=4.5
dev.=0.67

6.9) Availability of faculty outside of class



n=13
av.=4.15
md=4
dev.=0.8

6.10) Course scheduling and/or availability



n=13
av.=3.77
md=3
dev.=1.24

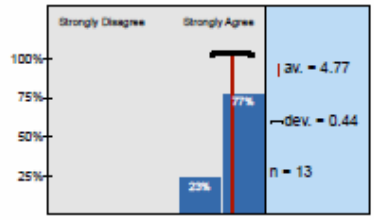
6.11) Please provide any comments or suggestions related to the Criminal Justice program at Bluefield State College.
(please keep comments inside the box)

I would like to have done more outside of the classroom. For instance, go to police station or prison.

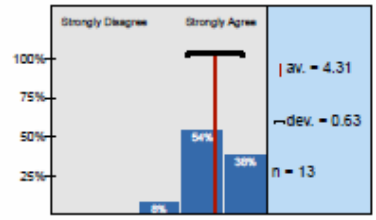
Have more electives in the CJ program to offer more classes each semester ie Ethics

Histogram for scaled questions

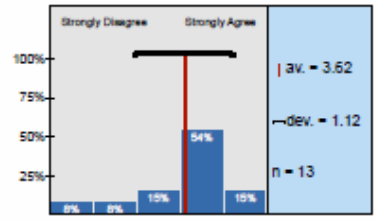
read, write, and speak effectively



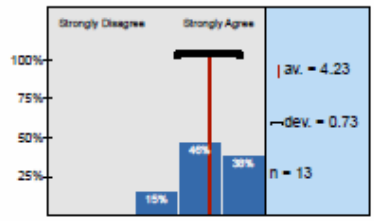
demonstrate information literacy through the use of technology.



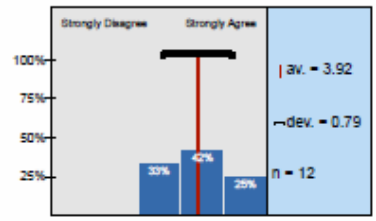
demonstrate basic mathematical problem solving skills.



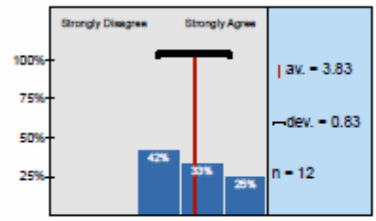
analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



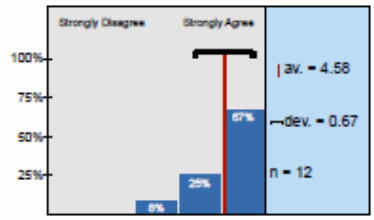
Identify, explain, and apply scientific concepts and methods.



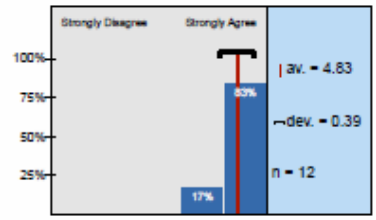
describe artistic, literary, and human creativity.



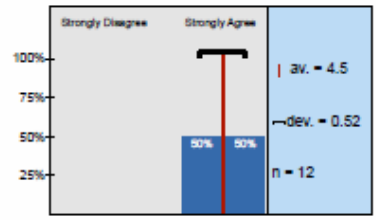
Interpret, analyze, and construct arguments.



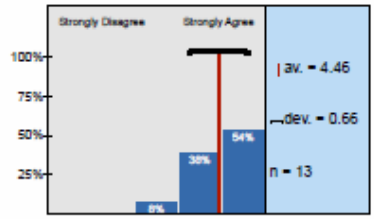
analyze and apply criminal justice theory to criminal justice issues.



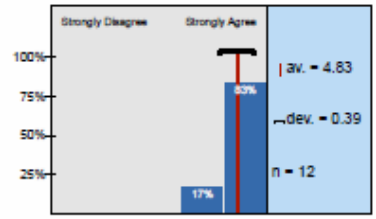
understand and evaluate how the three sub-systems of the criminal justice system operate and interact.



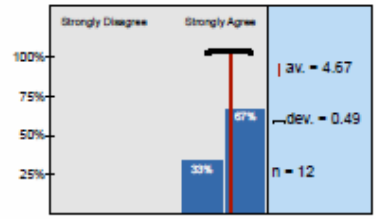
communicate effectively in the field of criminal justice.



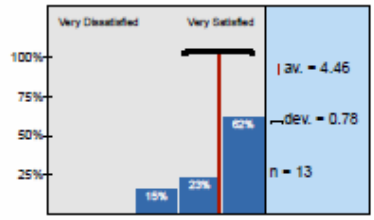
apply ethical principles in criminal justice.



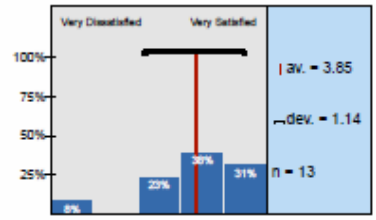
analyze diversity issues inherent in the criminal justice system..



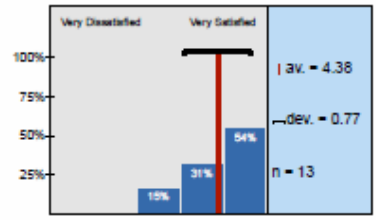
Variety of instructional approaches used in the classroom



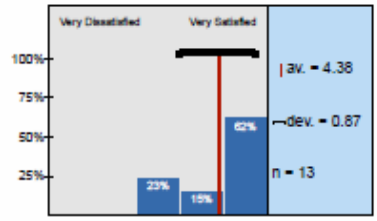
Variety of courses offered



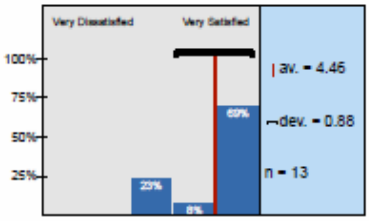
Overall quality of instruction



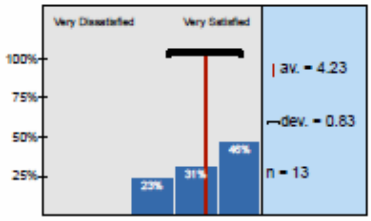
Concern for me as an individual



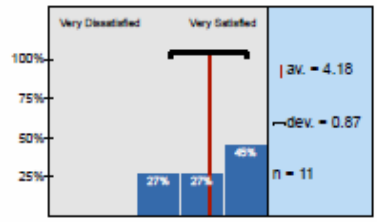
Response to older/nontraditional students



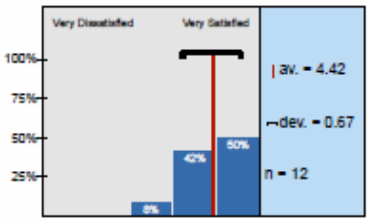
Class size relative to the type of course



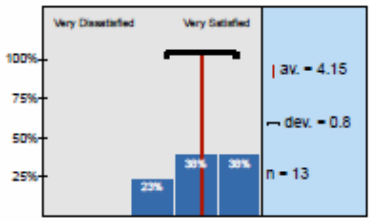
Multicultural content of courses



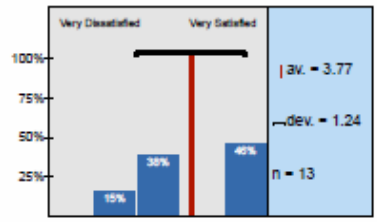
Quality of the program



Availability of faculty outside of class



Course scheduling and/or availability

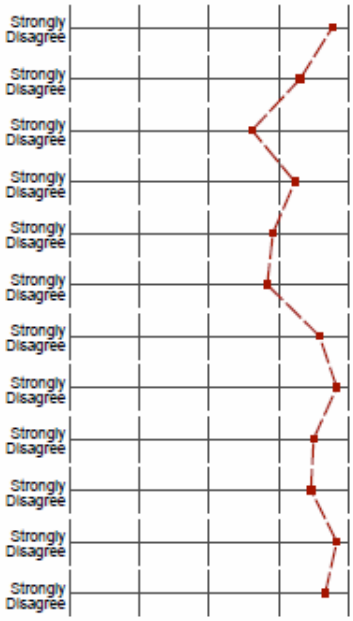


Profile

Subunit: BSC General Surveys
Name of the instructor: Bluefield State College Surveys
Name of the course: (Name of the survey) Criminal Justice Exit Survey SP 2014

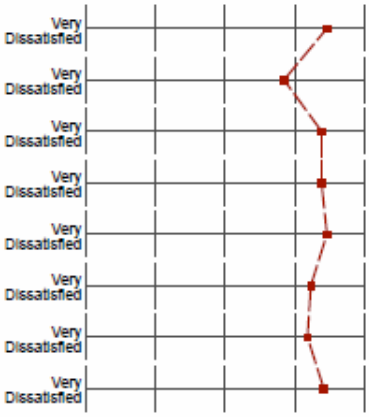
Values used in the profile line: Mean

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to



5.1)	read, write, and speak effectively	Strongly Disagree	Strongly Agree	n=13	av.=4.77	md=5.00 dev.=0.44
5.2)	demonstrate information literacy through the use of technology.	Strongly Disagree	Strongly Agree	n=13	av.=4.31	md=4.00 dev.=0.63
5.3)	demonstrate basic mathematical problem solving skills.	Strongly Disagree	Strongly Agree	n=13	av.=3.62	md=4.00 dev.=1.12
5.4)	analyze and compare diverse societal practices and patterns and engage in meaningful	Strongly Disagree	Strongly Agree	n=13	av.=4.23	md=4.00 dev.=0.73
5.5)	identify, explain, and apply scientific concepts and methods.	Strongly Disagree	Strongly Agree	n=12	av.=3.92	md=4.00 dev.=0.79
5.6)	describe artistic, literary, and human creativity.	Strongly Disagree	Strongly Agree	n=12	av.=3.83	md=4.00 dev.=0.83
5.7)	interpret, analyze, and construct arguments.	Strongly Disagree	Strongly Agree	n=12	av.=4.58	md=5.00 dev.=0.67
5.8)	analyze and apply criminal justice theory to criminal justice issues.	Strongly Disagree	Strongly Agree	n=12	av.=4.83	md=5.00 dev.=0.39
5.9)	understand and evaluate how the three sub-systems of the criminal justice system	Strongly Disagree	Strongly Agree	n=12	av.=4.50	md=4.50 dev.=0.52
5.10)	communicate effectively in the field of criminal justice.	Strongly Disagree	Strongly Agree	n=13	av.=4.46	md=5.00 dev.=0.66
5.11)	apply ethical principles in criminal justice.	Strongly Disagree	Strongly Agree	n=12	av.=4.83	md=5.00 dev.=0.39
5.12)	analyze diversity issues inherent in the criminal justice system..	Strongly Disagree	Strongly Agree	n=12	av.=4.67	md=5.00 dev.=0.49

6. Based upon your experience in the Criminal Justice program, please rate your level of satisfaction with each item below.



6.1)	Variety of instructional approaches used in the classroom	Very Dissatisfied	Very Satisfied	n=13	av.=4.46	md=5.00 dev.=0.78
6.2)	Variety of courses offered	Very Dissatisfied	Very Satisfied	n=13	av.=3.85	md=4.00 dev.=1.14
6.3)	Overall quality of instruction	Very Dissatisfied	Very Satisfied	n=13	av.=4.38	md=5.00 dev.=0.77
6.4)	Concern for me as an individual	Very Dissatisfied	Very Satisfied	n=13	av.=4.38	md=5.00 dev.=0.87
6.5)	Response to older/ nontraditional students	Very Dissatisfied	Very Satisfied	n=13	av.=4.46	md=5.00 dev.=0.88
6.6)	Class size relative to the type of course	Very Dissatisfied	Very Satisfied	n=13	av.=4.23	md=4.00 dev.=0.83
6.7)	Multicultural content of courses	Very Dissatisfied	Very Satisfied	n=11	av.=4.18	md=4.00 dev.=0.87
6.8)	Quality of the program	Very Dissatisfied	Very Satisfied	n=12	av.=4.42	md=4.50 dev.=0.67

6.9)	Availability of faculty outside of class	Very Dissatisfied	Very Satisfied	n=13	av.=4.15	md=4.00 dev.=0.80
6.10)	Course scheduling and/or availability	Very Dissatisfied	Very Satisfied	n=13	av.=3.77	md=3.00 dev.=1.24

APPENDIX C

FULL-TIME FACULTY CURRICULUM VITAES

SHELIA HALLMAN-WARNER
304 Memorial Avenue
Bluefield, WV 24701
304-922-1434
Email: sheliawarner304@gmail.com
swarner@bluefieldstate.edu

EDUCATION:

Marshall University, Huntington WV 1995-2002
16 hours earned toward Ed.D. Higher Education

Master of Science, Criminal Justice, Armstrong State College, Savannah, Ga., June, 1988.

Bachelor of Science, Criminal Justice, Georgia Southern College, Statesboro, Ga., June, 1978. Participated in Governor's Internship Program.

Peach County High School, Fort Valley, Ga., Graduated 1973. Certificate of Merit received for scholastic achievement for 3 years. Awarded scholarship.

EXPERIENCE:

Bluefield State College, Bluefield, WV, August 1994 - Present
Position: Assistant Professor, Criminal Justice Administration
(Corrections Specialization)
Tenure received Fall Semester, 2000.
Provide classroom instruction in coursework related to the field of Corrections and Criminal Justice. Provide students exposure in related field of study via tours of detention facilities and correctional institutions (both adult and juvenile. Coordinate guest speakers employed in various areas of study. Participate in curriculum development. Serve as academic advisor. Coordinate internships. Law Enforcement position search committee Spring 2015. Serve on Rights and Privileges Committee.

Promote college and community relations. Establish and maintain working relationship with various law enforcement and correctional agencies at the local, state, and federal level. Assist students with placement for internship.

Coordinated the Advisory Council for the development of the Corrections track of the Criminal Justice Degree. Served as Advisor to the Criminal Justice Club. Served on various committees at the college.

Participate in Professional Development conferences and seminars sponsored by the American Correctional Association, American Jail Association, American Probation and Parole Association, and the International Association of Correctional Training Professionals. Coordinated 10-day Study Abroad in Bermuda 2010, hosted

by the Bermuda Department of Corrections.

Facilitated videoconferences sponsored by the National Institute of Corrections, and serve as host to community professionals in attendance from all levels and organizations of governments (local, state, and federal).

* * * * * *

CHILDREN'S HOME SOCIETY OF WV, Daniels, WV, July, 1993 - August, 1994. Position: Director, Home-Based Services.

Directly responsible for staff supervision (approximately 30 staff) and overseeing two sites, Daniel and Lewisburg WV. Each site operated four programs: Home-based services, (Family Preservation), Right From the Start, WECAN Volunteer Program (Working to Eliminate Child Abuse and Neglect), and Adoption Services. Established and maintained working relationships with other community agencies. Identified training needs of staff, conducted and coordinated appropriate training. Responsible for budget, monitoring compliance with Medicaid, and disciplinary actions of employees.

* * * * * *

GEORGIA DEPARTMENT OF HUMAN RESOURCES, Tidelands Mental Health Center, Savannah, Ga., June, 1990 - June, 1993. Position: Human Services Provider.

Provided Case Management services. Certified as Mental Health Professional in disciplines of Adolescents, Alcohol/ Drugs, and Mental Health/ Mental Retardation. Identified and assessed needs of clients. Developed treatment plans. Facilitated linkage to appropriate services, monitored adjustment and served as advocate for client. Maintained progress notes. Participated in Professional Development training, including Cultural Diversity.

Participated in and provided feedback in interdisciplinary treatment team meetings. Established and maintained working relationship with representatives of various community agencies, including Vocational Rehabilitation, Family and Children Services, Courts, Law Enforcement officials, Probation/ Parole Officers, Youth Services, Victim/ Witness Assistance Programs, Housing Authority, Social Security, Homeless Shelters, and Salvation Army.

Participated in Certified Public Manager Program offered through the State Merit Training Division. Completed Performance Evaluation Training.

* * * * * *

GEORGIA DEPARTMENT OF CORRECTIONS, Coastal Correctional Institution, Savannah, Ga., March, 1989 - June, 1990.
Position: Counselor OR (Offender Rehabilitation)
Provided services to caseload of 120 inmates. Conducted orientation for newly assigned inmates. Identified and assessed individual needs, and developed treatment plan. Monitored overall institutional adjustment. Maintained case files, providing detailed documentation regarding progress/ problems. Prepared Parole Review Summaries, as well as reports of a specialized nature upon request. Prepared Security Reviews, providing recommendation to continue at present level or justify criteria for an increase or a reduction in security level. Provided feedback to Chief Counselor regarding planning, coordinating, and implementing new group/ program sessions. Developed and coordinated Alcohol/ Drug Program. Conducted A/D groups. Served as a member of Classification Committee, Administrative Segregation, and Disciplinary Committee. Participated in training to enhance professional skills.

Served as Assistant to Accreditation Manager. Relieved of Counselor duties for a 3 to 4 month period to devote time to the accreditation process. Reviewed, analyzed, and interpreted policies and procedures and ensured compliance with standards (459) as outlined by the American Correctional Association. Noted deficiencies and made recommendations for corrective actions. Participated as Mock Auditor in three additional adult institutions seeking accreditation. Identified non-compliance issues and developed corrective action plan. Assisted in Policy Development.

* * * * * *

GEORGIA DEPARTMENT OF HUMAN RESOURCES, Division of Youth Services, Claxton Regional Youth Development Center, Claxton, Ga., April, 1987 - March, 1989.
Position: Counselor

Developed Alcohol/ Drug program as a pilot program in the state. Directed and supervised a 90-day Short-Term Treatment Program (STTP) for adolescent males, six-bed spaces. Screened referrals. Major components of program included: Individual Counseling, Family and Group Counseling, Educational lectures, Academics, Recreation/ Activity Therapy, Vocational Evaluation and Assessment, and introduction to Self-Help groups (AA). Curriculum developed based on the 12 Steps of Alcoholics Anonymous. Efforts focused on habilitating adolescent, providing tools to live a life free of chemicals, and becoming a productive, law-abiding citizen. In addition, taught Drug Education to residents of the general population.

Prior to becoming A/D Counselor and Director of the STTP, served as Counselor to general population residents, serving 22 males and 8 females. Conducted group sessions, administered tests such as Wide Range Achievement (WRAT) and Peabody Picture Vocabulary (PPVT). Served as consultant to screening committee

in determining placement for committed youth.

Facilitated the mission of the agency in providing alternative placements to secure confinement (least restrictive alternative) and emphasis on family reunification. Participated in ongoing training to enhance professionalism.

* * * * * *

GEORGIA DEPARTMENT OF HUMAN RESOURCES, Division of Youth Services, Chatham Court Services, Savannah, Ga., March, 1981 - February, 1985. Position: Court Service Worker (Juvenile Aftercare).

Provided services to committed youth; facilitated alternative placements; monitored adjustment; coordinated referrals to appropriate community agencies; maintained case records; submitted quarterly reports and annual evaluations of progress/ lack of. Established and maintained public relations with police, courts, schools, and other community agencies including vocational rehabilitation, family and children services, mental health, substance abuse. Prepared Social History Assessments for Juvenile Court Judge. Made recommendations for disposition to Judge. Appeared as Witness/ Advocate for youth in court hearings. Initiated revocation proceedings for youth in violation of placement or court order. Participated as member of Screening Committee to determine placement.

Certified as Alcohol/ Drug Counselor by State Merit System. Conducted training for staff. Served as co-therapist for adolescent drug group at mental health center.

Served as liaison for Youth Services and Mental Health Center (Adolescent A/D services). Completed training for A/D counselors. Participated in ongoing in-service training to enhance professionalism.

* * * * * *

GEORGIA STATE BOARD OF PARDONS AND PAROLE, Blackshear, Ga., December, 1979 - October, 1980. Position: Parole Officer.

Responsible for conducting investigations and providing supervision to parolees in 5 South Ga. counties. Prepared post-sentence (legal) investigations, social history assessments, and youthful offender investigations. Verified residence and employment of proposed parole programs. Monitored community adjustment. Referred clients to appropriate community agencies for specific needs identified. Obtained warrants for parole violators. Presented evidence at pre-hearings as well as to the Parole Board for final revocation proceedings. Submitted progress as well as delinquent reports. Maintained case documentation. Established and maintained public relations with law enforcement officials, community agencies, and the public.

Served as public speaker to various community groups in effort to increase awareness

of parole functions/ sentencing guidelines/ risk factors. Participated in in-service training to enchance professional skills. Certified on firing range.
PEACH COUNTY JUVENILE COURT, Fort Valley, Ga., Oct., 1978 - Dec., 1979.
Position: Juvenile Intake Officer.

Investigated complaints regarding juvenile matters. Made detention decisions, filed court petitions, maintained court docket, maintained and documented case files, held informal adjustments, and provided supervision to youth on probation.
Conducted tour groups to adult Diagnostic and Classification Center (Shock Probation). Prepared recommendations regarding case disposition to Judge.
Prepared Social History Assessment to assist Judge in making decision.
Worked directly for Juvenile Court Judge, who also served as Superior Court Judge. Established and maintained working relationship with law enforcement officials, schools, and community.

* * * * * *

PAST AFFILIATIONS:

Parole Officer Association of Georgia
Georgia Juvenile Detention Services Association
Georgia Juvenile Services Association
Georgia Correctional Association
American Correctional Association 1996-2008
4-H Club Volunteer
Delegate Assembly of American Correctional Association 2002-2004
American Correctional Association, Certified Adult Corrections Institutions Auditor
Professional Education Council, American Correctional Association/ 1998-2008
American Probation and Parole Association 1999-2005
Board of Directors, International Association of Correctional Training Personnel (IACTP), Higher Education Representative
American Jail Association 1997-2012
WV Criminal Justice Educators Association
Advisory Board, Division of Juvenile Services, State of West Virginia

Current Affiliations
American Film Institute *
Ohio Innocence Project
Philadelphia Mural Arts Program
*Have envisioned a special topics course/ CRMJ 495 as Cinema and CJ, a 3 hour class to watch a relevant movie depicting the system, and engage students in discussion to develop critical thinking skills, problem solving, decision-making, and analytical skills.

Most Recent Activities Participated In, Beneficial to All Stakeholders:

January 13, 2016: Attended Opening Exhibit of Artist Jesse Krimes' 1st Solo Exhibit since his release from prison September 2013; convicted non-violent drug offender, served 6 years in federal prison. Jesse holds a BFA in Art, is employed with the Philadelphia Mural Arts Program working with reentry of newly released offenders accepted into the program, teaches Social Justice Class at Univ of PA (grant through White House); advocate against Mass Incarceration; involved with Amnesty International; current installation at Eastern State Penitentiary. (jessekrimes.com)

January 14-15, 2016: Participated in Just Mercy program at Trinity Church, Princeton NJ. Keynote on The Petey Greene Program, volunteers in prison classrooms to support academic achievement.

November 4, 2015: Philadelphia PA
Panel Participant "Blood –Stained Walls of Silence: Perspectives on Women in the Liminal Space of Captivity". My presentation in this roundtable: "A Historical Perspective on the Incarceration of Women" (verification attached)

November 5, 2015: Co-host (with Bluefield College, Bluefield VA) former DEA Agents Murphy and Pena of hit Netflix series Narcos, as they shared their experience in the taking down of Pablo Escobar. Steve Murphy is a graduate of our institution, Bluefield State College, and the first BSC intern at the Bluefield Police Department.

March 28, 2015: Facilitated speaker for event held on campus "Girl Scout Investigators", at the request of Dr. Robinson. A minority female Correctional Officer of 8 years, and current student at BSC, was allowed by the Warden of the facility to appear in uniform to speak with this group; a huge success!

November 18-19, 2014: Hosted on BSC campus non-violent convicted drug offenders Jesse Krimes and Russel Omar-Shareef, sharing their experiences of surviving prison through their art and their current work with offender reentry through the Philadelphia Mural Arts Programs

November 5-6, 2014: Hosted Dean Gillispie on BSC campus, open to public. Dean served 20 years wrongfully convicted of rape and kidnapping; released Dec. 22, 2011, Dean was the first case ever taken on by the Ohio Innocence Project, and the 11th release secured. Currently a member of the Board of the Ohio Innocence Project, he has been on tour with Ricky Jackson (served 39 years wrongfully convicted on basis of testimony of a 12 year old). Dean's case is highlighted in the book 'False Justice' written by Jim Petro, former Attorney General of the state of Ohio.

October 8-10, 2014. Marking Time and Prison Activism Conference, Rutgers University, NJ. A transforming experience (Jesse, Russel, and Dean). In addition, Reginal Dwayne Betts, incarcerated from age 16-25, convicted of carjacking; Appalachia Book Project featured Betts in article: 'Supermax to Yale Law School'. Betts is an author and poet, 'Bastards of the Reagan Era'. Betts mentally escaped prison through books and writing; released from prison in 2005, he is currently studying Law at Yale. The book that changed his life, during his solitary confinement: *The Black Poets*

February 2016:

- Currently coordinating campus visit with Gautum Narula (recently relocated from Atlanta GA to Boston MA); author of Remain Free, examining the story of Troy Davis, executed in GA 2011
- Currently in discussion of project with Courtney Polidori and Dr. Michele Tarter, and their work: Woman is the Word: Memoir-Writing and Activism in a Maximum Security Women's Prison

PROFESSIONAL DEVELOPMENT ACTIVITIES

American Correctional Association:
1996-2008 National conferences in various geographical locations

American Jail Association:
1997-2012. Fifteen Consecutive years (largest student group recognition, for longest number of years); Venues include, but not limited to: Sacramento, CA; Fort Worth, TX, Cincinnati, OH, Albequerque, NM, Louisville, KY, Milwaukee, WI; Portland, OR; Nashville, TN; Salt Lake City, UT, to name a few. Students had opportunity to tour local facilities as well as Alcatraz. Presenter for several years for 'Jails and Academe' session.

American Probation and Parole Association:
New York City, NY August 1999
New York City, NY July 2005

International Association of Correctional Training Personnel (IACTP):
November 1999- Nov 2010; Board of Directors 2000-2004, and 2008-20012;
Workshop Presenter at each conference for years.

West Virginia Department of Corrections Leadership Management Training
Cairo, WV October 2007 * Presented Ethics in Corrections

National Corrections Law Enforcement Technology Training Center:
Mock Riot, Moundsville Penitentiary, Moundsville, WV May 1999
Mock Riot May 2000
Mock Riot May 2001*

*Approximately 1400 participants from 36 states and several foreign countries. 93 exhibitors demonstrating the latest in corrections technology, and 18 Tactical Response Teams simulating various scenarios (hostage situations, cell extractions). Accompanied by a group of students for each of the 3 years.

Host on campus for student presentations:
April 2009: Jennifer Lopez, Regional Director, Los Angeles County Department of Family and Children Services, Los Angeles CA. Coordinated community presentation related to child abuse and neglect. Facilitated classroom guest lectures by Ms. Lopez, tailored to each class (i.e. juvenile delinquency, substance abuse, correctional counseling)

March 2006: Raul Banasco, Director of Professional Development, Florida Department of Corrections, Tallahassee, FL. (Raul is currently the Jail Administrator of Bexar County, TX (San Antonio); he is to be awarded Jail Administrator of the Year at AJA Training Conference, to be held May 2016, Austin TX. Served on Professional Education Council of ACA with Raul for 10 years.

March 2007: Don Dease, Correctional Peace Officers Foundation; BSC CJ Club members presented gifts to Mr. Dease for the distribution to children attending the Correctional Peace Officers Foundation (CPOF) annual conference for the families who lost a loved one in the line of duty.

Contract Services:
WV Division of Criminal Justice Services, Statistical Analysis Center. Independent Evaluator. Evaluated Domestic Violence Programs for 23 sites in WV and two statewide initiatives, funded by federal grant, Violence Against Women, fiscal year June 30, 1998 - July 1, 1999.

Developed 'American Corrections' course for American Correctional Association, Professional Development. (see attached comments from ACA trainees).

Florida Criminal Justice and Delinquency Prevention: Conducted session on Basic Communication Skills, St. Petersburg, FL 2005

Stevens Correctional Facility, McDowell County, Welch, WV
Conducted assessment of facility and developed strategies for improvement;
Provided Leadership Management Training/ 4 week program, December 2006

BSC CJ Study-Abroad: March 18-28, 2010
Coordinated study abroad of Corrections in Bermuda, March 2010; this also included Attendance at Family Court, Drug Court, and meeting with Law Enforcement officials to address gang and drug-related activities, recruitment challenges, etc.

PUBLICATIONS:
American Jails, "Utilizing Colleges and Universities as a Correctional Resource", September/ October 1999
Correctional Trainer, IACTP Magazine, "Room to Grow",
Correctional Peace Officers Foundation Magazine, 'The Forging of a Partnership between CPOF and BSC'

COMMUNITY FORUM:
Participated in public forum held at the Princeton Library, facilitated by Delegate John Frazier, to review the recommendations to Governor Manchin on the prison crowding issue in WV

GUEST SPEAKER: Rotary Club of Bluefield, WV

WVVA: Coordinated interview of a Senior WV State Trooper (my former BSC student) and his son, who is also a graduate of our program. His son, at age 22, became the youngest WV State Trooper in its history.

Activities facilitated which provided additional benefits to students: Networking at the local, state, and national level facilitated:

- Opportunity for students to visit Louisiana State Penitentiary and attend the 40th Annual Rodeo and Arts and Crafts Festival of the inmates; Hosted by Warden Burl Cain, students were housed in the Warden's guest house located on the grounds of the Angola Prison, and were allowed access to all areas during the tour, including Death Row and the Death Chamber.

- Opportunity for the students to attend Professional Seminars hosted by the American Jail Association as auditors at the former WV Penitentiary.

- Opportunity to meet and talk with the former Warden of the Federal Supermax Prison, Robert Hood. Warden Hood is currently a National Security Consultant, a participant of History Channel 2 related to American's Prisons, and continues to send information pertinent to course material via email in an effort to keep students informed.

- Opportunity to meet professionals from around the country as well as international correctional professionals through attendance at the American Jail Association Annual Training Conferences and Jail Expo. Students have the opportunity to attend workshops on a range of topics related to challenges and issues*, talk with vendors whose wares are among the latest technological advances in the field, and tour local jails in which the training is held. In addition, students attending AJA have had an opportunity to take part in cultural activities including attending a ceremony at a Native American Indian Reservation (sponsored by AJA), professional league baseball games, zoos, horse racing at the site of the Kentucky Derby, tour of Alcatraz, visit to Park City, Utah, to name a few. These have provided memories of a lifetime for the students who have taken advantage of the opportunity to participate; for many, this is the first time they have been out of state.

  * Special Needs Populations (including mentally ill offenders, substance abusers, elderly, women, victims of domestic violence and human trafficking, veterans, high profile inmates, long term offenders, transgender offenders), classification of offenders, children of prisoners, multi-generational workforce and recruitment challenges, ethical issues, working with diverse populations, as a few examples.

- 10-day Study Abroad in Bermuda, hosted by the Bermuda Department of Corrections. March 2010. Provided Leadership Training to Bermuda DOC staff (Ethics and Corrections)

VITA

Michael H. Lilly

Home Address:
1527 College Ave.
Bluefield, WV 24701

Work Address:
Criminal Justice Program
Bluefield State College
219 Rock Street
Bluefield, WV 24701

EDUCATION:
Bluefield, WV High School - 1963
Hampden-Sydney College - BA 1967
University of South Carolina
School of Law JD 1970

HIGHER EDUCATION EMPLOYMENT:
Program Director, Criminal Justice Program
Bluefield State College - Fall1997 to June 2012

Division Chair, Business/Law Enforcement
Bluefield State College - 1994 to 1999

Professor, Criminal Justice and Business,
Bluefield State College - 1985 to present
Granted Tenure -1991
Promoted to current Rank -2005

PERSONAL DATA:
Age: 68
Health: Excellent, no major long term illnesses
Or conditions
Father of four children- Michael Jr., 42
Elizabeth, 39
James, 24
Stephanie, 17

COMMUNITY SERVICE:

Past President, Bluefield,WV Lions Club
Committee Member, Troop 1018, BSA
Former member of: Bluefield, WV Jaycees; Bluefield WV Rotary Club
Civitans; Clover Club; Various Fraternal Orgzs.

INSTITUTIONAL SERVICES

Institutional service	Institutional Activity	Date(s) of service
Program Director	**Criminal Justice Program**	**1989-2012**
Chair	**Division of Business and Law Enforcement**	**1994-1999**
Associate Professor	**Criminal Justice and Business**	**1992 to present**
	Granted Tenure-1991	
Assistant Professor	**Criminal justice and Law Enforcement**	**1985-1992**
JAAC		**1994-2004; 2006**
Faculty Senate	**1st Vice President (4 consecutive terms); current member**	**1998-2002 2008-present**
	Parliamentarian	**1990-1998**
College Committees	**Academics (Chair)**	**1989-1994**
	Assessment	**1998-2003**
	Curriculum Committee	**1998-2003**
	Constitutional Revision Commts	**1989; 2003**
FACDIS	**Institutional Representative**	**2006-present**
ACF to HEPC	**Elected member**	**2008-present**
College Budget Committee		**2011-present**
Inst. Computing Group	**Nominated member**	**2013**
Planing Commt.-Access		**2013**

PROFESSIONAL ACTIVITIES

Professional Organization	Office or Activity	Year
FACDIS	**Member in good standing**	**1991-present**
	Attending annual workshops (13)	
	John Maxwell Scholar	**1995**
WVCJEA	**Member in good standing**	**1991-**

		present
	1st Vice President	**2000-2001**
	1st Vice President	**2005-2006**
Phi Eta Sigma	**Member**	**1998**
Pinnacle Honor Society	**Member**	**1993**
National Tech Prep Consortium	**Attended National Conventions**	**2001;2003**
Publications	**One Step Forward, One Step Backward: Case Analysis of Bluefield WV Police Department COPS Program**	**1999**
America Jail Association	**Attended National Convention**	**2002**
Book Reviews	**Principles of Criminal Law, Wesley, Roberson**	**1999**
	Criminal Behavior, Pearson Publ.	**2003**

Explanatory Remarks:

(1)I am a founding member of the West Virginia Criminal Justice Educators Association, Inc., This is a professional organization which meets twice annually. We have membership from each of the 11 Criminal Justice programs currently active in WV public and/or private Colleges and Universities. Our state conference will be held on the Marshall University Campus next fall, and our annual business meeting in April of this year.

(2)FACDIS stands for the West Virginia Consortium for Faculty and Course Development in International Studies

(3)ACF stands for the Advisory Council of the Faculty to the Higher Education Policy Commission, a group established by the WV legislature.

COURSES WHICH HAVE BEEN TAUGHT:

1.Criminal Law
2.Criminal Procedure and Evidence
3.Private Security
4.Introduction to Criminal Justice
5.Business Law
6.Evidence
7.Civil Litigation
8.Judicial Process
9.Police Responsibility and Ethics
10.Terrorism
11.substance abuse
12.Death Penalty in America
13.Juvenile Delinquency
14.Assorted other topics

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OBJECTIVE

To obtain a position as an Educator with an organization where I can utilize my experience in the Criminal Justice system to further the knowledge and understanding of individuals who would like to pursue or continue a career in the Criminal Justice field.

EDUCATION

Tazewell High School, Tazewell, Virginia
General Studies, 1986-1989

Tazewell County Vocational Center, Tazewell, Virginia
Computer Data Processing, 1988-1989

Southwest Virginia Community College, Richlands, Virginia
A.A.S in Administration of Justice, 1989-1991

Southwest Virginia Community College, Richlands, Virginia
Certificate in Law Enforcement, 1989-1991

Bluefield State College, Bluefield, West Virginia
Regents Bachelor of Arts in Criminal Justice Administration, 2010-2011
Institutional GPA: 4.0
Final GPA: 3.01

Bethel University, McKenzie, Tennessee
Master of Science in Criminal Justice, 2013-2014
Institutional GPA: 4.0
Final GPA: 4.0

WORK EXPERIENCE

Tazewell County Schools, Tazewell, Virginia; 1991, Delivery Driver
- Delivered supplies and books to schools in Tazewell County

Tazewell County Sheriff's Office, Tazewell, Virginia; 1991-1995, Deputy Sheriff
- Served as Deputy Sheriff, Road Deputy, Dispatcher, Jailor, Court Security and Transportation Officer
- D.A.R.E. Instructor in Tazewell County Schools, created curriculums, etc.

Southwest Virginia Community College, Richlands, Virginia; 1992-1995, Adjunct Professor
- Acted as an adjunct professor teaching wildlife/law enforcement management for their evening courses

Ramey Chevrolet, Tazewell, Virginia; 1995-1997, Salesman
- Served as a salesman and in customer service

Fowlkes Machinery Company, Wytheville, Virginia; 1997, Salesman
- Served as a salesman and worked in their parts department

Andy Clark Ford, Princeton, West Virginia; 1997-1998, Salesman
- Served as a salesman and in customer service

Powhatan Correctional Center, Powhatan, Virginia; 1998-1999, Corrections Officer
- Supervised Inmates, Maintained prison's front gate, made prisoner transports; and maintained inmate head count

Bland Correctional Center, Bland, Virginia; 1999-2003; Agriculture Supervisor III
- Supervised inmates and coordinated the daily operation of the beef cow herd that belonged to the prison
- Completed all reports and records of the inmates and farm operation, filled in for other officers while on vacation in farm department
- Insured that all rules and safety measures were followed and that inmates were accounted for while working on the farm
- Made deliveries to area prisons

Tazewell Farm Supply, North Tazewell, Virginia; 2003-2007, Owner/President
- Conducted day to day operations of the business, supervised employees, maintained schedules and all paperwork
- Set up community meetings and conducted presentations to educate area farmers of nutritional needs and feed programs for their livestock

Tazewell Regional Jail, Tazewell, Virginia; 2008-2011; Corporal
- Supervises inmates; works in receiving/booking of incoming inmates; assists jail nurse

Coffeewood Correctional Center, Mitchells, Virginia; 2011-2012; Casework Counselor

- Managed offender's institutional adjustment, prepared offender's case plans and release plans using CORIS
- Worked within the Cognitive Community as a team member, conducted Cognitive Community meetings, assigned jobs to offenders within the Cognitive Community, gave presentations to staff/offenders
- Participated in offender process groups and in learning team meetings.
- Prepared and submitted reports to supervisors, security staff, probation and parole, etc.

Keen Mountain Correctional Center, Oakwood, Virginia; 2012-2013; Casework Counselor

- Managed offender's institutional adjustment, prepared offender's case plans and release plans using CORIS
- Attend regional and local re-entry meetings, gave presentations to staff/offenders
- Participated in offender process groups and in learning team meetings.
- Prepared and submitted reports to supervisors, security staff, probation and parole, etc.

River North Correctional Center, Independence, Virginia; 2013-2015; Unit Manager

- Assisted in opening & operation of River North Correctional Center
- Develops policies & procedures for segregation, general population and reception units
- Opened & manages the reception unit, responsible for initial classification of offenders
- Responsible for instruction, training, & implementing job duties for all counselors
- Developed and conducted emergency response scenarios with chief of security
- Evaluated & modified the segregation status reports with Assistant Warden
- Acts as an Administrative Duty Officer, completes employee work evaluations for staff, approves annual reviews of offenders, disciplinary charges, incident reports, housing assignments, internal moves & conducts inspections.

Bluefield State College, Bluefield, West Virginia; 2015-Present; Assistant Professor

- Provides instruction to students both in class and through video live streaming.
- Develops syllabi, tests, handouts, and exams for students.
- Reviews curriculums and text books for effectiveness and relevancy.
- Keeps records of grades and other information as required by administration.
- Meets with students during office hours for conferences and to offer academic support.
- Attends faculty meetings and enrichments programs.

SPECIALIZED TRAINING

Southwest Law Enforcement Academy, Richlands, Virginia
Dispatcher Basic School – 1991
Law Enforcement Basic School – 1992
General Instructor School – 1993
Jailor Basic School - 2008

D.A.R.E. Instructor School, Farmville, Virginia – 1992

Virginia Department of Corrections, Richmond, Virginia
Corrections Officer Basic School – 1999
Identifying Gangs and Tattoos/Signs – 2000
Motivational Interviewing - July, 2011
Thinking for a Change Facilitator Training - October, 2011
Basic Skills for Case Management Counselors Training Class - February, 2012
Facilitating Anger Management: Cognitive Behavioral Approach - June, 2012
Productive Citizenship Phase II Facilitator Training - August, 2012
The Road Back: Transitioning Offenders to the Community - September, 2012
Matrix Model of Substance Abuse Treatment - November, 2012
Basic Skills for New Supervisors - May, 2014

SPECIALIZED SKILLS

- Extensive experience in classroom instruction.
- Extensive training in Interpersonal Communications.
- Training and experience in formal interviews, gathering data and report writing.
- Working knowledge of the judicial process.
- Hands-on experience working with probationers and arrestees.

APPENDIX D

OFF-CAMPUS CLASSES

Beckley HEC	
(Offered at least once between 2011-2016)	
CRMJ 151 Introduction to Criminal Justice	CRMJ 301 Probation, Parole, and Community-based Corrections
CRMJ 163 Criminal Law	CRMJ 312 Legal Research
CRMJ 164 Criminal Procedure and Evidence	CRMJ 320 Correctional Counseling
CRMJ 170 Police and Community Relations	CRMJ 331 Ethics in CJ
CRMJ 208 Criminology	CRMJ 341 Contemporary Issues in CJ
CRMJ 221 American Correctional Systems	CRMJ 400 Correctional Institutions
CRMJ 232 CJ Writing and Communication	CRMJ 431 Private Security
CRMJ 250 Police Operations	CRMJ 490 Seminar in Criminal Justice
CRMJ 252 Substance Abuse and the CJ System	CRMJ 492 Terrorism
CRMJ 280 Police Organization and Administration	CRMJ 495 Special Topics: Death Penalty
CRMJ 292 Juvenile Delinquency	

Greenbrier Campus	
(Offered at least once between 2011-2016)	
CRMJ 301 Probation, Parole, and Community-based Corrections	CRMJ 492 Terrorism
CRMJ 331 Ethics in CJ	

Southern West Virginia Community & Technical College--Logan	
(Offered at least once between 2011-2016)	
CRMJ 170 Police and Community Relations	CRMJ 325 Judicial Process
CRMJ 232 CJ Writing and Communication	CRMJ 341 Contemporary Issues in CJ
CRMJ 250 Police Operations	CRMJ 400 Correctional Institutions
CRMJ 252 Substance Abuse and the CJ System	CRMJ 431 Private Security
CRMJ 280 Police Organization and Administration	CRMJ 490 Seminar in Criminal Justice
CRMJ 301 Probation, Parole, and Community-based Corrections	CRMJ 492 Terrorism
CRMJ 312 Legal Research	CRMJ 495 Special Topics: Death Penalty

Pineville	
(Offered at least once between 2011-2016)	
CRMJ 232 CJ Writing and Communication	CRMJ 252 Substance Abuse and the CJ system

APPENDIX E

CRIMINAL JUSTICE ADMINISTRATION POST-GRADUATE DATA

	Employed in field	Employed out of field	Employed in WV	Employed in area	Employed out of area	Military	Graduate school	Continuing education	unemployed	Respondents	Positive Outcome Rate
2011-2012	4	2	5	5	0	0	1	0	0	6	100%
2012-2013	4	5	7	5	2	0	0	0	0	9	100%
2013-2014	5	6	8	8	0	0	2	0	1	13	92%
2014-2015	3	6	8	4	2	0	1	0	1	11	91%
2015-2016	0	5	5	5	0	2	0	0	5	12	58%
Total	16	24	33	27	4	2	4	0	7	51	90%

**NOTE: Combined data from the BSC Office of Career Planning & Placement and Criminal Justice Administration faculty members.

Bluefield State College
Criminal Justice Administration Five-Year External Program Evaluation for Years 2011-2016 by Mr. Mark Mills and Response to External Review

Submitted to the
Bluefield State College
Board of Governors
for its scheduled meeting on
April 20, 2017

By:

Amanda Matoushek, Ph.D.
Chair, Department of Social Sciences

Martha Eborall, Ph.D.
Dean, School of Arts and Sciences

April 12, 2017

External Review
For
Bluefield State College
Criminal Justice Administration

Submitted by:

Mark A. Mills
Glenville State College
April 6, 2017

6.1 The general quality of the program review document

The program review document is of professional quality. The table of contents is comprehensive in covering the relevant areas for review. The program mission and goals are strong points as well as the layout of the curriculum. The strengths and weaknesses are identified and reflect the administration's analysis of the program.

The most troubling aspect of what is not included in the review document is the lack of assessment data for the past five years. Without this information, it is not possible to measure student learning outcomes or provide any descriptive analysis of areas of strength or weakness in the annual assessments. An assessment plan without data is of no value when reviewing any degree program. It has become a best practice to have a senior assessment exam to measure the growth of students' academic knowledge over the time they have been in the program. Bluefield State does not have this in place nor a plan to address in the future.

6.2 Evidence of student learning

The program, established in 1972, has a long-standing tradition of graduating students with a degree in Criminal Justice Administration. The faculty pride themselves in teaching theory and practical application of theory in criminal justice issues.

Absent complete annual assessment reports with data, it is impossible to effectively measure evidence of student learning. There is no evidence of the use of a senior assessment exam to measure the growth of students' knowledge. The only data available to measure student learning is that students enter the Criminal Justice Administration program and students graduate. Over a five year period (2011-2016) an average of 16 students graduated per year.

Senior survey results suggest students like their professors and they feel prepared to enter the criminal justice field.

6.3 Documentation of quality in student work such as portfolios, design projects, specialized projects, essays, research projects, presentations, poster projects, and related material

There was no documentation provided.

6.4 Summary of separate meetings with the Dean, student groups, faculty and alumni

In person meetings with the Department Chair of Social Science, Provost, faculty, students, and a phone conversation with the Dean revealed the importance of the Criminal Justice Administration program to the college. All parties point to the consistency of enrollment, quality of instruction, and small class sizes as strengths of the program. Students consistently reported the willingness of criminal justice faculty to go above and beyond to help students. They see this as a positive attribute and something that set the college apart from other criminal justice programs.

All parties expressed a strong desire for the Criminal Justice Administration program to become a stand-alone department. The program has been identified by everyone as consistently one of the largest programs on campus and as having a strong potential for enrollment growth. To grow the program, the consensus from all interviewed is the need to add a faculty member to the criminal justice program, to offer classes more frequently, to increase the variety of course offerings, to add online classes, and to offer classes originating on the Beckley campus.

Adding online classes can attract new students and serve current students who may work full time or commute from long distances. Adding at least a part-time presence on the Beckley campus can help attract new students, increase class size numbers and create a positive classroom experience for those students who watch class on a screen and interact via IVN.

6.5 Documentation of best practices in the program

Faculty, students, and administration identify small class sizes as a best practice for the program. Students feel welcomed and comfortable. Positive interaction between faculty and students is common place. It is considered an optimal learning environment. Faculty are approachable inside and outside the classroom setting.

Each year graduating seniors complete a survey assessing their experience in the program. Students report they feel prepared and confident to enter the criminal justice field.

Bluefield State is also able to offer the lowest tuition among public four-year colleges in the state of West Virginia. This is especially significant in an economically depressed region.

CRMJ 164, Criminal Procedure and Evidence class annually conducts a mock trial in the Mercer County Courthouse that provides students an opportunity to experience the trial process firsthand.

Students, faculty, and administration note that periodically criminal justice professionals are invited to campus for class and campus presentations. All view this as a best practice that engages students and energizes the Criminal Justice Administration Program.

6.6 Weaknesses and continuing challenges and problems identified in the program

One of the greatest weaknesses in the program is the lack of assessment data for the last five years. The program appears to have established an assessment plan but missing or uncollected data make it impossible to evaluate the program or the quality of the plan.

The program does not utilize a senior assessment which would allow the program to evaluate their students' performance in core criminal justice subject areas. There are standardized tests available that would also allow for the comparison of Bluefield State students against other criminal justice students from colleges across the United States.

Continuing challenges for the program: offer classes online, offer classes originating on the Beckley campus, and offer enough classes on the main campus to allow students to graduate in four years. At this point online classes have not been offered by the criminal justice program. Classes originating from Beckley with a faculty member have not been offered. Classes on the Bluefield campus are not offered every year and some students have had graduation delayed as a result.

Students who have experienced the IVN classes in Beckley and instructors who teach these classes all agree the experience is poor and not equivalent to a face to face classroom experience. The IVN experience is further degraded for hands-on class exercises in criminal investigation or mock trial.

Noted by all parties and in the Program Review, the criminal justice program is not a stand-alone department despite the consistently large enrollment and unique nature of the major. It has been suggested by many students, faculty, and administrators, the program is not a good fit in the Department of Social Sciences. The program has strong potential for growth as its own department and with more resources including instructional faculty.

6.7 Recommendations and suggestions the school can implement to address weaknesses and challenges.

Recommendation: A viable assessment plan needs to be implemented which insures data is collected each year to measure student success in meeting the learning outcomes outlined in the plan. This is crucial to providing the data needed to generate an assessment report each academic year. These reports are critical and necessary to measure the program's performance and to be in compliance with the Higher Learning Commission.

Recommendation: To enhance the assessment plan, serious consideration should be given to adding a senior assessment exam. It enables faculty to view their student's performance from year to year. The Educational Testing Service offers a Major Fields Test, testing students on criminal justice core subjects. The advantage to this test is the ability to compare students to over 150 criminal justice programs around the country. In addition, the effectiveness of program instruction can be evaluated, instructional emphasis reconsidered, and possible changes to the curriculum discussed.

Recommendation: The hiring of additional faculty would be a positive step towards the growth of the criminal justice program in the following ways: allow for the development of online classes to serve new students that cannot commute but wish to pursue a degree at Bluefield State and serve current working and commuting students with additional class options; increase the variety of class offerings; teach face to face classes at Beckley with advising; and teach classes frequently enough to allow students to graduate in four years. Without additional faculty, there are no easy solutions to address these ongoing challenges.

Recommendation: As recognized by everyone in the Bluefield State College community from the administration, to faculty, to the students, there is unanimous agreement that the criminal justice program could be positioned for growth if it is elevated to a stand-alone department.

Suggestion: Review and assess the criminal justice curriculum for consideration of rebranding the program to aid in marketing and recruitment of new students. This includes the concentrations as well as individual classes. Survey alumni, current students, campus community, and local and regional criminal justice agencies for input.

Response to
External Review
For
Bluefield State College
Criminal Justice Administration

Submitted by:

Dr. Martha Eborall, Dean, School of Arts and Sciences
Dr. Amanda Matoushek, Chair, Department of Social Sciences

April 12, 2017

(Response Comments in Red Font)

Background

The required 5-year (2011-2016) programmatic review for the Criminal Justice Administration program was conducted during the Spring 2017 semester. The programmatic review document was compiled and submitted by Dr. Amanda Matoushek, Department Chair of Social Sciences. An external reviewer for the program review was identified by Dr. Matoushek and approved by Dr. Angela Lambert, Interim Provost and Vice President of Academic Affairs and Dr. Martha Eborall, Dean of the School of Arts and Sciences. The external reviewer selected for this program review was Mr. Mark Mills – a current Criminal Justice faculty and former Department Chair of Criminal Justice at Glenville State College. The programmatic review document was mailed to the external reviewer on February 21, 2017. Mr. Mills visited the BSC campus on March 20th and March 27th and met with CRMJ faculty and students. He also met with the Chair of the Social Sciences Department and the Interim Provost and Vice President of Academic Affairs. In addition, he conducted a conference call with the Dean of the School of Arts and Sciences, who was unable to be present on those dates. On April 6, 2017 Mr. Mills submitted an External Review for the Bluefield State College Criminal Justice Administration Program. A response to the external review was requested by April 12, 2017. The Dean of the School of Arts and Sciences and the Chair of the Department of Social Sciences prepared this response and submitted it on that date. The External Review document has been shared with the Criminal Justice faculty. A meeting will be scheduled before the close of the Spring 2017 semester with the Criminal Justice faculty to discuss the external review and develop plans to address the concerns, recommendations, and suggestions presented in the document. These plans will be included in the report submitted to the HEPC later this semester.

6.1 The general quality of the program review document

The program review document is of professional quality. The table of contents is comprehensive in covering the relevant areas for review. The program mission and goals are strong points as well as the layout of the curriculum. The strengths and weaknesses are identified and reflect the administration's analysis of the program.

The most troubling aspect of what is not included in the review document is the lack of assessment data for the past five years. Without this information, it is not possible to measure student learning outcomes or provide any descriptive analysis of areas of strength or weakness in the annual assessments. An assessment plan without data is of no value when reviewing any degree program. It has become a best practice to have a senior assessment exam to measure the growth of students' academic knowledge over the time they have been in the program. Bluefield State does not have this in place nor a plan to address in the future.

The Department Chair will schedule a meeting before the close of the Spring 2017 semester to discuss the External Review of the Criminal Justice program with the Criminal Justice faculty. The importance of assessment data will be reemphasized with the faculty at that meeting. We will arrange an assessment session in the Fall with the Criminal Justice faculty to address how assessment of the program can be improved. The feasibility of a senior assessment exam will also be explored.

6.2 Evidence of student learning

The program, established in 1972, has a long-standing tradition of graduating students with a degree in Criminal Justice Administration. The faculty pride themselves in teaching theory and practical application of theory in criminal justice issues.

Absent complete annual assessment reports with data, it is impossible to effectively measure evidence of student learning. There is no evidence of the use of a senior assessment exam to measure the growth of students' knowledge. The Department Chair will schedule a meeting before the close of the Spring 2017 semester to discuss the External Review of the Criminal Justice program with the Criminal Justice faculty. This will include a discussion of assessment data collection and the addition of a senior assessment exam will be broached. The only data available to measure student learning is that students enter the Criminal Justice Administration program and students graduate. Over a five year period (2011-2016) an average of 16 students graduated per year.

Senior survey results suggest students like their professors and they feel prepared to enter the criminal justice field. The importance of criminal justice work experience as a requirement for hiring faculty in the program has been emphasized by our Criminal Justice faculty. This work experience was included as a requirement for hiring the newest CRMJ faculty member. It is apparent from classroom observations and student evaluations that our students are very receptive to learning from faculty with real life experience in the field.

6.3 Documentation of quality in student work such as portfolios, design projects, specialized projects, essays, research projects, presentations, poster projects, and related material

There was no documentation provided. Students currently participate in a mock trial as part of CRMJ 164: Criminal Procedure and Evidence, however no materials or evaluations were provided for inclusion in the Program Review. The Department Chair will schedule a meeting before the close of the Spring 2017 semester to discuss the External Review of the Criminal Justice program with the Criminal Justice faculty. Faculty will be encouraged to foster participation in specialized projects in their courses. A plan to generate student work for the next program review will be developed. A recommendation will be made for the Criminal Justice program to issue student assessments in the CRMJ capstone course similar to those used in the other School of Arts and Sciences programs. The other School programs require seniors to prepare student work for assessment such as projects, papers, posters, and presentations. Two of the CRMJ faculty have recently expressed interest in state wide collegiate forensics competitions and would like to put together a team of students to compete next fall. Student performance at such competitions can serve as additional evidence of our student's abilities.

6.4 Summary of separate meetings with the Dean, student groups, faculty and alumni

In person meetings with the Department Chair of Social Science, Provost, faculty, students, and a phone conversation with the Dean revealed the importance of the Criminal Justice Administration program to the college. All parties point to the consistency of enrollment, quality of instruction, and small class sizes as strengths of the program. Students consistently reported the willingness of criminal justice faculty to go above and beyond to help students. They see this as a positive attribute and something that set the college apart from other criminal justice programs.

All parties expressed a strong desire for the Criminal Justice Administration program to become a stand-alone department. The Criminal Justice program is currently housed within the Department of Social Sciences. The current School of Arts and Sciences Dean and the current Department Chair of Social Sciences both support the establishment of a Criminal Justice Department. In the past, the faculty of the School of Arts and Sciences have also been very supportive of establishing a Criminal Justice department. Creation of a new department would require a Chair for that department. Currently, there are only three Criminal Justice faculty and all of them teach a full-time load. Release time from instruction for Chair responsibilities would currently require either a Chair teaching an overload or the use of adjuncts for instruction. The addition of another faculty for the Criminal Justice program would lessen the issue of release with limited faculty.

The program has been identified by everyone as consistently one of the largest programs on campus and as having a strong potential for enrollment growth. To grow the program, the consensus from all interviewed is the need to add a faculty member to the criminal justice program, to offer classes more frequently, to increase the variety of course offerings, to add online classes, and to offer classes originating on the Beckley campus. The Criminal Justice program is in the process of developing a new concentration: Forensic Investigation. This concentration is in the initial stage of development. During the Spring 2017 semester, a trial run of a special topics course (CRMJ 495: ST Forensic Investigation) was offered to determine if there was student interest in this area of criminal justice. This course has the highest enrollment of the CRMJ courses on the Spring 2017 schedule. This affirmation of student interest led to creation of a new CRMJ course (CRMJ 335: Forensic Investigation) being proposed this semester. This course proposal was supported by the School of Arts and Sciences and we anticipate it will be approved at higher levels and added to the 2017-2018 BSC academic catalog. In the Fall 2017 semester, another proposed course for a Forensic Investigation concentration is being offered as a special topics course (ST: Sexual Assault Investigation). Students have already started enrolling in this course. We feel confident that we should move forward next year with a curriculum proposal for a new concentration in Forensic Investigation for the Criminal Justice program. If the new concentration is approved, a faculty hire will be necessary to support the additional courses. There will be expectations for that faculty and other future Criminal Justice faculty to develop some CRMJ classes for online instruction.

Adding online classes can attract new students and serve current students who may work full time or commute from long distances. During the Spring 2017 semester, the first section of a Criminal Justice class (CRMJ 331: Ethics in Criminal Justice) was offered entirely online. This summer an entirely online section of CRMJ 151: Introduction to Criminal Justice) is being

offered. In the Fall 2017 semester, we are offering CRMJ 208: Criminology entirely online Adding at least a part-time presence on the Beckley campus can help attract new students, increase class size numbers and create a positive classroom experience for those students who watch class on a screen and interact via IVN. Currently CRMJ courses are offered only as IVN courses on the Beckley campus primarily because the very low student enrollment in Criminal Justice courses on that campus. We aspire to increase that enrollment to a level that supports a CRMJ faculty position for that campus.

6.5 Documentation of best practices in the program

Faculty, students, and administration identify small class sizes as a best practice for the program. Students feel welcomed and comfortable. Positive interaction between faculty and students is common place. It is considered an optimal learning environment. Faculty are approachable inside and outside the classroom setting.

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Noted by all parties and in the Program Review, the criminal justice program is not a stand-alone department despite the consistently large enrollment and unique nature of the major. It has been suggested by many students, faculty, and administrators, the program is not a good fit in the Department of Social Sciences. The program has strong potential for growth as its own department and with more resources including instructional faculty.

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Recommendation: To enhance the assessment plan, serious consideration should be given to adding a senior assessment exam. It enables faculty to view their student's performance from year to year. The Educational Testing Service offers a Major Fields Test, testing students on criminal justice core subjects. The advantage to this test is the ability to compare students to over 150 criminal justice programs around the country. In addition, the effectiveness of program instruction can be evaluated, instructional emphasis reconsidered, and possible changes to the curriculum discussed. The Department Chair will schedule a meeting before the close of the Spring 2017 semester to discuss the External Review of the Criminal Justice program with the Criminal Justice faculty. The addition of a senior assessment exam will be broached.

Recommendation: The hiring of additional faculty would be a positive step towards the growth of the criminal justice program in the following ways: allow for the development of online classes to serve new students that cannot commute but wish to pursue a degree at Bluefield State and serve current working and commuting students with additional class options; increase the variety of class offerings; teach face to face classes at Beckley with advising; and teach classes frequently enough to allow students to graduate in four years. Without additional faculty, there are no easy solutions to address these ongoing challenges. The Criminal Justice program is in the process of developing a new concentration: Forensic Investigation. This concentration is in the initial stage of development. During the Spring 2017 semester, a trial run of a special topics course (CRMJ 495: ST Forensic Investigation) was offered to determine if there was student interest in this area of criminal justice. This course has the highest enrollment of the CRMJ courses on the Spring 2017 schedule. This affirmation of student interest led to a new CRMJ course (CRMJ 335: Forensic Investigation) being proposed this semester. This course proposal was supported by the School of Arts and Sciences and we anticipate it will be approved at higher levels and added to the 2017-2018 BSC academic catalog. In the Fall 2017 semester, another proposed course for a Forensic Investigation concentration is being offered as a special topics course (ST: Sexual Assault Investigation). Students have already started enrolling in this course. We feel confident that we should move forward next year with a curriculum proposal for a new concentration in Forensic Investigation for the Criminal Justice program. If the new concentration is approved, a faculty hire will be necessary to support the additional courses. There will be expectations for that faculty and other future Criminal Justice faculty to develop some CRMJ classes for online instruction.

Recommendation: As recognized by everyone in the Bluefield State College community from the administration, to faculty, to the students, there is unanimous agreement that the criminal justice program could be positioned for growth if it is elevated to a stand-alone department. The Criminal Justice program is currently housed within the Department of Social Sciences. The current School of Arts and Sciences Dean and the current Department Chair of Social Sciences both support the establishment of a Criminal Justice Department. In the past, the faculty of the School of Arts and Sciences have also been very supportive of establishing a Criminal Justice department. Creation of a new department would require a Chair for that department. Currently, there are only three Criminal Justice faculty and all of them teach a full-time load. Release time from instruction for Chair responsibilities would currently require either a Chair teaching an overload or the use of adjuncts for instruction. The addition of another faculty for the Criminal Justice program would lessen the issue of release with limited faculty.

Suggestion: Review and assess the criminal justice curriculum for consideration of rebranding the program to aid in marketing and recruitment of new students. This includes the concentrations as well as individual classes. Survey alumni, current students, campus community, and local and regional criminal justice agencies for input. There are plans to create a new Criminal Justice Administration program brochure for recruitment. The addition of one or

more Criminal Justice student organizations would also make the program more visible on campus and in the community. It will be recommended that at least one Criminal Justice student organization be established next year. The addition of the Forensic Investigation concentration will also serve as recruitment tool as this will increase the variety of career options available to our Criminal Justice graduates.

Bluefield State College

OFFICE OF THE PRESIDENT
(p) 304.327.4030
(f) 304.327.4581

Resolution

Item:	For approval, Academic Program Review for B.S. Imaging Science.
Recommended Resolution:	*Resolved*, that Bluefield State College Board of Governors approves continuation of the Bachelor of Science in Imaging Science program at the current level of activity.
Staff Member:	Dr. Angela Lambert Interim Provost & Vice President of Academic Affairs
Background:	The program reviews were conducted in accordance with Board of Governors Policy 5 and WV HEPC Series 10.

BLUEFIELD STATE COLLEGE

March 15, 2017

PROGRAM REVIEW

BACHELOR OF SCIENCE IN IMAGING SCIENCE

PROGRAM MISSION AND GOALS/OUTCOMES:

The mission of the BS program in Imaging Science is to provide technologists a pathway for career advancement in the radiologic technology/imaging science profession that is accessible and affordable.

This mission is consistent with the Bluefield State College mission as well as the mission of the School of Nursing and Allied Health.

The goals/outcomes of the program include:

1. Graduates will be prepared to enter management, administration or educational areas as advancement.
2. Graduates will have a greater understanding of the legal and ethical issues that confront today's health care profession.
3. Graduates will be able to apply research findings to professional radiologic technology practices.
4. Graduates will have expanded their knowledge and skills for the practitioner to communicate effectively.
5. Graduates will have thorough understanding of the radiographer's role in health care delivery.
6. Graduates will complete thorough research related to the Imaging Science.

FACULTY QUALITY

The faculty members who are currently teaching in the BS Imaging Science program include doctoral prepared and an Education Specialist in the Imaging Science program with twenty-plus year teaching experience. The faculty member coordinating and teaching in the Sonography Concentration is Master's prepared. The adjunct faculty who are assisting with teaching in Imaging Science and Sonography are all Master's prepared.

QUALITY, CURRENCY AND RELEVANCE OF THE CURRICULUM

The curriculum is kept up to date by reviewing it with regard to the American Society of Radiologic Technologists (ASRT) recommended curriculum for the BS Imaging Science degree. Since this degree does not

require a certification at this time, it is not required to maintain accreditation by an outside accreditation agency. Curriculum changes were made in the fall of 2015 with implementation in the fall of 2016 for the BS Imaging Science program. There are still eighteen (18) hours of Imaging Science specific courses in the curriculum. This program is completely online. A copy of this revised curriculum sequence is attached as Appendix A.

Sonography was added as a concentration in 2014 to offer students in our area the option to complete this certification as part of the BS Imaging Science degree. Initially, this program was offered online and in a condensed format only to students who had an AS in an Imaging Science modality, AS Nursing or other AS allied health degree with a certification. As the first class progressed, the faculty determined that in order to supply the needs to the student this degree needed to be expanded to complete a four-year degree in sonography and not have a previous allied health degree. A copy of the revised curriculum sequence is attached as Appendix B. This has expanded the pool of potential applicants and has helped the program to grow. The Sonography program will be undergoing external accreditation within the next few years at most but this has not been started to date. We currently utilize the accreditation standards for setting up the curriculum and guidelines for program policies.

Surveys are done post-graduation concerning the goals/outcomes of the program. The surveys are difficult to get completed from our graduates so there is minimal feedback from them. These are sent as an online survey through survey monkey, which is anonymous, but most do not complete these surveys. A copy of the most recent survey, 2016 graduates, is attached as Exhibit C.

CONTRIBUTIONS, AS APPROPRIATE, TO GENERAL EDUCATION, UNDERGRADUATE EDUCATION, DISTAN CE EDUCATION, RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

The BS Imaging Science program includes eighteen (18) credit hours of core IMAG courses and twenty-one (21) hours of restricted electives in addition to the required general education courses. Students are also given 34 hours of credit from their Associate Degree in Radiography/Imaging modality. The

restricted electives will be from the following areas but not limited to per advisor approval: Health Services Management, Natural Science, Health Courses, and Computer Science.

The core IMAG courses are provided online through a Learning Management System (LMS) for the working technologists. Research within the curriculum provides an introductory level research course for student awareness of research concepts. The program strives to provide BS level education for a variety of imaging modalities to enhance the knowledge base of Associate Degree Radiographers and other Associate Degree Imaging Modalities.

INTERDISCIPLINARY INITIATIVES

This program is for registered radiographers and other certified/registered technologists in imaging modalities and for students wishing to obtain a degree/certification in Sonography. Currently the BS Imaging Science program includes twenty-one (21) restricted electives, which can be chosen from Health Services Management, Natural Science, Health Courses, and Computer Science. Additionally, if a student presents a certification in another modality (i.e. CT, MR, NM, etc.) in the Imaging Sciences they can petition to have the twenty-one (21) hours of restricted electives waived in lieu of this additional certification. The students in the Sonography program obtain general studies and other required support courses through BSC.

STUDENT DEGREE COMPLETION RATE

Based on the number of students declaring BS Imaging Science including concentrations in Nuclear Medicine, Computed Tomography and Sonography as a major or pre-major since 2012 there is a 30% program completion rate through the spring 2016 semester. There were 135 total majors and pre-majors with 41 graduates. Copies of course enrollment numbers, majors and graduates is included in Appendix D.

JOB PLACEMENT RATE

This is not applicable to this program at this time since the majority of the students are employed in the radiologic technology profession or continuing on to obtain the degree prior to seeking employment as a radiographer. Those in the Sonography program have informed the program that two (2) of the five (5) graduates are currently employed in Sonography with this being a 40% job placement at the current time.

Graduates of the Imaging Science program may meet the requirements for advancement within the imaging department into management or into other areas including imaging equipment sales and/or pharmaceutical sales.

GRADUATE AND PROFESSIONAL SCHOOL ACCEPTANCE RATE

This is not applicable to this program since most of the graduates do not pursue beyond the Bachelor's degree level. This profession, at this time, does not recognize the Bachelor's degree unless they pursue management opportunities within a department. Entry level is currently at the Associate Degree level. The graduation survey for the class of 2017 will include a statement regarding the desire and/or acceptance into a graduate program and the track or reason the student is pursuing a Master's degree.

STRENGTHS AND WEAKNESSES

The strengths of this program include the following:

- The ability to offer all Imaging Science classes online to reach beyond the borders of the college and region we currently serve is a great strength.
- The ability to offer classes that discuss topics that are current within the profession and permit the students to use their critical thinking skills.
- The ability to broaden the offerings with other modalities, including Sonography, Nuclear Medicine and Computed Tomography, that permit radiographers, others in imaging/nursing/allied health, along with students who specifically wish to pursue Sonography, to expand their education and to potentially become certified in other modalities in the imaging sciences.
- The Sonography program was able to secure a sonography machine to utilize for laboratory experience for students in the program. The students are able to complete clinical practice hours with the director using this equipment, which has enhanced their abilities when they arrive in their first clinical rotation.

The weaknesses of this program include the following:

- Little or no advertisement has been done for promotion of the program.
- There continues to be a lack of Master's prepared radiographers at this level.
- A better assessment plan needs to be developed in order to follow graduates and to establish cohorts to determine program completion rates.

OPPORTUNITIES FOR GROWTH

Since the Imaging Science program is now offered completely online, there is a great opportunity for growth. This program has grown in majors/pre-majors over the last five (5) years. Continued growth will require advertisement beyond the college website and word of mouth from graduates. We have graduates from areas outside West Virginia but they are mainly due to previous graduates getting their degree and referring them to BSC to obtain their BS Imaging Science degree. This growth can be significant, as shown by the growth since the inception of the program and would be welcomed by the faculty of the program and the school.

The program is, advertised and approved as, an online BS Imaging Science program courses within the region for graduates of AS degree radiography and other imaging modality programs. We will potentially use news media and radiology/imaging journals for advertisement. Additionally, flyers will be developed and sent to the programs within West Virginia and the surrounding region to assist with recruitment of students into the program. The program faculty will continue to assist the Admissions Department in developing brochures for career and college fairs.

UNIQUE QUALITIES AND COMPETITIVE ADVANTAGE

This program is unique in the fact that this is the only BS Imaging Science program currently in the State of WV that offered as a 2+2 degree completion. Additionally, all core Imaging Science courses and required courses for the degree are offered online for students in the Imaging Science. The offering of the complete online degree provides BSC with an advantage of being able to reach beyond the boundaries of the state. The only other public institution that offers a BS degree is through Marshall University in cooperation with St. Mary's School of Medical Imaging. Due to no programs of this nature being in the region, there is little or no competition for students to enroll in the program. If the program were to enhance offerings and go completely online with all courses contained within the curriculum, growth could be great.

SCHOOL PLAN TO RESPOND TO CHALLENGES AND PURSUE OPPORTUNITIES, INCLUDING A DESCRIPTION OF WHAT THE SCHOOL INTENDS TO ACHIEVE IN A SPECIFIC PROGRAM PRIOR TO THE NEXT REVIEW. INCLUDE AN EXPLANATION OF HOW THE SCHOOL INTENDS TO REDIRECT RESOURCES TO ACHIEVE PLANS OR GENERATE NEW REVENUE TO SUPPORT THEM.

Currently the School of Nursing and Allied Health and the BS Imaging Science Program have implemented a Sonography program as a concentration. This concentration has allowed students with and without a health care background to pursue Sonography. The program in Sonography has not pursued external accreditation to date but there are plans within the next few years to accomplish this goal. The program is also pursuing an

agreement with Chattanooga State Community College in Nuclear Medicine to replace the current offering through a partnership with Regis College. This will allow our radiography students an opportunity to obtain the Nuclear Medicine certification while completing a BS in Imaging Science.

The program requested programmatic fees for support in the endeavor to grow. This request and was in line with other programmatic fees for BS degree programs in the School of Nursing and Allied Health.

All exhibits A-D are separate attachments with this document.

External Review Report

Bluefield State College
Bachelor of Science in Imaging Sciences with concentrations in Nuclear Medicine, Sonography and Computed Tomography
External Program Review
Tricia Leggett, D.H.Ed., R.T. (R)(QM)
April 10, 2017

Introduction

I am honored and humbled to have the opportunity to provide an external review for the Bluefield State College Bachelor of Science in Imaging Sciences program. The BSIS program at Bluefield State provides opportunity to radiologic technologists to advance their education by completing a bachelor's degree for promotion in their career; but more importantly, it advances the profession of radiologic science nationally. There are currently only four bachelor degree programs in the state of West Virginia, so BSC assists in fulfilling a specific professional need in the state and local region. Since this an online program, an onsite visit was not completed, but communication with the program faculty was accomplished electronically.

6.1 The General Quality of the Program Review Document

The BSIS program review is a thorough and well-written document. It clearly delineates both general aspects as well as detailed information of the program. The program review demonstrates reflection about the program as well, such as strengths as well as areas for improvement and future opportunities. One area that may be enhanced is the program goals and outcomes in the assessment of student learning. It may be beneficial to include an assessment plan for at least one cohort of students to exhibit student success in the program. Overall, it is evident the significant work that has gone into the creation of the program review and congratulations should go to the program faculty and administration.

6.2 Evidence of Student Learning

Some pieces of evidence were provided to evaluate student learning. For the submitted course, it is clear that the assignments supported the student learning outcomes. It is also clear that the assignments were appropriate for the level of education for the students and demonstrated scaffolding of prior knowledge and information. Higher levels of learning are assessed in a variety of methods and address analysis, evaluation and creation with the various assignments. Some of the tools utilized in the course of study could also be used in the assessment plan to ensure achievement of student learning outcomes.

6.3 Documentation of Quality in Student Work

I did not review a significant number of artifacts of student learning and this is understandable since much of the work is housed in the Learning Management System (LMS) of Blackboard. The artifacts that were reviewed demonstrate not only quality in the student work, but quality in the faculty feedback to the student. The faculty feedback was provided in a timely fashion, and reflects both positive feedback as well as constructive criticism to the student. Additionally, the graduate and employer satisfaction reflect quality in their reflection on the program. Again, these student artifacts can be used as measures or tools in the development of an enhanced assessment plan demonstrating achievement of student learning outcomes and program effectiveness.

6.4 Summary of Separate Meeting with Various Constituents

As previously noted in the Introduction, communication with program faculty was completed remotely. The survey results from the graduate satisfaction survey were included, so the reviewer could determine satisfaction. Program faculty and administration are extremely proud and supportive of the program. The faculty are

extremely experienced and dedicated to the success of the students and the program and the graduates are very satisfied with their educational journey. The program faculty are significantly involved in the medical imaging profession, especially at the state and national levels. The program faculty have expressed the intent to obtain programmatic accreditation for the Sonography program, and this is quite commendable since programmatic accreditation is definitely the gold standard for medical imaging programs in the radiologic sciences.

6.5 Documentation of Best Practices in the Program

The BSIS program demonstrates many best practices signifying the success of the program. The first best practice is the adherence to a national curriculum provided by the American Society of Radiologic Technologists (ASRT). This is one of the attributes of a quality program because the nationally accepted curriculum has been designed by peer professionals across the United States. Providing the courses through distance delivery is also recognized as a best practice. This permits currently employed radiologic technologists to continue to work while furthering their education. Additionally, it also enables the program to grow by recruiting and enrolling students not in the regional service district. It was note communicated if the courses adhere to the Quality Matters standard, which is the gold standard for distance education. In concert with the distance education offering, it is also commendable that students receive 34 credit hours for their Associate degree. This is definitely in line with the national efforts to decrease cost and time to completion. The last notable best practice is the intent to gain programmatic accreditation of the Sonography program. Programmatic accreditation is the gold

standard because it provides a detailed peer review of the program which regional accreditation does not provide.

6.6 Weaknesses and Continuing Challenges in the Program

The BSC BSIS program has many strengths, but there are a few areas for improvement. The first area is the program assessment of student learning. It is recommended that the program include the assessment results in the program review, if not already included. The number if students enrolled and graduated is not enough in this time for transparency to stakeholders; they need to see student learning outcomes, completion rates, and pass rates for national credentialing examinations and state licensure. In an effort to gain more data for continuous improvement, other mechanisms to increase graduate response rates could be investigated. These imaging professionals may have unique insights into the program for improvements. Additionally, there can be in-depth data analysis to determine methods for increasing program completion rates, which is reported at 30%. A root cause analysis can assist in determining these low rates: Are they due to personal issues, academic issues, or a combination of them.

6.7 Recommendations and Suggestions

There are four major suggestions I can provide to the Bluefield State College BSIS program. The first is an in-depth assessment plan to identify specific student learning outcomes as well as program effectiveness. This can assist in improving the program completion rates, especially if the College goes by the 150% completion rate (six years) rather than just the 100% completion rate (four years). The second suggestion is to develop a full-fledged marketing plan. This can provide an opportunity to increase student enrollment, especially via the distance education mode of delivery. The third

suggestion is to market some of the currently offered courses as those meeting the American Registry of Radiologic Technologists (ARRT) didactic requirement to create eligibility to take specific advanced certification exams, such as CT, QM, etc. This can also be a revenue generating opportunity as well as meeting the needs of current radiographers wishing to expand their scope of practice. The last suggestion is to identify a mechanism to increase the graduate response rate to the satisfaction survey. Since much of the assessment data is collected from this instrument, it is imperative to have as much information as possible to make data informed decisions on the program.

BLUEFIELD STATE COLLEGE
BUDGET VS ACTUAL (STATE ACCOUNTS)
FISCAL YEAR 17, AS OF
FEBRUARY 28, 2017
CASH BASIS*

UPDATED 04/11/2017

DESCRIPTION	BUDGETED 2017 FY	% OF BUDGETED	ACTUAL 02/28/2017	% OF ACTUAL	% OF BUDGET
BEGINNING CASH 07/01/16			819,795		
ADDITIONS:					
REVENUE					
STATE APPROPRIATIONS	5,636,862	24.54%	3,663,959	22.36%	65.00%
TUITION & FEES	10,103,028	43.99%	6,940,024	42.35%	68.69%
CAPITAL FEES	650,000	2.83%	620,561	3.79%	95.47%
SALES & SERVICES	85,000	0.37%	47,988	0.29%	56.46%
GRANTS & CONTRACTS	5,754,970	25.06%	4,345,546	26.52%	75.51%
INVESTMENT EARNINGS	2,000	0.01%	2,850	0.02%	142.50%
AUXILIARY	853,000	3.71%	841,011	5.13%	98.59%
DEBT ASSESSMENT	(46,611)	-0.20%	(23,306)	-0.14%	50.00%
HERA ASSESSMENT	(69,802)	-0.30%	(50,465)	-0.31%	72.30%
TOTAL REVENUES	**22,968,447**	**100.00%**	**16,388,169**	**100.00%**	**71.35%**
DEDUCTIONS:					
EXPENDITURE					
PERSONAL SERVICES	12,101,153 *	52.86%	7,135,448	54.30%	58.97%
EMPLOYEE BENEFITS	3,068,900	13.40%	1,865,140	14.20%	60.78%
CURRENT EXPENSE	4,490,000	19.61%	2,574,972	19.60%	57.35%
REPAIRS/ASSETS/BLDG CONSTRUCTION	960,000	4.19%	291,093	2.22%	30.32%
SCHOLARSHIP, AWARDS	2,274,000	9.93%	1,271,691	9.68%	55.92%
TOTAL EXPENDITURES	**22,894,053**	**100.00%**	**13,138,344**	**100.00%**	**57.39%**
ENDING CASH AND IN TRANSIT 02/28/2017			**4,069,620**		
LESS: ENCUMBRANCES			(312,935)		
Balance (Cash Less Encumbrances)			**3,756,685**		

***Fees and personnal services inflated by $950,000 due to personal services vacancies held.**

BLUEFIELD STATE COLLEGE
BUDGET VS ACTUAL (STATE ACCOUNTS)
COMPARISON OF FEBRUARY 28, 2016 AND FEBRUARY 29, 2017
CASH BASIS*

DESCRIPTION	ACTUAL 02/28/16	ACTUAL 02/28/17	DIFFERENCE	% OF DIFFERENCE
BEGINNING CASH 07/01/16 - 17	**1,512,115**	**819,795**	**(692,320)**	
ADDITIONS:				
REVENUE				
STATE APPROPRIATIONS	3,663,525	3,663,959	434	0.01%
TUITION & FEES	6,291,124	6,940,024	648,900	10.31%
CAPITAL FEES	554,891	620,561	65,670	11.83%
SALES & SERVICES	(31,897)	47,988	79,885	-250.45%
GRANTS & CONTRACTS	3,727,442	4,345,546	618,104	16.58%
INVESTMENT EARNINGS	1,177	2,850	1,673	142.14%
AUXILIARY	767,437	841,011	73,574	9.59%
HERA ASSESSMENT	(34,901)	(50,465)	(15,564)	44.59%
DEBT ASSESSMENT	(55,396)	(23,306)	32,090	-57.93%
TOTAL REVENUES	**14,883,402**	**16,388,168**	**1,504,766**	10.11%
DEDUCTIONS:				
EXPENDITURE				
PERSONAL SERVICES	7,487,907	7,135,448	(352,459)	-4.71%
EMPLOYEE BENEFITS	1,839,434	1,865,140	25,706	1.40%
CURRENT EXPENSE	2,826,035	2,574,972	(251,063)	-8.88%
REPAIRS/ASSETS/BLDG CONSTRUCTION	702,471	291,093	(411,378)	-58.56%
SCHOLARSHIP, AWARDS	1,469,688	1,271,691	(197,997)	-13.47%
TOTAL EXPENDITURES	**14,325,535**	**13,138,344**	**(1,187,191)**	-8.29%
ENDING CASH AND IN TRANSIT 02/28/2016 - 02/28/2017	**2,069,982**	**4,069,619**	**1,999,637**	
LESS: ENCUMBRANCES	(297,970)	(312,935)	**(14,965)**	
Balance (Cash Less Encumbrances)	**1,772,012**	**3,756,684**	**1,984,672**	

***Excludes Clearing Account**

UPDATED 03/08/2017

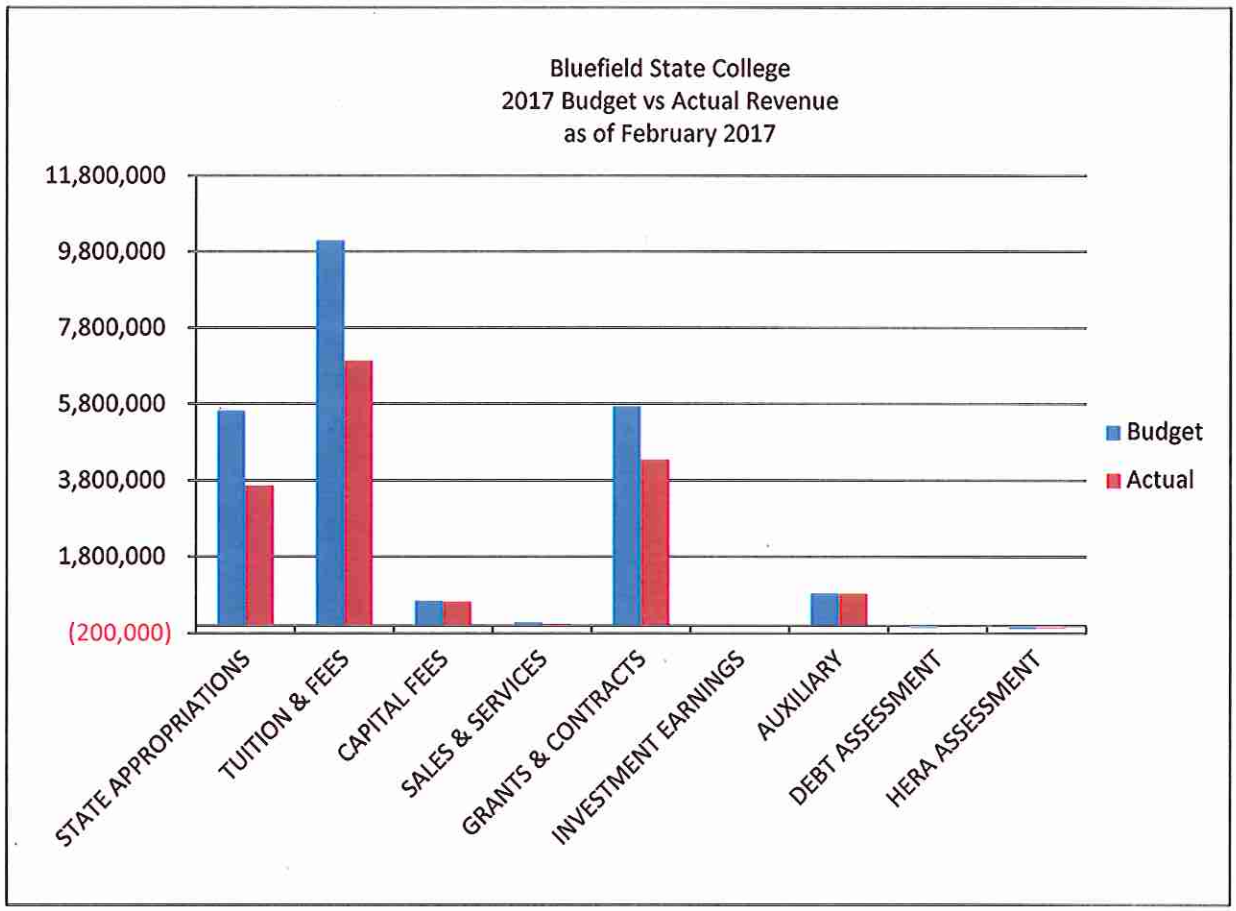
BLUEFIELD STATE COLLEGE
FEDERAL FINANCIAL AID BALANCES
FISCAL YEAR 2017
AS OF FEBRUARY 28, 2017

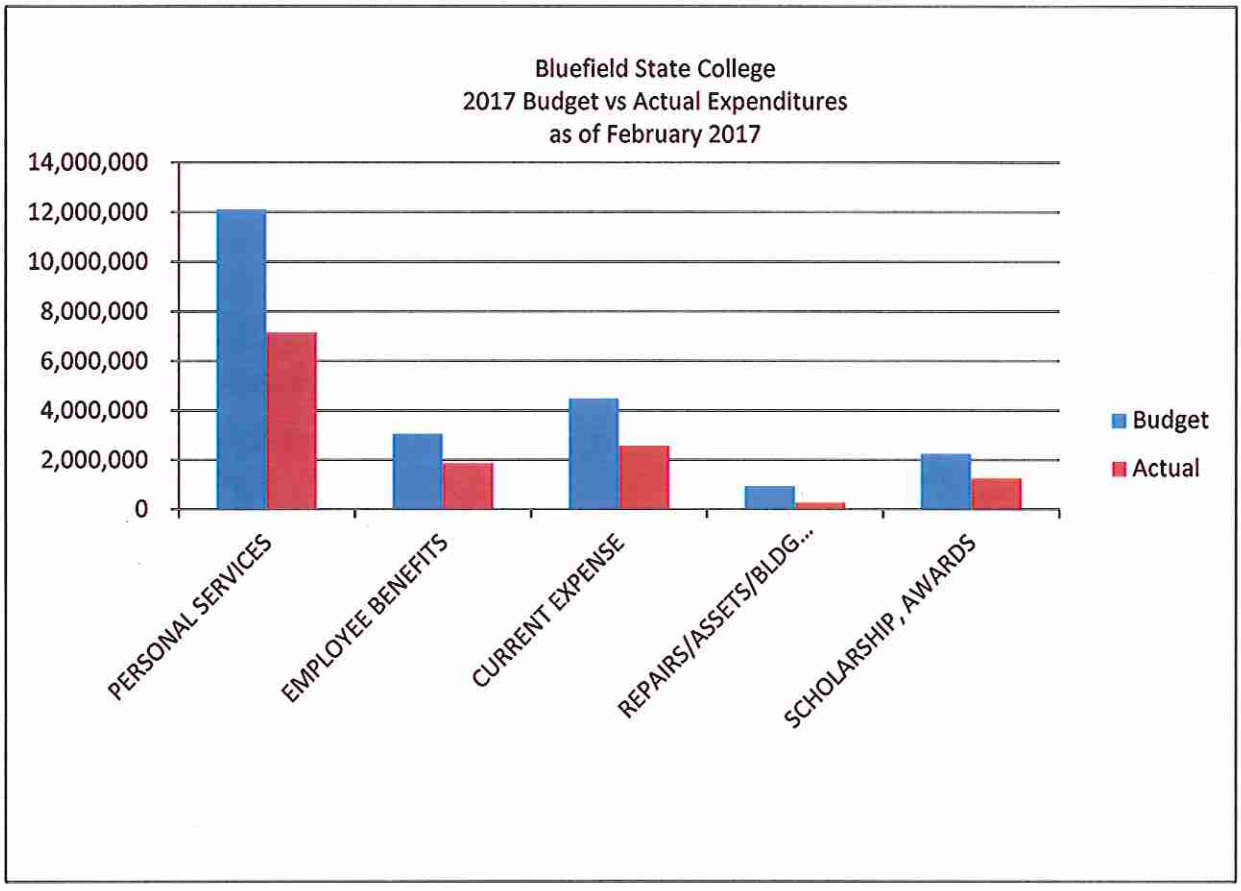
DESCRIPTION	PELL	DIRECT LOAN	SEOG	TOTAL 02//28/2017
BEGINNING CASH 07/01/16	**633.29**	**9,970.54**	**0.82**	**10,604.65**
ADDITIONS:				
REVENUE	3,533,875.12	5,628,139.26	67,259.00	9,229,273.38
TOTAL REVENUES	**3,533,875.12**	**5,628,139.26**	**67,259.00**	**9,229,273.38**
DEDUCTIONS:				
AWARDS & LOANS	3,645,416.00	5,799,768.00	67,259.00	9,512,443.00
Redeposits	(102,985.00)	(142,397.00)		(245,382.00)
Recoveries	(15,217.00)	(19,278.00)		(34,495.00)
TOTAL EXPENDITURES	**3,527,214.00**	**5,638,093.00**	**67,259.00**	**9,232,566.00**
ENDING CASH 02/28/2017	**7,294.41**	**16.80**	**0.82**	**7,312.03**
2016FY TOTALS				
TOTAL EXPENDITURES	**4,374,706.00**	**8,103,731.00**	**53,701.00**	**12,532,138.00**
% OF FINANCIAL AID 2017FY COMPARED TO 2016FY	**80.63%**	**69.57%**	**125.25%**	**73.67%**

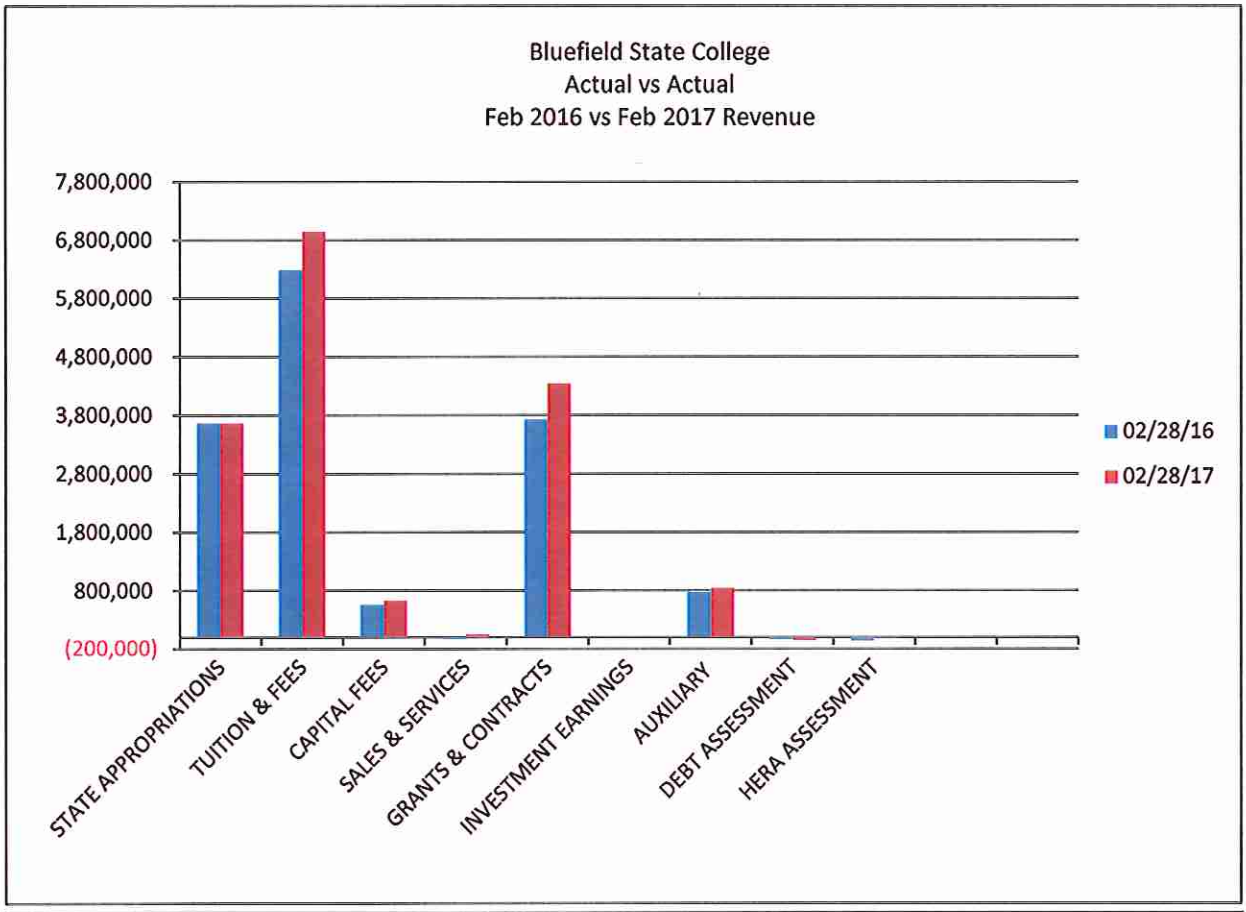
UPDATED 03/08/2017

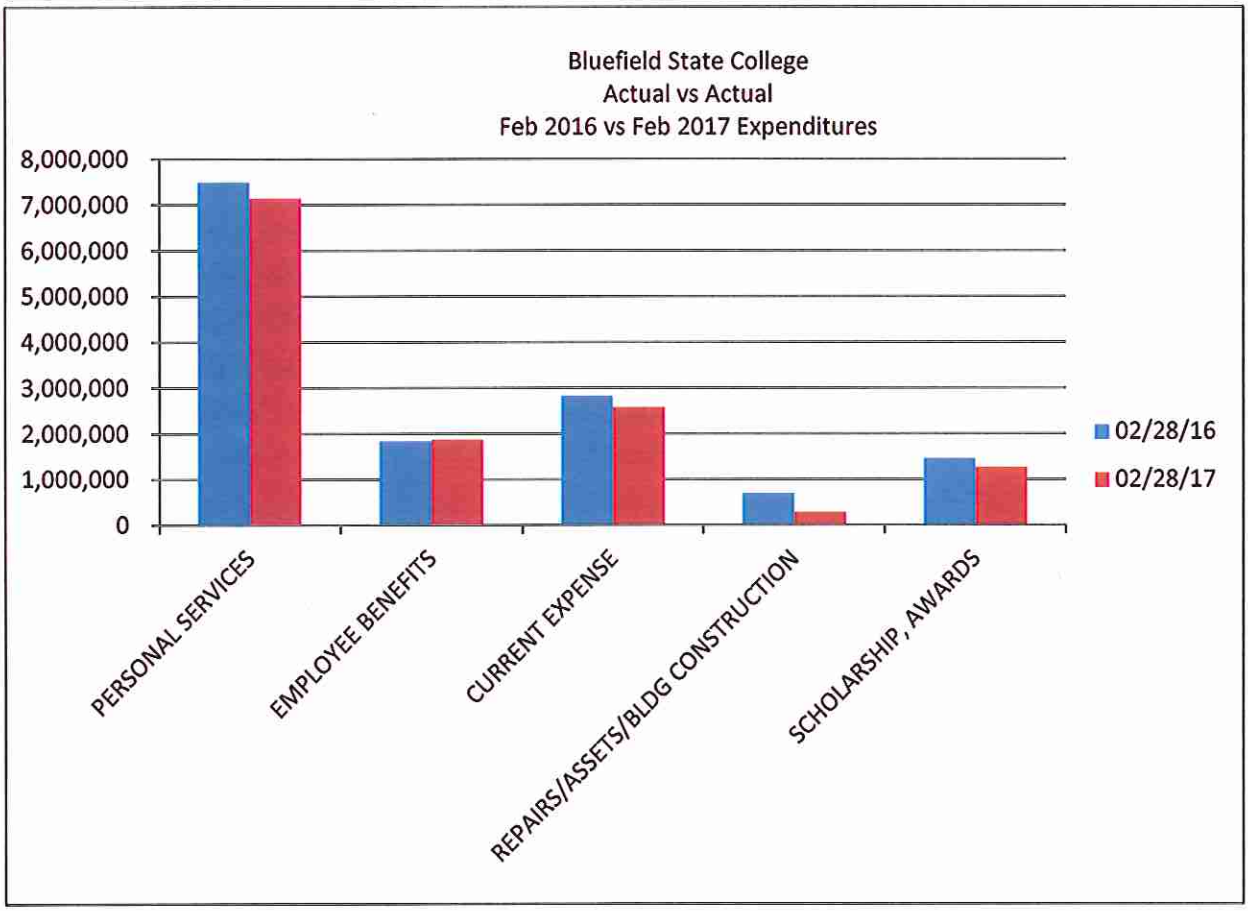
BLUEFIELD STATE COLLEGE
ENCUMBRANCES SUMMARY
FEBRUARY 28, 2017

PO #	NAME	TOTAL FUND
BSC375	ORACLE ELEVATOR CO	(5,593.00)
BSC406	THOMPSON & LITTON OF WV INC	(307,342.00)
.		
	GRAND TOTAL ENCUMBRANCES	(312,935.00)


Bluefield State College
2017 Budget vs Actual Revenue
as of February 2017
11,800,000
9,800,000
7,800,000
5,800,000
3,800,000
1,800,000
(200,000)
STATE APPROPRIATIONS
TUITION & FEES
CAPITAL FEES
SALES & SERVICES
GRANTS & CONTRACTS
INVESTMENT EARNINGS
AUXILIARY
DEBT ASSESSMENT
HERA ASSESSMENT
Budget
Actual


Bluefield State College
2017 Budget vs Actual Expenditures
as of February 2017
14,000,000
12,000,000
10,000,000
8,000,000
6,000,000
4,000,000
2,000,000
0
PERSONAL SERVICES
EMPLOYEE BENEFITS
CURRENT EXPENSE
REPAIRS/ASSETS/BLDG...
SCHOLARSHIP, AWARDS
Budget
Actual


Bluefield State College
Actual vs Actual
Feb 2016 vs Feb 2017 Revenue
7,800,000
6,800,000
5,800,000
4,800,000
3,800,000
2,800,000
1,800,000
800,000
(200,000)
STATE APPROPRIATIONS
TUITION & FEES
CAPITAL FEES
SALES & SERVICES
GRANTS & CONTRACTS
INVESTMENT EARNINGS
AUXILIARY
DEBT ASSESSMENT
HERA ASSESSMENT
02/28/16
02/28/17


Bluefield State College
Actual vs Actual
Feb 2016 vs Feb 2017 Expenditures
8,000,000
7,000,000
6,000,000
5,000,000
4,000,000
3,000,000
2,000,000
1,000,000
0
PERSONAL SERVICES
EMPLOYEE BENEFITS
CURRENT EXPENSE
REPAIRS/ASSETS/BLDG CONSTRUCTION
SCHOLARSHIP, AWARDS
02/28/16
02/28/17

Item:	Policy 2: Naming or renaming of buildings or organizational units
Recommended Resolution:	*Resolved*, that Bluefield State College Board of Governors approves Policy 2: Naming or renaming of buildings or organizational units to be distributed for 30-day comment, and if no substantive comments to be final approval.
Staff Member:	Ms. Betty Carroll and Dr. Tracey Anderson

Background:

This policy establishes guidelines for Bluefield State College regarding the naming or renaming of buildings or organizational units.

Bluefield State College

219 Rock Street | Bluefield, WV 24701 | 304.327.4030 | fax 304.327.7747

Toll-free in WV 800.344.8892 | In VA, DC, OH, KY and parts of MD and PA 800.654.7798

BLUEFIELD STATE COLLEGE
BOARD OF GOVERNORS
POLICY NO. 2

TITLE: NAMING OR RENAMING OF BUILDINGS OR ORGANIZATIONAL UNITS

SECTION 1. GENERAL

1.1 Scope: Rule regarding the naming or renaming of buildings or organizational units at Bluefield State College.

1.2 Effective Date: March 21, 2002, Revised _____

1.3 Filing Date: March 16, 2017; Revised _____

1.4 Authority: WV Code 18B-1-6

1.5 Policy Monitor: President

SECTION 2. POLICY

2.1 Approval by Bluefield State College Board of Governors is required for the naming or renaming of buildings and organizational units.

2.2 The president of the institution is responsible for making the recommendation.

2.3 A building or organizational unit may be named for an individual if that individual has rendered distinguished service to the institution or made a significant contribution.

Provost Report to the Board of Governors

April 20, 2017 – ACADEMICS IN ACTION

- Continued progress in Blackboard to Moodle transition and recognizing needs to fully implement online education
- A number of curriculum changes relative to the School of Business and Engineering Technology as well as program of Radiologic Technology. Summary sheet is provided.
- Program review completion for the programs of B. S. Criminal Justice and B.S. Imaging Science. Reviews are provided.
    - Criminal Justice - recommendation to accept and work toward a more online presence for the program in order to better market it to a broader potential market base. Additionally requirements for assessment data are to be addressed by the Dean and a plan for improvement established.
    - Imaging Science – recommendation to accept and establish a robust assessment process as noted in the external evaluation. This program has grown and has the potential for further growth as it is one of few in WV, as well as the region.
- Working with the state department of education to establish memorandums of understanding with the technical education centers for students in health science programs.
- Working with faculty senate on establishing a consistent payment for academic overload and handling of low enrolled courses.
- Working with student affairs to encourage currently enrolled students to assure they are pre-registered.
- Approval of ACBSP quality assurance report (see attached letter)
- Attendance to training with the Higher Learning Commission for implementation in the persistence and completion academy. This academy will assist BSC in identifying data relative to retention and graduation rates. It will also aid in assurance of meeting criteria *4C a core component required for Higher Learning Commission reaffirmation.
    - Team established
    - Tentative objective established
    - Data Discovery visit planned
    - Timeline for the academy is also attached

*

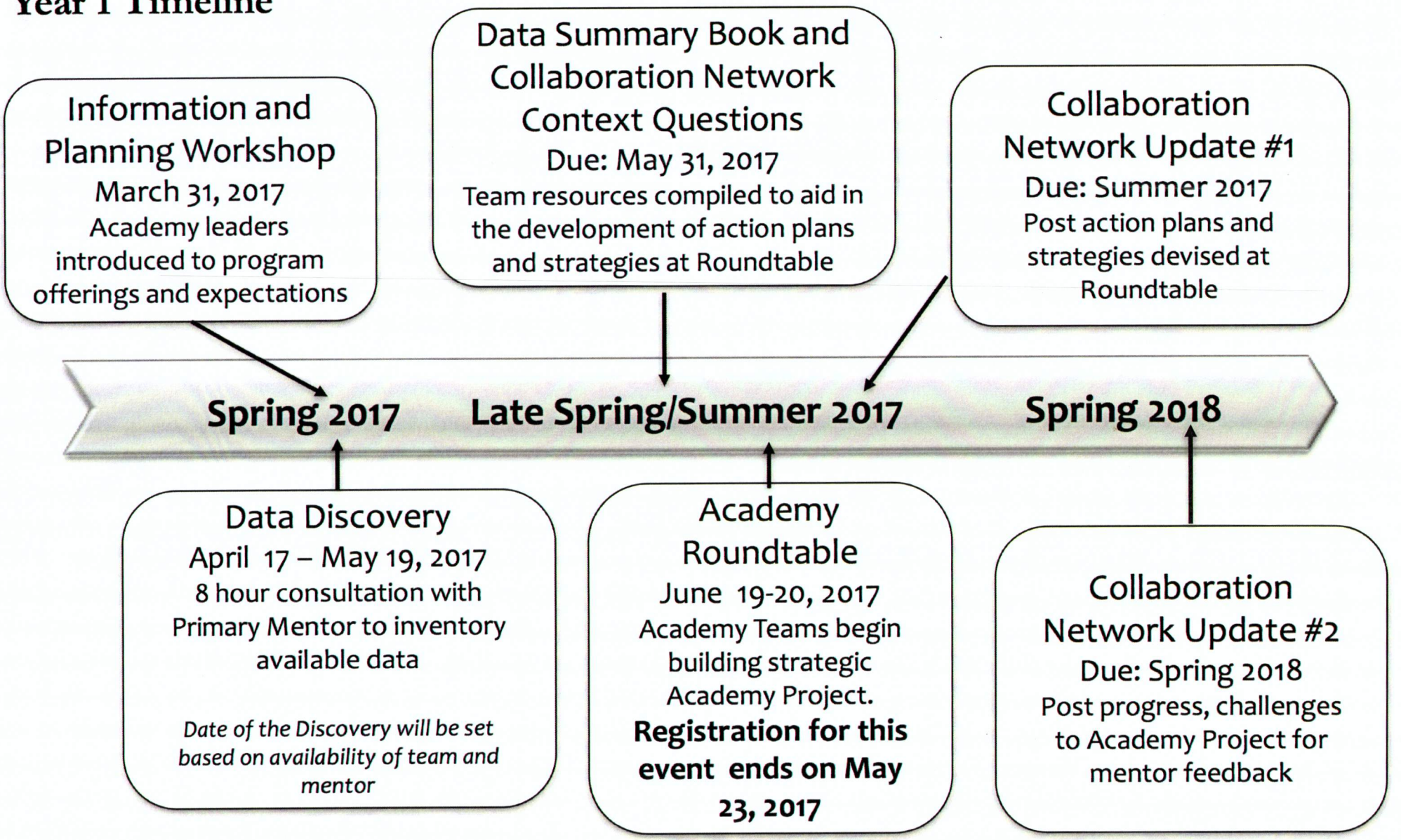
.C - Core Component 4.C

he institution demonstrates a commitment to educational improvement through ongoing attention to tention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

PERSISTENCE AND COMPLETION ACADEMY

Year 1 Timeline



BLUEFIELD STATE COLLEGE

Degree Program Review Schedule 2015-2016 through 2020-2021
(Bachelor's Degree unless reflected otherwise)

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Accounting****	Imaging Science	Applied Science	Nursing	Accountancy	Arch Engr Tech**
Business Admin****	Criminal Justice Admin	General Educ Core*	Radiologic Tech	Business Admin	Civil Engr Tech (incl. AS)
Business Info Systems***	Engineering Mgmt***	Humanities	Regents BA	Business Info Systems**	Computer Science
Civil Engr Tech (incl. AS)		Health Services Mgmt**	Social Science	Health Services Mgmt	Elect Engr Tech (incl. AS)
Computer Science				Nursing (AS)	Engineering Mgmt**
Elect Engr Tech (incl. AS)					Mech Engr Tech (incl. AS)
Mech Engr Tech (incl. AS)					Mining Engr Tech
Mining Engr Tech					Education
Education					

*Not a degree-granting program, however, the faculty of the School of Arts and Sciences desire to conduct a review of core courses as an assessment/ program improvement activity.

**5-yr program review after 3-yr post audit review

***3-yr post-audit review

****Moved to 2015-2016 AY and will place back on accreditation rotation schedule in 2019-2020.

(The Higher Education Policy Commission (HEPC) requires that institutions conduct reviews of each degree-granting program every five years. Programs should refer to Section 5 of Series 10 for the elements that are to be reported. This HEPC Series can be found at http://www.wvhepc.edu/resources/rules-and-policies/. Most BSC programs have been scheduled for review based upon the schedule for programmatic, professional accreditation reviews, as permitted by the HEPC, thus eliminating duplication of effort.)

ACBSP
GLOBAL BUSINESS ACCREDITATION

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated to Teaching Excellence

January 23, 2017

Dr. John Snead
Professor of Business
Bluefield State College
219 Rock Street
Bluefield, WV 24701

Dear Dr. Snead,

The board of commissioners meet November 17, 2016 to review the quality assurance report for Bluefield State College.

The board members provided the following feedback:

Remove the Note on Overview Item O5.

Your next QA report is due 9/15/2018. Your reaffirmation is due 2021.

ACBSP is looking forward to our continued relationship with Bluefield State College. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,

Steve Parscale, Ph.D.
Chief Accreditation Officer

c: Dr. Steve Bourne, Professor of Business

Bluefield State College

Division of Student Affairs and Enrollment Management

Division of Student Affairs and Enrollment Management
April 12, 2017

Division Highlights

ADMISSIONS APPLICATION TREND REPORT

Applications Received	**2017**	**2016**	**% Over 2016**
All Applications	1323	1306	1.3%
New	822	813	1.1%
Non-New	501	493	1.6%
Transfer	262	276	-5.1%
Returning	239	217	10.1%
Accepted	**2017**	**2016**	**% Over 2016**
All Accepted	421	314	34.1%
New	270	177	52.5%
Non-New	151	137	10.2%
Transfer	43	26	65.4%
Returning	108	111	-2.7%
FAFSAs Received	**2017**		
Total New FAFSAs Received	1450		
FAFSA- Admission Apps Received	591		
Campus Visits	**2017**		
Total Visitors	137		
CV - Admission Apps Received	96		

ADMISSIONS APPLICATION TREND REPORT SCHOOL SUMMARY

All New Students (excludes continuing) - *as of April 11, 2017*					
		Campus Visit	Applied	Accepted	FAFSA
Business		**11**	**120**	**38**	**51**
	Accountancy	0	9	4	5
	Accounting	3	20	7	12
	Management	3	40	13	13
	Marketing	3	19	7	6
	Health Services Management	2	32	7	15
		Campus Visit	Applied	Accepted	FAFSA
Arts & Science		**63**	**243**	**86**	**114**
	Applied Science (4 YR)	8	67	32	41
	Criminal Justice Adm	7	81	18	33
	Humanities	2	28	8	8
	Social Science	5	52	21	22
	Undeclared	41			
	Regents Bachelor of Arts	0	15	7	10
		Campus Visit	Applied	Accepted	FAFSA
Education		**3**	**80**	**25**	**38**
	Pre-Early/Middle Education	3	35	12	16
	Pre-Elementary Educ (K-6)	0	45	13	22
		Campus Visit	Applied	Accepted	FAFSA
Engineering		**13**	**123**	**44**	**56**
	Architectural Engineering Tech	0	3	2	1
	Civil Engineering Technology	5	31	11	12
	Computer Science	2	35	8	15
	Electrical Engineering Tech	2	26	10	16
	Engineering Management	0	4	2	2
	Mechanical Engineering Tech	4	24	11	10
		Campus Visit	Applied	Accepted	FAFSA
SNAH		**47**	**757**	**228**	**332**
	Imaging Science	2	31	4	9
	Nursing	22	318	105	166
	Nursing (Pre-Nursing)	17	260	82	121
	Nursing-LPN	1	53	6	0
	Pre-Nursing (4 year)	0	1	1	1
	Radiologic Tech (Pre-Rad Tech)	4	62	23	35
	Radiologic Technology	1	32	7	0
TOTAL		**137**	**1323**	**421**	**591**

Division Highlights

Dr. Jo-Ann Robinson, Vice President for Student Affairs and Enrollment Management attended the Persistence and Completion Academy Information and Planning Workshop and Higher Learning Commission conference in Chicago, Illinois on March 31 - April 4, 2017. BSC was selected to participate in the four-year Persistence and Completion Academy. Dr. Robinson will serve on the Academy team with Dr. Tracey Anderson, Team Lead; Dr. Angela Lambert and Dr. Sarita Rhonemus. BSC has been assigned an HLC Primary Mentor to help guide our work and additional administrators, faculty and staff will be involved in the project as the scope is defined.

Dr. Robinson was invited to attend the upcoming Milwaukee Education Partnership (MEP) 4th Annual HBCU conference in Milwaukee, Wisconsin, April 24-26, 2017. Dr. Robinson has been asked to serve as chair of work group #4, Initiate Faculty Collaborations between HBCU and Milwaukee Institutions. The MEP covers the cost of attendance for invited guest.

The Office of Career Services hosted the 29th Annual Employment and Recruitment Fair on March 22, 2017. A total of one hundred and six (106) participants representing eighty-three (83) organizations were present. There were four hundred and fifty (450) people in attendance and employers have confirmed three full time hires and two internship hires from the event with offers pending.

Bluefield State College collaborated with Bluestone Industries / Southern Coal in hosting a job fair for coal miners on April 3, 2017 on the BSC Bluefield campus. Ninety-two (92) coal miners attended the job fair and competed for eighty-five 85 open positions in the coal-mining field.

The Office of Counseling, Testing, and Advising has expanded academic support on the Beckley Campus. There are three tutors available to assist students with English, math, and science. Counseling, Testing, and Advising experienced a record turn out on April 8, 2017 with 92 students taking the ACT.