



AY 2010 – 2011  
Program Review

Criminal Justice

Public Administration/  
Public Safety

Peace Officer Standards and  
Training (P.O.S.T.)



# **PROGRAM REVIEW**

## **CRIMINAL JUSTICE**

**2006-2010**

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**MESA STATE COLLEGE**  
**Program Review Self-Study Narrative**  
**B. A. in Criminal Justice**  
**2006-2010**

**I. PROGRAM HISTORY**

The Criminal Justice discipline at Mesa State has existed in its present structure since 2006. Prior to that time, an “umbrella degree” was originally offered for the Bachelor of Arts in Social and Behavioral Sciences with areas of emphasis in the respective fields of Criminal Justice, Human Services, History, Psychology, and Political Science. As a result of recommendations from the North Central Accreditation and with support of the faculty, in 1993 Mesa State began to award B. A. degrees in traditional social science disciplines, including Sociology, wherein students were given the option to either obtain a B. A. in Sociology without a specific area of concentration or earning one within a specific concentration. Thus, what had originally been a Criminal Justice minor became the Criminology concentration within Sociology. This structure continued to 2006 when it was replaced by the current stand-alone Criminal Justice program. At that time the program had one full-time tenured professor (who also taught Political Science classes) and one part-time professor who taught two classes each semester. In August 2008 the original full-time professor left Mesa State and was replaced by two new tenure-track full-time assistant professors, and the original part-time professor was also retained in that capacity. This continued until August 2010 when one of the full-time professors resigned. This immediately resulted in the assignment of the part-time professor to that of full-time and a nationwide faculty search was initiated, hoping to fill a third full-time tenure-track position by January 2011.

**II. PROGRAM GOALS AND OBJECTIVES**

The goals and objectives of the Criminal Justice program stem from two main sources; the Mission Statement of Mesa State College and the goals articulated in the Assessment Plan for the Criminal Justice program.

A. The Mission Statement of Mesa State College

Per Colorado Revised Statutes 23-53-101 (reenacted by the Colorado General assembly in 2010), the role and mission of the college: “There is hereby established a college at Grand Junction, to be known as Mesa State College, which shall be a general baccalaureate and graduate institution with moderately selective admission standards. Mesa State College shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. [...] Mesa State College shall also serve as a regional education provider.”

B. The Criminal Justice Program Assessment Plan

1. Graduates will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in criminal justice.
2. Graduates will understand and apply basic research methods in criminal justice, including design, data analysis, and interpretation.
3. Students will gain practical field and/or research experience in criminal justice.

C. Program Relationship to Role and Mission

The B. A. program in Criminal Justice fulfills the specific goals of the Mission Statement of Mesa State College as well as the Assessment Plan.. First, the goals and values of a liberal arts education, including critical thinking skills, the ability to write succinctly and coherently, and an understanding of the social context of important issues of the day, are important to the program. Workers in all aspects of the criminal justice community must be able to utilize the skills in order to be successful. Second, students must obviously also be familiar with theories, concepts, and the “state of the discipline” to succeed in the criminal justice field. Third, as much of what is known about our discipline comes from research and data, student exposure to design, analysis, and interpretation is a requisite skill. Finally, through internships and research projects students gain practical experience in the field of criminal justice. Moreover, the backgrounds of the professors and instructors in the program all evidence actual professional experience in the discipline.

III. ANALYSIS OF NEED FOR THE PROGRAM

Despite not offering any General Education classes, the Criminal Justice program has incurred phenomenal growth since its inception in 2006. While only 26 students listed Criminal Justice as their major in the baccalaureate program in the fall semester of 2006, that number had increased to 234 as of fall 2010.

A. Total Number of Students Served by Criminal Justice Classes

The headcount and credit hour distribution in Criminal Justice has steadily increased since 2007-08 when total registrations (excluding POST) were 275 and credit hours were 825. Both saw a rapid increase and by 2009-10 registrations totaled 810 and credit hours rose to 2430. Over this period, Criminal Justice 200 level classes increased by 130%, 300 level classes by 380%, and 400 level classes by 82% (See Table 3). In total, the Criminal Justice program has 234 students seeking a baccalaureate degree, 104 more seeking an associate degree, and another 16 seeking a certificate degree.

B. Number of Majors, Fall Terms

The number of majors, both new and overall, has increased each year since 2006 when only 26 students majored in Criminal Justice. By Fall Term 2009, these numbers had increased to 76 continuing students and 94 new students, for a total of 170 majors (See Table 1). The total number of majors in fall 2010 was 234 and the one-year retention rate for first-time full-time students 2004-2009 was almost 63 percent (See Table 5).

C. Degrees Awarded

As a new stand-alone program, Criminal Justice conferred 10 Baccalaureate Degrees in 2007-2008, 12 such degrees in 2008-2009, and 20 in 2009-2010. (See Table 4)

D. Faculty Workload

The number of FTEF noted in Table 7 shows that over the past two years that two and one half tenure-track faculty members have taught 2.75 and 3.0 FTEF's worth of work in those respective years. Moreover, classes have been taught in January Term and Summer Semester. During Fall Semester 2010, one of the full-time professors is also teaching an overload of one additional class.

#### IV. NARRATIVE SUMMARIES OF RESOURCES

A. Unique Characteristics of the Program Influencing the Need for Resources

Criminal Justice is a low-cost program requiring resources which are neither unique nor unusual. However, the rapid increase in the number of majors, the size of individual classes, and the need to offer multiple sections of the same courses on a more than once a year basis begs for more resources, particularly in the number of full-time professors.

As evidenced by Average Course Size by Level and Subject for Fall 2009-Spring 2010 (see Table 8), Criminal Justice has the largest course sizes for both lower level courses (54.75) and upper level courses (29.55) of all the Social and Behavioral Science programs at Mesa State. It

should also be again noted here that in spite of these numbers, none of the Criminal Justice courses, including that of the lone lower level Introduction to Criminal Justice class (CRMJ 201) is a general education class.

Furthermore, with these large numbers of Criminal Justice students also comes the necessity to provide adequate advising services. Unfortunately, the professors are simply overwhelmed by the sheer number of individual advisees assigned to them. Currently, each of the full-time professors has well over 160 advisees and there is no reason to believe those numbers will not continue to be burdensome, even with the addition of a third professor in January 2011.

#### B. Faculty and Staff

Criminal Justice currently has only two full-time professors, both of whom are tenure-track. A third such position is to be filled by January 2011.

##### 1) August 2008-current

Michael B. Delaney, Assistant Professor of Criminal Justice. B.A., Transylvania University, 1980; J.D., Chase College of Law, 1983; A.B.D., University of Cincinnati (Ph.D. expected 2011).

##### 2) August 2006-current (teaching 2 classes per semester 2006-August 2010 and full-time beginning August 2010)

John Reece, Assistant Professor of Criminal Justice. B.A., Mesa State College; M.P.A., University of Colorado-Denver; A.B.D., Northcentral University (Ph.D. expected 2011).

The Curriculum Vita of these professors are found in the Appendix.

#### C. Physical Facilities

There are no physical facilities unique to Criminal Justice.

#### D. Instructional Equipment and Technology

All of the faculty employ some combination of PowerPoint, WebCT, the Internet, statistical packages like SPSS, and other technologies that are in wide use in academia. Moreover, on-line Criminal Justice classes have been offered since 2009.

#### E. Library

Please see Appendix for the Library Report submitted by Tomlinson Library.

#### F. Unique Sources of Revenue and Expenditures

None

## V. EFFECTIVENESS

### A. Accreditations

None

### B. Changes Since Most Recent Program Review

Since its inception in 2006 no other Program Review for Criminal Justice has been undertaken.

### C. Assessment of Student Achievement

The Assessment period covered for Criminal Justice only covers the period of 2008-2010 and contained three intended educational outcomes. The first outcome was "Graduates will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in Criminal Justice." Two means of assessing this outcome have been utilized: Major Field Test (MFT) scores and pre/post testing procedures in individual classes. In regards to the former, while we only had a limited number of students take the 2009 MFT, the mean score was 165 which placed Mesa State students at the 70<sup>th</sup> percentile as about 74 percent of all other individuals taking the test scored at or below this number. (Data from the 2010 MFT has not yet been received.) In regards to the latter, pre/post testing procedures in individual classes have shown that baseline knowledge has been improved along with overall comprehension of the particular subject matter.

The second intended educational outcome contained in the Review was "Graduates will understand and apply basic research methods in Criminal Justice, including design, data analysis, and interpretation." This was to be assessed by requiring all seniors to enroll in a capstone Senior Seminar class, requiring them to design and complete their own research project and thereby demonstrating that they can effectively read, analyze, and generate criminal justice research. All students have thus far successfully completed this course. Another way to assess this outcome is the MFT scores on their assessment indicator #7 which entails research methodology and statistics scores. The results from the 2009 MFT found that almost 63 percent of other institutions who had students taking the test scored at or below the level of Mesa State students on this indicator.

The final intended educational outcome in the Review was "Students will gain practical field and/or research experience in Criminal Justice." We have had an ever-increasing number of students complete internship programs through local criminal justice agencies. The Colorado Bureau of Investigations has begun taking three students per semester to assist them in open cases. The Mesa County Colorado District Attorney's office has also provided internships for our students. Other internships have been with the Grand Junction Police Department, the local probation and parole offices, and juvenile services. In fact, many agencies are now



actually proactively seeking interns from our department. Student involvement with research studies for/with criminal justice agencies is another way of assessing success in this intended outcome. This too has begun to grow with students assisting in research with the Grand Junction Police Department. One student worked to evaluate the Drug Court in Delta County Colorado which led to the court's continued funding (and permanent employment there of that student).

As part of the issues/problems listed in our initial Program Assessment Plan we hoped to bring statistics into our overall department (Social and Behavioral Sciences) and tailor it to Sociology and Criminal Justice needs. This has been accomplished with the addition of a new class, Statistics for Social and Behavioral Sciences (STAT 215) which offered its first class beginning in August 2010. We have also created a new class entitled "Research Methods in Criminal Justice" (CRMJ 315), which was originally offered in August 2009, that is specifically for Criminal Justice majors.

We have also begun to require students to take the above referenced classes early in their college careers so their knowledge can be applied as well as expanded in subsequent Criminal Justice classes. Many students had been delaying in taking statistics and research classes, some even into their final year (or even their final semester), way too late in our opinion to adequately exercise abilities and skills learned in those classes.

#### D. Faculty Success

##### 1) Teaching

Over the past few years the faculty members in Criminal Justice have been doing the amount of work that would normally require additional staff. Our class sizes are the largest in the social and Behavioral Sciences Department, in both lower and upper level classes. We have continually been forced to increase the cap numbers in nearly all of our classes to address our large numbers of students. On-line course and night classes have also been initiated. Despite these challenges the most recent faculty evaluation data indicate that our students rate us very highly. The Fall 2009 and Spring 2010 results for Criminal Justice courses reveal a median score of 5 (out of 5) and a mean score of at least 4.58 (out of 5) on all 12 questions on the evaluation (see Table 9).

##### 2) Advising

Due to the high student/professor ratio in our program, the number of advisees for each professor currently sits in excess of 160. Needless to say, this puts a tremendous strain on each professor. These numbers represent what we believe to be the highest ratios on the entire Mesa State campus and will remain extraordinarily

high even with the anticipated addition of a new hire in January 2011. Professor Reece also continues to advise additional students at the POST academy. Professor Delaney serves as the lone Pre-Law advisor for the entire campus and further acts as the faculty advisor to the Mesa State Pre-Law Club He also advises the Criminal Justice Honors Club, Alpha Phi Sigma. Further, each professor has also served as the advisor to the Criminal Justice Club.

### 3) Scholarship

The tremendous emphasis on teaching precludes professors at Mesa State from doing intensive research. However, both of the current professors are in the final stages of their respective dissertations and expect to attain publications related to their works. Professor Reece has recently published an article entitled "Teaching Tip: Make a Game out of Learning" in *The Criminologist*. He is currently conducting research on the relationship between job satisfaction and voluntary turnover of Colorado police officers and has also submitted an article on Total Quality Management in law enforcement organizations which is scheduled to be published in fall 2010. Professor Delaney is currently researching the background characteristics of trial court judges and comparing selection methods. His classes in law also require him to continually monitor updates and changes in that ever-changing field. He is a member of both the Colorado and Kentucky Bar Associations as well as the local Mesa County Bar Association.

### 4) Service

Both of our faculty members have provided a wide array of services to Mesa State College as well as to the local community. Professor Reece has served on a multitude of committees at Mesa State including Distance Learning, Campus Safety, Criminal History Review, and the Crisis Team

Professor Delaney has staged multiple mock trials at the Mesa County Court House with the Department of Health Science's forensic nursing students as well as with our Emergency Medical Technician department. He has also presented lectures during the college's Holocaust Week activities and participated in an immigration studies class with a number of professors from varying disciplines. Services to the community include moderating a presentation by the local PBS station at the public library regarding corruption in law enforcement and involvement with the "Our Courts" program, a joint activity of the

Colorado Judicial Institute and the Colorado Bar Association.

Both professors have attended nearly every Mesa Experience session and we believe that such opportunities to meet with prospective students are the life-blood of our program and facilitate its growth. They also serve on the Mesa County Restorative Justice Board and have been members of the Scholarship Selection Committee at Mesa State.

E) Student Success

As a new program with few initial graduates, it is difficult to assess student success once our majors have graduated. This is compounded by the fact that Mesa State College keeps no statistics on graduate school acceptance. However, we do know that a number of our graduates have become employed in law enforcement, including one on the local Grand Junction Police force, one with the Colorado State Patrol, one with the Aurora Colorado Police Department. At least one recent graduate is enrolled in law school and a number of our students have aspirations to continue their formal educations once graduated. Criminal Justice students have also been recipients of scholarships and serve as campus leaders in such organizations as student government. The success of our students on the Major Field Test in Criminal Justice further evidences their knowledge and abilities.

VI STRENGTHS IDENTIFIED BY THE REVIEW

The strength of the Criminal Justice program at Mesa State lies in its dedicated faculty and its commitment to maintaining a close relationship with the students despite the large, and still increasing, number of majors in the discipline. Each of the professors begin their interaction with the students early-on in their college careers by attending all of the Mesa Experience recruitment sessions held on campus throughout the year. We view this as the life-blood of our program and important to recruitment. This continues with a high rate of participation throughout the spring and summer months in the student orientation process in which new freshmen students are individually advised regarding class registration. Criminal Justice professors have also been involved with the MavScholars program and have lectured in the new Maverick Stampede event where incoming freshmen are given a lecture regarding overall teacher expectations here at Mesa State and suggestions on how to succeed.

The professors strive to maintain this close contact throughout a student's course of study. Although admittedly stretched thin due to the sheer number of students, the faculty members still provide individual advising sessions and meet one on one with students regarding particular classes. They are also heavily involved in student clubs such as the Criminal Justice Club, the honor society Alpha Phi Sigma, and the Pre-Law Club.

We have also initiated within the last year a Legal Research Methods class dedicated to Criminal Justice majors as well as a new Statistics course designed specifically for social science students. The faculty has continued to require that students write papers and many tests are essay in nature in spite of the difficulties associated with grading these types of assignments compounded by the sheer volume of students. We have also maintained the requirement of the Senior Seminar class, in which students conduct and write-up their own individual research studies and which require labor-intensive involvement of the professors.

The number of students involved in internship positions also continues to steadily rise. Many internship providers now contact our program, proactively seeking our students. These positions not only provide opportunities to gain pragmatic experience in the field but also afford valuable networking contacts for future employment. We have recently begun supplying 3 interns per semester to the Colorado Bureau of Investigation.

We are additionally involved in the early process of creating a mock trial team at Mesa State which will ultimately take part in competitions with other collegiate programs. We currently staff that instructor position with a sitting Colorado District Court judge.

Further faculty strengths entail the individual work histories of the program's professors in their respective areas of expertise. Each has over 20 years of practical experience in their particular field (policing and law) and can bring that experience to light in the classroom. Professor Delaney holds a Juris Doctor degree and both professors should attain their Ph.D.'s by summer 2011.

Although it has been negatively alluded to above due to an extraordinarily high student/teacher ratio, perhaps the most powerful aspect of the Criminal Justice program lies in the number of majors that we have attained in a short period of time and the full classrooms that we teach. The acceptance and popularity of our program has resulted in our being the fastest growing discipline at Mesa State College. We have expanded our course offerings and begun to offer on-line and night classes.

## VII AREAS NEEDING STRENGTHENING

The greatest area of need in the Criminal Justice program is the addition of more full-time faculty. Two (or even three as hoped for by January 2011) faculty members struggle with large class sizes, waiting lists, and extraordinarily high numbers of advisees. The small number of faculty also makes it difficult to oversee program assessment, complete program reviews, and tend to other responsibilities such as curriculum concerns and staffing new positions. We also need to alter some of our class offerings to de-emphasize the police investigative nature of our courses.

The two current professors also need to complete their dissertations and acquire their Ph.D.'s. However, both should be finished by summer 2011.

## VIII VISION

The following are recommendations and options for strengthening the Criminal Justice major:

- 1) Hire two new tenure-track positions, one of which to be staffed by someone with a background in Corrections. This in turn will allow for:
  - a) a reduction of class sizes
  - b) a reduction of the number of advisees assigned to each professor
  - c) a more diverse faculty across the Criminal Justice spectrum of classes
  - d) an increase in the number of different courses that we can offer
  - e) the teaching of required classes on a greater than once a year basis
- 2) Alter class offerings to de-emphasize the police investigative nature of our courses
- 3) Both professors should attain their Ph.D.'s

## IX THE ANTHROPOLOGICAL RESEARCH METHODOLOGY CENTER (ARMC)

More commonly referred to as the "Body Farm," the ARMC is a facility where the decomposition of human remains will be studied. There are currently only four such centers in the United States and Mesa State's will be the only one in an arid climate and will be at a much higher altitude than the others. Land for the facility has recently been obtained by the college and a search is underway to fill a faculty position in a new discipline of Forensic Anthropology. This new hire will be responsible for teaching classes as well as in charge of all day to day operations of the ARMC. The Criminal Justice faculty members are currently serving as "point" in the initial set-up of the facility and faculty search. (We already had one failed search in spring 2010.) However, it is hoped that these duties will be transferred to faculty members who are better versed in scientific studies.



# Appendix A

## Criminal Justice Program Statistics





**Table 1 Undergraduate Enrollment by Major Code, Summer Terms 2004 - 2009**  
**Mesa State College**

Level	Major Code	Program Name	2004	2005	2006	2007	2008	2009
Certificate	1361	Peace Officers Standards Training	0	0	0	6	0	10
		New Majors	2	6	5	7	9	8
		Continuing Majors	2	6	5	13	9	18
	<b>Sub-Total</b>							
Associates	1360	Criminal Justice	0	0	0	0	0	1
		New Majors	0	0	0	0	0	1
		Continuing Majors	0	0	0	0	0	2
	<b>Sub-Total</b>							
Baccalaureate	3706	Criminal Justice	0	0	0	7	2	3
		New Majors	0	0	0	17	27	32
		Continuing Majors	0	0	0	24	29	35
	<b>Sub-Total</b>							
Sociology - Criminology	3708	Sociology - Criminology	3	0	1	0	0	0
		New Majors	16	24	17	14	2	0
		Continuing Majors	19	24	18	14	2	0
	<b>Sub-Total</b>							
<b>All Criminal Justice</b>		<b>New Majors</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>2</b>	<b>14</b>
		<b>Continuing Majors</b>	<b>18</b>	<b>30</b>	<b>22</b>	<b>38</b>	<b>38</b>	<b>41</b>
		<b>Grand Total</b>	<b>21</b>	<b>30</b>	<b>23</b>	<b>51</b>	<b>40</b>	<b>55</b>

Table 2 Number of Criminal Justice Majors by Term and Student Level

Major	Level	TERM																	
		Summer 2004	Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010
1360	Freshman	0	26	20	6	25	27	4	43	43	8	49	36	2	35	30	11	61	71
	Sophomore	2	6	13	0	4	11	1	11	11	5	23	32	7	33	27	7	42	26
	Junior	0	2	0	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0
	Senior	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	2	34	33	6	33	38	5	55	54	13	72	68	9	68	57	18	103	97
1361	Freshman								0		1	1	1		1	2	1	2	14
	Sophomore								12		6	9	9		9	12	1	13	8
	Total								12		7	10	10		10	14	2	15	22
3706	Freshman								10	9	3	33	24	5	34	22	7	43	46
	Sophomore								6	16	5	18	27	8	39	35	4	43	45
	Junior								8	14	7	10	18	5	20	35	14	48	41
	Senior								2	8	9	21	26	11	24	27	10	36	37
	Total								26	47	24	82	95	29	117	119	35	170	169
3708	Freshman	4	37	29	4	34	23	2	16	6	0	0	0	0	0	0	0	0	0
	Sophomore	3	18	20	2	27	28	5	17	10	2	3	1	0	0	0	0	0	0
	Junior	4	17	18	6	24	22	5	26	15	4	7	1	0	0	0	0	0	0
	Senior	8	26	27	12	24	28	6	25	29	8	17	20	2	10	9	4	4	4
	Total	19	98	94	24	109	101	18	84	60	14	27	22	2	10	9	4	4	4

**Total CRMJ/CRJW Registrations and Credit Hours by Academic Year - AY2008 - AY2010**

Table 3	AY 06-07		AY 07-08		AY 08-09		AY 09-10		3 Year Change - Credit Hours	
	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	#	%
Lower - 100 (POST)	84	490	204	1190	246	1435	258	1505	315	26.47%
Lower - 200			95	285	156	468	219	657	372	130.53%
Upper - 300			88	264	256	769	423	1269	1005	380.68%
Upper - 400			92	276	124	372	168	504	228	82.61%
<b>Total Undergraduate</b>	<b>84</b>	<b>490</b>	<b>479</b>	<b>2015</b>	<b>782</b>	<b>3044</b>	<b>1068</b>	<b>3935</b>	<b>1920</b>	<b>95.29%</b>

# DEGREES AND CERTIFICATES AWARDED BY LEVEL AND CIP CODE

## Mesa State College

Table 4

Level	CIP Code	Award	Status	Program Name	Degrees/Certificates Awarded In				
					2004 -05	2005-06	2006-07	2007-08	2008-09
<b>Certificate</b>									
	12.0500	C		Culinary Arts	1	1	3	3	5
	15.0303	C		Electronics Technology	0	0	0	0	0
	43.0107	C		Peace Officer Standards and Training	-	-	-	46	38
	45.0702	C		Geographic Information Science and Technology	-	-	-	10	4
	46.0303	C		Electric Lineworker	26	28	29	24	15
	47.0604	C		Transportation Services Cluster	1	5	6	2	8
	48.0501	C		Manufacturing Technology Cluster	19	16	19	25	22
	51.0904	C		Emergency Medical Technician	-	-	-	-	27
	51.1613	C		Practical Nursing	-	-	29	27	17
	52.0204	C		Office Supervision & Management	-	-	-	10	1
	52.1501	C		Real Estate Broker	-	-	-	-	1
				<b>Level Total</b>	<b>47</b>	<b>50</b>	<b>86</b>	<b>147</b>	<b>138</b>
<b>Associate (Vocational)</b>									
	10.0105	A.A.S.		Technology Integration Cluster	4	10	6	0	8
	12.0500	A.A.S.		Culinary Arts	15	15	9	18	17
	15.0303	A.A.S.		Electronics Technology	1	1	0	0	0
	15.0599	A.A.S.		Environmental Restoration Engineering Tech.	0	0	0	1	0
	15.0613	A.A.S.		Process Systems Technology	-	-	-	2	0
	43.0103	A.A.S.		Criminal Justice	2	7	10	13	16
	46.0000	A.A.S.		Construction Technology	-	-	-	-	2
	47.0604	A.A.S.		Transportation Services Cluster	11	14	7	4	5
	48.0501	A.A.S.		Manufacturing Technology Cluster	23	34	21	21	27
	51.0911	A.A.S.		Radiologic Technology	17	19	18	17	17
	51.1601	A.A.S.		Nursing	-	9	22	34	31
	52.0204	A.A.S.		Administrative Office Technology	14	10	6	15	4
	52.0901	A.A.S.		Travel, Recreation, & Hospitality Mgt.	0	0	0	0	0
				<b>Level Total</b>	<b>87</b>	<b>119</b>	<b>99</b>	<b>125</b>	<b>127</b>
<b>Associate (Transfer)</b>									
	24.0101	A.A.		Liberal Arts - A.A.	27	60	50	43	30
	24.0199	A.S.		Liberal Arts - A.S.	10	10	5	12	14
				<b>Level Total</b>	<b>37</b>	<b>70</b>	<b>55</b>	<b>55</b>	<b>44</b>
<b>Baccalaureate</b>									
	03.0104	B.S.		Environmental Science & Technology	16	9	16	15	3
	09.0102	B.A.		Mass Communication	29	38	22	23	26
	11.0101	B.S.		Computer Science	15	7	6	9	7
	16.0905	B.A.		Spanish	1	1	9	6	7
	23.0101	B.A.		English	20	41	25	21	18
	24.0101	B.A.		Liberal Arts	42	44	34	24	36
	26.0101	B.S.		Biological Sciences	46	37	38	38	31
	27.0101	B.S.		Mathematics	12	9	8	3	19
	31.0504	B.S.		Sport Management	-	-	-	3	12
	31.0505	B.A.		Kinesiology (Formerly Human Perf. & Wellness)	44	52	62	43	49
	40.0101	B.S.		Physical Sciences	13	15	13	12	13
	42.0101	B.A.		Psychology	38	49	39	37	36
	43.0104	B.A.		Criminal Justice	-	-	-	10	12
	45.0101	B.A.		Social Sciences	9	5	2	3	2
	45.1001	B.A.		Political Science	15	7	14	9	11
	45.1101	B.A.		Sociology	35	24	27	21	22
	50.0409	B.F.A.		Graphic Design	-	-	-	17	12
	50.0501	B.A.		Theatre Arts	-	4	5	15	12
	50.0701	B.F.A.		Art	-	14	20	8	16
	50.0901	B.A.		Music	-	6	10	8	6
	51.0913	B.S.		Athletic Training	-	-	-	2	7
	51.1601	B.S.N.		Nursing	50	65	62	60	57
	52.0101	B.B.A.		Business Administration	127	137	120	90	94
	52.0299	B.A.S.		Business Administration	-	1	7	7	10
	52.0301	B.S.		Accounting	14	28	19	24	17
	52.1201	B.S.		Computer Information Systems	14	18	9	4	5
	54.0101	B.A.		History	17	15	18	15	20
				<b>Level Total</b>	<b>661</b>	<b>646</b>	<b>588</b>	<b>527</b>	<b>560</b>
<b>Master's</b>									
	13.0101	M.A.		Master of Arts in Education	-	-	-	27	29
	52.0101	M.B.A.		Business Administration	28	9	11	9	10
				<b>Level Total</b>	<b>28</b>	<b>9</b>	<b>11</b>	<b>36</b>	<b>39</b>
				<b>Institutional Total</b>	<b>860</b>	<b>894</b>	<b>839</b>	<b>890</b>	<b>908</b>

Note: Kinesiology was 31.0501 prior to 2005-06

**Table 5. ONE-YEAR RETENTION RATE FOR FIRST-TIME FULL-TIME STUDENTS 2004 - 2009**  
**Mesa State College**

Level	Major Code	Program Name	Retained or Graduated Subsequent Fall #	Retained or Graduated Subsequent Fall %	Not Retained Subsequent Fall #	Not Retained Subsequent Fall %	Total #	Total %
<b>Certificate</b>								
	1361	POST	6	85.7%	1	14.3%	7	100.0%
<b>TOTAL</b>			<b>6</b>	<b>85.7%</b>	<b>1</b>	<b>14.3%</b>	<b>7</b>	<b>100.0%</b>
<b>Associates</b>								
	1360	Criminal Justice, AAS	45	44.6%	56	55.4%	101	100.0%
<b>TOTAL</b>			<b>45</b>	<b>44.6%</b>	<b>56</b>	<b>55.4%</b>	<b>101</b>	<b>100.0%</b>
<b>Baccalaureate</b>								
	3706	Criminal Justice, BA	39	62.9%	23	37.1%	62	100.0%
	3708	Sociology - Criminology	48	53.9%	41	46.1%	89	100.0%
<b>TOTAL</b>			<b>87</b>	<b>57.6%</b>	<b>64</b>	<b>42.4%</b>	<b>151</b>	<b>100.0%</b>



Table 7

Program/Department	Table 7					Five-Year Average
	2006	2007	2008	2009	2010	
<b>Criminal Justice (formerly Admin of Justice)</b>						
Tenured HC	0	0	0	0	0	0.00
Tenure-track HC	0.5	0.5	0.5	2.5	2.5	1.30
0.8 Appointments HC	0	0	0	0	0	0.00
Transitional HC	0	0	0	0	0	0.00
<b>Total Full-time HC</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1.30</b>
Note: 1 FTE split w/ WCCC POST program.						
<b>Total FTEF</b>	<b>0.88</b>	<b>1.25</b>	<b>1.25</b>	<b>2.75</b>	<b>3.00</b>	<b>1.83</b>
<b>SCH:FTEF</b>	<b>589.77</b>	<b>499.20</b>	<b>660.00</b>	<b>568.36</b>	<b>810.00</b>	<b>625.47</b>

**Average Course Size by Level and Subject Fall '09 – Spring '10**  
 Table 8

Subject	Level	Avg Course Size
ANTH	Lower	39.55
	Upper	7.54
	Total	22.21
ARKE	Lower	16.00
	Upper	6.00
	Total	11.00
CRJW	Lower	21.50
	Total	21.50
CRMJ	Lower	54.75
	Upper	29.55
	Total	33.75
GEOG	Lower	45.11
	Total	45.11
HIST	Lower	37.66
	Upper	17.67
	Total	33.86
PADM	Upper	12.50
	Total	12.50
PHIL	Lower	24.13
	Upper	18.00
	Total	22.45
POLS	Lower	41.82
	Upper	14.58
	Total	30.55
PSYC	Lower	48.05
	Upper	23.53
	Total	35.31
PSYP	Upper	16.44
	Total	16.44
SOCI	Lower	1.50
	Upper	13.71
	Total	11.00
SOCO	Lower	48.56
	Upper	14.53
	Total	33.09



**Fall '09 and Spring '10 Faculty Evaluation Results for Criminal Justice Courses**  
**Table 9**

		Report		
		Subject		
		CRJW	CRMJ	Total
Q1	N	157	587	744
	Median	5.00	5.00	5.00
	Mean	4.58	4.78	4.74
Q2	N	157	588	745
	Median	5.00	5.00	5.00
	Mean	4.52	4.75	4.70
Q3	N	157	587	744
	Median	5.00	5.00	5.00
	Mean	4.57	4.67	4.65
Q4	N	157	589	746
	Median	5.00	5.00	5.00
	Mean	4.54	4.74	4.70
Q5	N	157	586	743
	Median	5.00	5.00	5.00
	Mean	4.55	4.65	4.63
Q6	N	157	584	741
	Median	5.00	5.00	5.00
	Mean	4.48	4.71	4.66
Q7	N	157	588	745
	Median	5.00	5.00	5.00
	Mean	4.64	4.79	4.76
Q8	N	157	588	745
	Median	5.00	5.00	5.00
	Mean	4.61	4.81	4.77
Q9	N	157	588	745
	Median	5.00	5.00	5.00
	Mean	4.54	4.58	4.57
Q10	N	157	587	744
	Median	5.00	5.00	5.00
	Mean	4.71	4.81	4.79
Q11	N	157	587	744
	Median	5.00	5.00	5.00
	Mean	4.34	4.60	4.54
Q12	N	157	587	744
	Median	5.00	5.00	5.00
	Mean	4.61	4.81	4.77



# Appendix B

## Criminal Justice Finance and Budget



**DISTRIBUTION COSTS PER CREDIT HOUR**

**Table 10**

	Program	Division	Credit Hrs	Total Variable (fac)	VAR/CH	Total Fixed	Fixed/CH	TOTAL	TL COSTS/CH
FY 04	ADJU	Lower	198.0	8,110	41	16,147	82	24,257	123
	ADJU	Upper	339.0	11,728	35	27,647	82	39,375	116
FY05	ADJU	Lower	186	4,048	22	13,161	71	17,209	93
	ADJU	Upper	351	22,168	63	24,836	71	47,004	134
FY06	ADJU	Lower	198	9,629	49	21,116	107	30,745	155
	ADJU	Upper	321	15,024	47	34,234	107	49,259	153
FY 07	ADJU	Lower	132	21,990	167	18,790	142	40,780	309
	ADJU	Upper	489	47,202	97	69,608	142	116,810	239
FY 08	CRMJ	Lower	285	21,013	74	45,343	159	66,356	233
	CRMJ	Upper	540	39,814	74	85,913	159	125,727	233
FY09	CRMJ	Lower	366	19,932	54	75,361	206	95,293	260
	CRMJ	Upper	960	92,830	97	197,668	206	290,497	303



# Appendix C

## Criminal Justice Library Assessment





**Library Program Assessment  
John U. Tomlinson Library  
Mesa State College**

Date of Assessment: September 16, 2010

Purpose of Assessment: Analysis of Library Resources

Program under review: Criminal Justice

Program Level/s: B. A. with a minor, an A.A.S., and a Certificate program

Liaison Signature: Assessment done by Paul Rolland

1. Collection Assessment

This growing program has about 234 current students. Last school year 20 students graduated with a Bachelors degree in Criminal Justice. The Department also offers a concentration in law enforcement, a minor, an A.A.S., and a Certificate degree via the POST Academy. Library resources for this program include materials on the subjects of criminal justice, law enforcement, the court system, corrections, probation and parole, ethics, police and policing, victims, forensic science, criminology, criminal investigations, serial murder, constitutional and criminal law, counter-terrorism, cybercrime, organized crime, and restorative justice.

a. Reference Support

The Library has an adequate number of Reference print titles in the Criminal Justice field. In the subjects listed above, there are 63 titles on the Reference shelves, 27 are 10 years old or newer. The Reference section on Law is quite strong, occupying approximately 20% of the entire Reference shelving area and containing notable titles such as the U.S. Code, ALR 4<sup>th</sup> & 5<sup>th</sup>, American Jurisprudence 2d, the complete Session Laws of Colorado including the current Revised Statutes, Colorado Reporter P.2d & P.3d, West's Colorado Digest, and Shepard's Colorado Citations. Many of these titles are updated on a regular basis.

b. Monographic Sources

The circulating collection has good coverage for the Criminal Justice program. In the subject areas related to crime, there are 398 circulating books with 61 being 10 years old or less and there are 719 government publications with 248 being 10 years old or less. Statistics for more specific subjects within the field are as follows: forensic

science has 63 circulating books with 34 being 10 years old or less, corrections has 86 circulating books with 7 being 10 years old or less, probation and parole has 23 circulating books with 4 being 10 years old or less, serial murder has 13 circulating books with 9 being 10 years old or less, restorative justice has 28 circulating books with 21 being 10 years old or less. Prospector is also available to all faculty, staff, and students for 2-5 day delivery of 20+ million items from major Colorado and Wyoming libraries.

#### c. Periodicals

The Library has 9 criminal justice journals in the print periodicals collection. These include titles such as Journal of Research in Crime and Delinquency, Journal of Criminal Justice, and the like. The Library also provides print, online, or microform access to 47 periodicals on various aspects of crime published by the U.S. Government. There is also online access to 199 criminology periodicals with 104 having at least some full text availability.

#### d. Electronic Resources

The Library web site provides a link to the NCJRS database which is administered by the federal government and one of the top online resources in the field. The Library also subscribes to Lexis-Nexis which is a comprehensive news and legal database as well as SocIndex with Full Text which has substantial criminal justice content. The general databases Academic Search Premier and OmniFile Select also contain ample current material on the main subject areas of this program. For example, a search in Academic Search Premier on the descriptor "Administration of Criminal Justice" yielded 8190 citations with 4174 available in full text and 1871 of those in peer-reviewed journals. Other online databases the Library provides that pertain to Criminal Justice include: CQ Researcher, Homeland Security Digital Library, Military & Government Collection, and Newspaper Source. All Library databases are available to students 24/7 from any Internet computer. The Library also owns 150 eBooks on Criminal Justice subjects with 92 being 10 years old or less.

## 2. Evaluation of the total collection

#### a. Strengths

The Library has excellent electronic resources in this field. Print reference materials on Law are also considerable. There is an annual budget of \$3064 available to Department faculty to purchase books, videos, etc. for the Library's collection. This is an increase of \$1990 over past budgets and is the result of substantially more classes being offered by the Criminal Justice department.

b. Weaknesses

The circulating print collections in some of this field's subject areas have a high percentage of titles older than 10 years.

3. Recommendations

The Library currently has good support for this degree program. Updating of the print collection with newly published titles is an ongoing priority and should continue via the increased budget allocation and faculty recommendations. Upgrading electronic resources can be considered in future if program growth continues. Some possible database additions include ProQuest's Criminal Justice Abstracts and the legal resource HeinOnline.

Library Director: Elizabeth W. Brodak

Date: September 17, 2010



# Appendix D

## Criminal Justice Faculty Vitae



## **CURRICULUM VITAE**

**MICHAEL BRIAN DELANEY**

### **PERSONAL DATA**

**Home Address** 689 Country Meadows Drive  
Grand Junction, Colorado 81507  
(970) 314-9708 (Home)  
(970) 812-6353 (Cell)  
Email: mbdelaney@bresnan.net

### **EDUCATION**

2002 – Present All But Dissertation (ABD)  
Ph.D. Candidate (Ph.D. expected spring 2011)  
University of Cincinnati  
Cincinnati, Ohio  
Department of Sociology

1980 – 1983 Juris Doctor (J.D.)  
Salmon P. Chase College of Law  
Highland Heights, Kentucky

1976 – 1980 Bachelor of Arts (B.A.)  
Transylvania University  
Lexington, Kentucky

### **LAW LICENSES**

Ohio, 1983  
Kentucky, 1989  
Federal – United States District Court – Southern District of Ohio, 1983  
United States District Court – Eastern District of Kentucky, 1997  
United States Court of Appeal for the Sixth Circuit, 1992

### **PROFESSIONAL AFFILIATIONS**

Academy of Criminal Justice Sciences  
American Inns of Court Mentoring Program - Barrister  
American Society of Criminology  
Colorado Bar Association  
Kentucky Bar Association  
Law and Society  
Mesa County Colorado Bar Association  
National Association of Pre-Law Advisors  
Western Association of Pre-Law Advisors

## EMPLOYMENT AND TEACHING EXPERIENCE

- 1981 – 1984 Law clerk, Attorney; Rockel and Associates, Cincinnati, Ohio
- 1984 – 2008 Private legal practice with emphasis in litigation, Cincinnati, Ohio
- 1986 – 1987 Adjunct Instructor, College of Mount Saint Joseph, Cincinnati, Ohio

### Classes Taught:

Business Law  
Corporations

- 1987 – 2008 Adjunct Assistant Professor, University of Cincinnati (University College, Clermont College, College of Evening and Continuing Education, College of Education) In 2004 I was ascribed the title of Teaching Assistant per University of Cincinnati policy disallowing me to hold the rank of Adjunct Professor in the department of my own doctoral studies.

### Classes Taught:

Criminal Law – 1987 to 2004  
Criminal Procedure I – 1987 to 2004  
Criminal Procedure II – 1987 to 2004  
Business Law II – 1995 to 1999  
Legal Practicum – 1995 to 1997  
Basic Legal Principles – 1996 to 2004  
Litigation I – 1996 to 2001; 2004  
Litigation II – 1996 to 2001; 2004  
Litigation III – 1996 to 2001  
Interviewing and Investigation – 2000  
Freshman Orientation – 2001 to 2001  
Legal Nurse Consulting – 2003  
Criminology – 2004 to 2005; 2007  
Introduction to Criminal Justice – 2004  
Youth and Society – 2004 to 2006  
Introduction to Sociology I – 2005 to 2007  
Introduction to Sociology II – 2005 to 2007  
Sociology of the Family - 2006  
Understanding Social Behavior- 2006 to 2007  
Social Change – 2007  
Sociology of Men and Masculinity – 2007



1998 – 2008  
Law, Language, and Society  
Ohio Governor's Summer Honors Institute  
for Gifted High School Students  
Presented annually- 1998 to 2008

1999 – 2004  
Adjunct Instructor, Thomas More College,  
Edgewood, Kentucky

Classes Taught:

Business Law I  
Business Law II  
Conflict Management and Negotiation  
(MBA Program)

2000--2001  
Adjunct Instructor, Northern Kentucky  
University, Highland Heights, Kentucky

Class Taught:

Introduction to Criminal Justice

2008 -- Present  
Assistant Professor of Criminal Justice  
Department of Social and Behavioral Sciences  
Mesa State College, Grand Junction, Colorado

**TEACHING INTERESTS**

Law and Society, Criminal Justice,  
Criminology, Constitutional Law,  
Trial Advocacy

**PRESENTATIONS**

1998  
"Suppression Hearings and the Exception to  
the Warrant Requirement: Consent and Terry

v.

Ohio Stops"

Presented at Continuing Legal Education  
seminar, Cincinnati, Ohio

2001  
"Violence in the Workplace"  
Presented at Northern Kentucky University

2009  
"Criminal Justice and Immigration"  
Presented at Mesa State College

**AWARDS**

University Graduate Scholarship, University of Cincinnati  
Order of Omega Greek Honorary  
Jaycees Outstanding Young Men of America

**COMMUNITY AND EXTRACURRICULAR ACTIVITIES**

Pre-Law Advisor, Mesa State College  
Pre-Law Club Advisor, Mesa State College  
Criminal Justice Club Advisor, Mesa State College  
Alpha Phi Sigma Advisor, Criminal Justice Honorary Society, Mesa State College  
Paralegal Advisory Committee, University of Cincinnati  
Member and Past President, Transylvania University Alumni Association of Greater  
Cincinnati  
Honorary Order of Kentucky Colonels  
Alumni Advisory Board, Pi Kappa Alpha Fraternity, Transylvania University  
Stand Up for Fort Thomas Committee for Fort Thomas Public Schools  
Campaign Chairperson, Committee to Elect Gregory T. Popovich District Judge (1994)  
and Re-Elect (1999, 2002, and 2006)  
Mesa County Colorado Restorative Justice Board

**JOHN G. REECE**  
**861 GRAND VISTA WAY**  
**GRAND JUNCTION, CO. 81504**  
**(970) 263-7885 (HOME)**  
**(970) 255-2821 (WORK)**  
**(970) 985-5650 (MOBILE)**  
**joreece@mesastate.edu**

## ***ACADEMIC QUALIFICATIONS***

I am currently enrolled in the Doctor of Philosophy in Business Administration (specialization in Public Administration) program at Northcentral University in Prescott, AZ. Courses have included Marketing Management, Information Research Strategies, History of Management Theory, Counterterrorism, Public/Government Relations, Public/Urban Politics, Public Program Evaluation, Quality Management in Public Administration, and Statistics. I am currently in the dissertation research phase of the degree program.

**Master of Public Administration (MPA):** University of Colorado at Denver (Graduate School of Public Affairs), Denver, CO. Graduated December 2000. Grade point average of 3.90. I was nominated for and placed on the National Dean's List. Only ½ of 1% of the nation's college students receive this award. The Graduate School of Public Affairs has been ranked among the top 15% of the nation's elite institutions offering graduate-level public affairs, policy and management programs.

**Bachelor of Arts Degree:** Criminal Justice, Mesa State College, Grand Junction, CO. Graduated May 1988. I was placed on the "Deans List of Academic Achievement."

**High School Diploma:** Grand Junction High School, Grand Junction, CO. Graduated May 1983.

## ***PROFESSIONAL EXPERIENCE***

### **July 5, 2006 to present:**

**Position:** Director of the Western Colorado Peace Officers Academy (WCPOA) and Assistant Professor of Criminal Justice. Mesa State College, Grand Junction, CO.

**Duties:** in this dual appointment, I facilitate the daily operations of the WCPOA and I teach a myriad of criminal justice and public administration classes on the main campus of Mesa State College. I advise and support students in the associate and bachelor degree programs as well as their overall career development. I also volunteer as an advisor to the Criminal Justice Association.

### **March 5, 1989 to July 5, 2006:**

**Position:** Police Sergeant (promoted in August, 2002). City of Grand Junction - Grand Junction Police Department, Grand Junction, CO.

**Duties:** Training and Recruitment Sergeant (specialized assignment). In this position I supervised the training and recruitment processes of the organization. I was the Police Department's liaison to the Human Resources Department. I managed a several hundred thousand dollar cost center/budget, and performed several other administrative duties as assigned.

I was also assigned to the patrol division during my tenure as a Police Sergeant. I had the opportunity to lead and manage patrol teams. As a patrol supervisor, my duties ranged from approving reports and mentoring officers to making critical recommendations and decisions relative to patrol operations and personnel actions.

In addition, I served on integral committees (quality circles) within the organization. For example, the Policy Review Committee, which develops, analyzes, and recommends policy implementation, and the Board of Evaluators, which reviews, evaluates, and recommends the progress, remediation, or continued employment of employees in field training.

**Other duties and special assignments:** Patrol division/Police Officer – responded to emergency calls for service, conducted criminal investigations, accident investigations, enforced traffic laws and completed other departmental duties.

I was a Field Training Officer (Corporal) from 1997 to 2002. In this position, I trained new recruits; I was a team leader and I filled in as the acting shift commander on a regular basis.

I was a K-9 handler in the patrol division. This was a 4½-year assignment. I attended a rigorous, 10 week K-9 academy prior to being placed in service. In this position, I handled K-9 Judo (pronounced Udo). K-9 Judo was dual purpose (apprehension and narcotics capabilities). I left the assignment when K-9 Judo retired.

I was a member of a six-officer rifle team. The weapons utilized had sniper and fully automatic capabilities. A rigorous, 40-hour training course and qualification was completed prior to being placed in service. I left the team due to my rotation into the investigations unit.

I was assigned to the investigations unit as a detective (September 1999 – July 2000). In this rotational position, I was assigned to general investigations. I investigated a variety of cases, conducted interviews and documented/prepared cases for prosecution or other dispositions.

**March 10, 2005 to present:**

**Position: Online Faculty.** Grand Canyon University Phoenix, AZ.

**Duties:** I have completed extensive online faculty training and I instruct public safety and management courses (Leadership in Public Safety, Political and Legal Systems, Research Methodology, etc.) on a contractual basis.

**August 19, 2002 to July 5, 2006:**

**Position: Adjunct (Part-time) Instructor.** Mesa State College, Grand Junction, CO.

**Duties:** in this part-time position, I instruct a course entitled "*The Police Process*." This is a junior level course (ADJU 310) within the Administration of Justice discipline.

**June 10, 1985 to March 5, 1989:**

**Position: Loss Prevention Manager.** J.C. Penny Co. Grand Junction, CO.

**Duties:** conduct shoplifting, internal, and bad check investigations as well as other loss prevention duties. This was a full time position.

**Collateral Activity:** full time college student.

## ***COLLEGE COURSES/ACADEMIES/IN-SERVICE TRAINING***

### ***GRADUATE LEVEL (MPA):***

Democracy and Policy-making, Local Government Management, Governance and Institutions, Administrative Law, Leadership and Management, Information and Analytic Methods, Leadership and Ethics, Organizational Management, Organization Theory, Citizen Participation, Advanced Seminar in Public Management, Economics and Public Finance, etc.

### ***BACHELOR LEVEL (CRIMINAL JUSTICE):***

Police and Society, Social Problems, Public Administration, Constitutional Law, Criminal Law, American Government, State and Local Government, Comparative Government, The Practice of Social Research, Psychology, Sociology, Statistics, Micro/Macro Economics, Computer Systems, etc.

### ***ACADEMIES/SEMINARS:***

Reserve Police Officers Academy, May 1987  
Peace Officers Standards and Training (P.O.S.T.), September 1988  
Cannabis Detection and Eradication, July 1990  
Canine Law Enforcement Academy (Alabama), June 1991  
Latino Diversity and Basic Spanish, February 1993  
Officer Safety and Survival, November 1993  
Gang Seminar, June 1994  
Interpersonal Skills and Community Oriented Policing, September 1997  
Field Training Officer School, March 1998  
Critical Incident Command, September 1998  
Tactical Rifle/H&K G-36, May 1999  
Child Death Investigations, October 1999  
Verbal Judo, April 2000  
Kenesic Interview Seminar, July 2000  
Risk Management and Liability, October 2001  
Managing the Training Unit, October 2002  
Disney Institute (Keys to Excellence), November 2002  
Incident Command System, November 2002  
Managing the Training Unit, October 2002  
Disney's Keys to Excellence, October 2002  
Predicting and Preventing Police Liability, April 2003  
Delivering Exceptional Customer Service, July 2003  
First Line Supervision, August 2003  
Effective Recruitment Techniques, September 2003  
Counterterrorism, September 2003  
Police Training Officer Program, January 2004

Supervisor Certificate Program, February 2004  
Background Investigations for Police Applicants, March 2004  
Police Liability, November 2005

***IN-SERVICE TRAINING:***

Defensive/Tactical Driving	Defensive Tactics and Baton
Evidence Collection Procedures	Interview Techniques
Explosive Devices	C.P.R/First Aid
Hazardous Materials Response	DUI Training
Weapons Qualification	Legislative Update
Intoxilyzer Training	Physical Agility Testing
Constitutional Law	Arrest Control Techniques
State Accident Reporting	Domestic Violence
Search and Seizure	R.M.I.N

In-service academies attended in 1994, 1995, 1996, 1997, 1999, 2000, 2001, 2003, 2004, 2005, and 2006.

I have accumulated well over 2000 hours of training.

***PERSONAL DATA***

Date of Birth: November 24, 1964

Marital Status: Married (19 years) – spouse, Andrea, Sons (Brandon and Aaron)

Height: 6'1" Weight: 180 lbs.

***OTHER INTERESTS AND ACTIVITIES***

Scuba diving (certified diver), camping, hiking, sports, photography, reading, computers and other peripherals. I coach both little league baseball and little league football.

***AFFILIATIONS AND MEMBERSHIPS***

Mesa State Alumni Association  
Grand Junction Peace Officers Association  
Mesa State Criminal Justice Association

**REFERENCES**

<p>Fred Ranguet, Ph.D. University of Colorado at Denver Campus Box 142 P.O. Box 173364 Denver, CO. 80217 (303) 747-2930</p>	<p>Commander Greg Assenmacher Grand Junction Police Department 625 Ute Ave Grand Junction, CO 81501 (970) 244-3568</p>
<p>Capt. Lyn Benoit (Ret.) Grand Junction Police Department 625 Ute Ave Grand Junction, CO 81501 (970) 244-3554</p>	<p>Paul A. Lachance Mesa State College (Former Professor) 587 Ford St. Grand Junction, CO 81504 (970) 434-5111</p>

Additional references can be provided upon request.



**Program Review**

**Public Administration / Public Safety**

**2006-2010**

**Prepared by**  
**Dr. John Redifer**

**MESA STATE COLLEGE**  
**Program Review Self-Study Narrative**  
**BAS in Public Administration/Public Safety**

**I. Program History:**

The Public Administration/Public Safety Program is a new multi-disciplinary program that started in the 2006-2007 academic year. The intent of this program is to provide a bachelor degree pathway for people with certificates or associate of applied science degrees that are employed in technical areas related to the public safety sector, such as law enforcement, emergency medical services, or fire science. The associate degree or certificate of occupational proficiency is the typical level of education required for entry-level employment in the previously mentioned public safety professions. Mesa State College developed this degree in response to requests from public safety agency officials in its Regional Education Provider (REP) area, and data collected through follow-up focus group meetings. The information received indicated a strong interest in a baccalaureate pathway for people presently employed in a public safety profession. Surveys of public safety agency staff indicated that over 75% of those with less than a bachelor degree would be interested in pursuing the BAS degree. As described in the degree proposal presented to the College's Curriculum Committee, "the BAS is an industry-accepted degree intended to assist in job progression rather than initial job qualification, thereby removing ceilings to promotion that workers without four year degrees may experience. As such, it is a degree completion program that meets the educational and professional needs of mid-career adults in a wide range of applied science fields."

Mesa State College developed this degree in response to input from public safety agency officials throughout the state. The information received indicated a strong interest in a baccalaureate pathway for people presently employed in a public safety profession. An informal survey of Continuing Education Officers for law enforcement and fire associations across the state was conducted to determine the statewide need for an online BAS program in Public Administration/Public Safety. In law enforcement agencies, over 65% of the uniformed officers do not have a college degree. Promotion to first line supervisory positions in most agencies requires a college degree. Many police officers seeking promotion currently are enrolled in four year Criminal Justice programs that are offered online. However, these degree programs do not emphasize administration and management skills. All of the Continuing Education Officers surveyed were very enthusiastic about the possibilities of offering their employees the management training provided by the BAS program. They believe this training is exactly what their officers will need to be successful in supervisory roles. The enthusiasm for this program with the Colorado Fire Chiefs Association was similar to the support coming from law enforcement. However, there are fewer leadership positions in fire science and emergency medical services that require a four year degree so the need is not as great as it is for law enforcement. On the other hand since leadership positions are fewer in numbers the competition for these positions is greater. This provides incentive for aspiring firemen and EMT's to pursue a four year college degree.

Data obtained from the Colorado Department of Labor and Employment, provides a picture of the level of employment in public safety sectors, and the projected growth in the number of those employment opportunities (see Table 1.1). The data also identifies the number of supervisory positions, and projected employment opportunities in public safety sectors.

Table 1.1. Labor Market Information by Occupational Title in Colorado

Occupation Title	2006 Employment	Estimated Openings Per year	2016 Projected Employment
Police Patrol Officers	9,007	426	10,857
Detectives/Investigators	1,727	82	2,168
First Line Supervisors of Police & Detectives	1,048	51	1,225
Correctional Officers and Jailers	7,711	408	10,026
First Line Supervisors of Correctional Officers	723	38	905
Protective Service Workers, All Others	2,076	204	2,573
First Line Supervisors of Protective Service Workers, Others	799	43	1,098
Firefighters	4,304	246	5,190
First Line Supervisors of Firefighters	773	41	943
Emergency Medical Technicians & Paramedics	2,890	108	3,643
Medical and Health Services Managers	3,533	165	4,527

(Colorado Department of Labor and Employment, Labor Market Services, Occupational Profiles, [http://lmigateway.coworkforce.com/lmigateway/occupation\\_onet.asp](http://lmigateway.coworkforce.com/lmigateway/occupation_onet.asp))

The BAS degree provides the next step on the educational career ladder for the variety of AAS degree programs in Mesa State College's inventory. These AAS degree programs include Law Enforcement, and Paramedic Training. The Law Enforcement program has only been in place for three years, and the Paramedic program is in its second year of implementation. In addition to graduates of Mesa State College's programs, the BAS degree also provides an educational advancement opportunity for graduates of public safety programs from neighboring community colleges. In the past five years, over 1,200 individuals completed either certificate or associate degree programs in public safety related majors from community/technical colleges in the Mesa State service area (see Table 1.2).

Table 1.2. Completers of Certificate and Associate Degree Programs from selected Community/Technical Colleges in Western Colorado, by Public Safety Related Major, 2003-04 through 2007-08.

Institution	Criminal Justice/Law Enforcement	Emergency Medical Services/ Paramedic	Fire Science	Total
Mesa State College	79	In progress		79
Colorado Mountain College	140	759	30	929
Colorado Northwestern Community College	24			24
Delta-Montrose Technical College	211			211
<b>Total</b>	<b>454</b>	<b>759</b>	<b>30</b>	<b>1,243</b>

Mesa State College has selected the use of online formats for the coursework required for this degree for two major reasons. First, public safety jobs are found in every county in Mesa State College's service area. As the service area covers a large geographic area, many potential students reside at a significant distance from one of Mesa State's campuses, thus they are unable to access the degree in its traditional classroom on-campus format. The second rationale for the use of online formats is the nature of the employment in many areas of public safety. Individuals employed in law enforcement, medical services, and fire science work on a rotating shift which prevents them from accessing higher education in its traditional on-campus format. Use of the online format provides the flexibility necessary for these individuals.

**II. Program Goals and Objectives:**

Broadly speaking, the goals of the Public Administration/Public Safety program stem from two sources: the mission statement of Mesa State College and the goals articulated in the assessment plan for the Public Administration/Public Safety program. Each of these goals is described below:

**A. The mission statement of Mesa State College**

Per Colorado Revised Statutes 23-53.101 (re-enacted by the Colorado General Assembly in 2010) the role and mission of the college: There is hereby established a college at Grand Junction, to be known as Mesa State College, which shall be a general baccalaureate and graduate institution with moderately selective admission standards. Mesa State College shall offer liberal arts and sciences, professional and technical degree programs and a limited number of graduate programs.

## B. The Public Administration/Public Safety Assessment Plan objectives:

1. Graduates of the program will demonstrate an understanding of the general range of topics and content in the field of public administration necessary to be successful in supervisory positions in fields associated with public safety.
2. Graduates of the program will possess the critical thinking skills necessary to apply the content knowledge they have learned to the situations they face in their respective work places.
3. Graduates of the program will have developed the ability to communicate effectively, specifically the ability to express ideas in a clear, concise and coherent manner.

These goals lead to specific desired student outcomes. All Public Administration/Public Safety graduates should possess a knowledge base and set of skills that will allow them to be successful as frontline supervisors. This includes the ability to evaluate the situation, motivate employees, organize the work effort, prepare budgets and successfully advocate for their unit's needs with their superiors, their peers and other staff positions. This is a professional degree program intended to prepare outstanding workers for successful careers as managers. Beyond knowledge of budgeting, personnel management, organizational theory and principles of leadership and management, graduates also learn the interpersonal communication skills required to successfully interact with those inside and outside their direct command.

The ability to think critically, to write concisely and to solicit the support needed from others that you do not directly control such as superiors, staff officers and peers make this a practical working degree designed to turn good workers into excellent supervisors. These goals stem from the belief that outstanding workers often fail in supervisory roles because they lack the training to be good supervisors.

## III. Analysis of Need for the Program:

For several reasons it is difficult to assess the need for this program. First, the program is a multi-disciplinary program so it is impossible to determine the number of credit hours in any one class that are dedicated to students pursuing this BAS degree. Second, the program by its very design appeals to students who are not familiar with how higher education processes work. Consequently, many students enroll in classes but do not declare a major. Third, all the students pursuing this degree are working and taking classes part-time, usually two classes per semester. At this rate most will take six years to graduate. Many students must miss entire semesters due to their work schedules.

Finally, marketing the program has been delayed as the college awaited approval from the Higher Learning Commission (HLC) to offer this program entirely online. This approval was received just this fall (2010). A marketing draft has been developed (see appendix E) and will be implemented over the next year. Additionally, articulation agreements with all state community colleges offering certificates and AAS degrees in Fire Science, Emergency Medical Technicians and Law Enforcement will be negotiated.

### A. Support for the Department of Social and Behavioral Sciences and Other Degree Programs.

Both the Criminal Justice and Political Science programs include a number of the Public Administration courses as restricted electives in their programs. A number of Business Administration student have also enrolled in these classes as well. A significant number of

Elementary Education students take the online State and Local classes as this mode of delivery works into their schedules better than the traditional classroom version.

B. Total Number of Students Served by Public Administration/Public Safety Classes.

It is impossible to disaggregate BAS students from most of the multi-discipline classes in the core. Only the four Public Administration classes (PADM) are comprised almost entirely with BAS students. Table One in Appendix A shows that enrollment in these classes has been fairly steady but low. However, the new marketing plan is expected to drive up enrollment considerably.

C. Number of Majors, Fall Terms 2006-2010.

The number of majors in the program has been relatively small but stable until the 2010 Fall semester. (Table Two, Appendix A). This spike in the new majors is primarily due to the realization on the part of a number of students that they are nearing completion of their degree requirements and need to declare their major. Even with this increase the viability of the program depends on the success of the marketing program to increase enrollments.

D. Degrees Awarded.

Due to the part-time status of the students enrolled in the program and the relative short time the program has been offered there have not been any graduates from the program yet.

E. Faculty Workload 2006-2010.

It is equally difficult to get an understanding of the faculty workload associated with this program. With the exception of the PADM classes, all other classes that make up the core requirements are all part of other degree programs. No faculty are currently assigned solely to the BAS program. However, one faculty member is responsible for teaching all four PADM classes as well as two Political Science classes: State and Local Government and Public Administration. This faculty member is also solely responsible for curriculum development, program assessment and student advising. He is also the Department Head of Social and Behavioral Sciences and has a very active applied research agenda producing three to four reports a year.

With the exception of one class, Introduction to Human Services, all classes in the program are taught by tenured faculty with terminal degrees in their fields.

#### IV. **Narrative summaries of Resources:**

A. Unique Characteristics of the Program Influencing the Need for Resources.

The Public Administration/Public Safety program is a low cost program that is taught entirely online. Every course in the core of the program is either a requirement or a restricted elective in another program. As of now, the program has had to use adjunct faculty for only one course. However, there is concern that student exposure to PADM classes is restricted to one faculty member who teaches all of these classes. This is unfortunate, but given the colleges' current budget concerns coupled with low course enrollment, it is hard to justify hiring another faculty member to help teach these classes at this time.

Another unique characteristic that has hindered development of enrollment is that the program is designed to be taught entirely online. As already stated, HLC did not grant permission for Mesa State to teach this program online until Fall 2010. It has also been a struggle getting other departments to teach enough general education classes online as well

as non-social science core classes online for students to complete the program entirely online. This is the first year of the program that all necessary classes to graduate with a BAS degree will be taught online at least once in a two year cycle.

**B. Faculty and Staff**

The Public Administration/Public Safety program is taught by four full-time tenured professors and one adjunct. John Redifer teaches Political Science and Public Administration classes. Don Carpenter teaches Computer Information System classes and Kurt Haas and Kristen Hague teach English writing classes. Our one adjunct, Pat Verstraete, teaches the Introduction to Human Services class. Curriculum vita for all professors can be found in Appendix D.

**C. Physical Facilities**

As all classes are taught online there is no need for any physical facilities on campus. The college does need to provide sufficient technology and technology support to enable an all-online program to function effectively. By all measures, the resources needed to do this have been provided.

**D. Instructional Equipment**

All instructors currently use WebCT. This program will no longer be available after this academic year. The college has formed a faculty committee to assist IT in the selection of a new program.

**E. Library**

Since many of the students in this program live across the state, the library has focused its attention on securing electronic online services to meet the needs of our students.

- Since inception of the program, the department has spent the yearly library book budget allocation of \$1,750.00 for course specific materials.
- Identifying books in electronic formats has been difficult until recently when the Library adopted an acquisition system which identifies available formats clearly.
- Online students outside of Mesa County can participate in a "Library of Choice Program" which allows students to select a close courier stop library as a pick-up point for hard copy materials, eliminating the costs associated with mailing materials.
- There is good access to a variety of journal titles and full text electronic articles, but embargo periods are problematic for some materials.

For a complete report of library resources, please see Appendix B, The Library Report, submitted by the Director of the Tomlinson Library.

**V. Effectiveness in Meeting Objectives:**

This section is organized to mirror the program goals and objectives outlined in Section II above.

**A. The Mission Statement of Mesa State College**

In its role as a Regional Education Provider, it is incumbent upon Mesa State College to provide the communities in its region with individuals that possess the skill sets needed for the individual to have a successful career and for the community to thrive. The BAS in Public Administration is a significant attempt by Mesa State College to match needed skills of individuals with community needs. The BAS is a technical degree program for students who are currently working in public safety positions but lack the training necessary to move into front line supervisory roles. The program's assessment goals, high standards, extensive

writing assignments and participation requirements in online discussion boards ensure that students are prepared for advancement in their respective professional fields of employment.

By offering the program entirely online, students are able to continue working full time. The convenience of taking courses that can be accessed any time of the day or night is critical for shift workers who rotate their work schedules on a continual basis. As constructed, the program is not intended for traditional students. Rather it is meant for students seeking to continue their education in order to progress up their career ladder. To this end, the program fills a void in our Criminal Justice program that emphasizes POST certification, AAS two-year degrees and four year baccalaureate programs.

**B. The Public Administration/Public Safety Assessment Plan**

Assessment data is needed to determine if students are achieving the desired outcomes. Assignments and rubrics have been developed in the four core Public Administration (PADM) and one Political Science class (POLS 342 Public Administration) to assess student success in achieving the identified outcomes (Appendix C).

Since the program is so new and the majors in the program are all part-time it is impossible to employ assessment measures designed to gauge student career success upon graduation. It is expected that this measure of program success will be developed and utilized by the next external review. Each of the assessment components are addressed below:

1. Providing a solid understanding of public administration content through specific coursework is designed to prepare graduates for front line supervisory positions. Students learn principles of management, leadership skills and styles, organizational behavior, culture and structure. Additionally, students learn to develop department budgets, how to interact with the Human Resource Department as well as different means for motivating workers, rewarding performance and handling disciplinary problems.

Assessment of content knowledge is done through written essay examinations, term papers and weekly writing assignments. On average, over eighty percent of the students demonstrate a high understanding of content in random sampling of essay exams taken in the core Public Administration classes.

2. Developing critical thinking skills and being able to apply content knowledge to the workplace is the most significant purpose of this program. To effectively assess this objective requires surveying graduates who have been away from the program for several years in order to determine their career success. Unfortunately, it will be some time before this type of assessment can be utilized.

In the meantime, the discussion board in each of the core Public Administration courses are monitored for two specific types of comments. The discussion board in an online class serves as the traditional class room setting where students and faculty discuss ideas. Evidence that students are applying content knowledge to workplace settings is demonstrated when students use workplace examples to support or challenge textbook concepts.

To a lesser extent, application of content to workplace settings is demonstrated by students who bring concepts learned in one class into a discussion in another class. Nearly every major in the program makes these kind of connections on a regular basis.



3. Finally, communication is another critical aspect of this program. While all liberal arts degrees focus on developing good written skills, this is generally accomplished by requiring students to write longer and longer research papers. The BAS program also concentrates on developing excellent writing skills but the focus in the program is on writing concisely. In the public safety arena, no one has the time to read long reports. Consequently weekly writing assignments are designed to force students to clearly and coherently pack a great deal of information into a two page document. Students struggle with this requirement but over seventy percent of the students are successful at effectively accomplishing this task by the end of their first semester. Writing skills are further developed in the two technical writing classes provided to the program by the English Department.
4. Students are also exposed to two other critical aspects of public safety, Computer Information Systems (CIS) and human service programs. The former is becoming an increasingly important part of managing any organization. Strategic planning and program evaluations are just two of the valuable contributions that CIS can assist supervisors in designing successful operations. Since public safety personnel often interact with both perpetrators and victims, it is imperative that supervisors have a good understanding of the variety of human service programs available in their community that can be used to help address the problems associated with both these populations.

**VI. Strengths of the Program:**

- A. The faculty teaching the program have both the academic credentials and the practical working experience needed to mentor students in the program. Dr. Redifer has over twenty years experience in public management positions. Dr. Verstraete has worked in the human services field for fifteen years while Dr. Carpenter has fourteen years working in the business sector.
- B. The core coursework required of all majors is coherent and vigorous.
- C. Students get credit towards the BAS degree for their technical training.
- D. Students can complete the degree requirements online while continuing to work.
- E. No other online public administration programs give college credits for technical training.
- F. No other online criminal justice programs provide management training

**VI. Weaknesses of the Program:**

- A. Only one faculty member teaches all the Public Administration (4) and Political Science (2) classes in the core.
- B. The online format creates difficulties for oral communication skill development.
- C. Ever changing HLC requirements for acceptance of online programs and acceptance of non-education institution credits has hurt enrollment efforts.

D. Slowed development of articulation agreements with state community colleges has hurt enrollment.

**VII. Recommendations:**

A. There is a real need throughout the state for the BAS in Public Administration/Public Safety. Enrollments have suffered because of poor marketing. This should improve now that the program has been approved by HLC as an online program. However, to improve enrollment the following must happen:

1. Interagency agreement with the Colorado State Patrol must be amended and renewed.
2. Articulation agreements must be developed with all Colorado Community Colleges offering certificates or AAS degrees in Law Enforcement, Emergency Medical Technicians or Fire Science.
3. A way to provide college credit for technical training from non-educational institutions offering national or state certified training in POST, Fire Science or Emergency Medical Technician must be negotiated with the Higher Learning Commission.
4. Although the program could certainly benefit from having additional faculty to assist with program delivery, promotion and advising, the enrollments are still too low to warrant such investment of resources.

# Appendix A

## Public Administration/Public Safety Program Statistics



**Table One**

	Fall 06		Spring 07		Fall 07		Spring 08		Fall 08		Spring 09		Fall 09		Spring 10		Fall 10		
	Registration	Credit Hours	Registration	Credit Hours	Registration	Credit Hours	Registration	Credit Hours	Registration	Credit Hours	Registration	Credit Hours	Registration	Credit Hours	Registration	Credit Hours	Registration	Credit Hours	
100																			
200																			
300	9	27	15	45			25	75	9	27				13	39				
400					9	27	5	15	6	18	8	24				12	36	10	30
<b>TOTAL</b>	9	27	15	45	9	27	30	90	15	45	8	24	13	39	12	36	10	30	
	24 students / 72 credit hours				39 students / 117 credit hours		23 students / 69 credit hours		25 students / 75 credit hours										

**Table Two  
Number of Majors 2006 -2010**

Level	Major Code	Program Name						
			2006	2007	2008	2009	2010	
<b>Baccalaureate</b>								
	3760	Public Admin/ Public Safety						
		New Majors	1	4	7	3	6	
		Continuing Majors	0	1	3	7	7	
	<b>Sub-Total</b>		<b>1</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>13</b>	

# Appendix B

## Public Administration/Public Safety Library Assessment





**Library Program Assessment  
John U. Tomlinson Library  
Mesa State College**

Date of Assessment: October 2010

Purpose of Assessment: Program Review

Program under review: Public Administration/Public Safety

Program Level/s: Bachelor of Applied Science

Library Liaison: Barbara Borst

1. Collection Assessment

a. Reference Support:

The Reference Collection provides basic support for the five areas of this degree: public administration & management, public organization theory, public personnel management, public budgeting, and state and local government. Representative titles include:

- Encyclopedia of Public Administration & Public Policy (2003)
- International Encyclopedia of Public Policy & administration (1998)
- International Dictionary of Public Management & Governance (2005)
- Basic Documents of American Public Administration, 1776-1950 (1976)
- Basic Document of American Public Administration since 1950 (1982)
- Blackwell Encyclopedic Dictionary of Organizational Behavior (1995)
- Encyclopedia of Management. 4<sup>th</sup> ed. (2000)
- Encyclopedia of Taxation & Tax Policy (1999)
- Book of the States (2010)
- Blackwell Encyclopedic Dictionary of Human Resource Management (online) (1998)
- Dictionary of Human Resource Management. 2<sup>nd</sup> rev ed. (online) (2008)

b. Monographic Sources

The collection was divided into five categories for analysis: Public Administration/Public Management, Public Personnel Management, Public Finance/Budgeting, Public Organization Theory, and State and Local Government. A combination of call number area searches and subject heading searches were used to create the profile. In addition, the course specific book order numbers were reviewed. In the three years since the

program began, the library has purchased an average of 40 books per year for it. This has laid a good foundation for future growth. 20-30% of the print books have been published in the last 10 years. Additionally, about 20 e-books were added last year when the library purchased the Springer E-Book Collection.

- Age Analysis

Public Admin/Mgt	Paper	E-Book
Before 1980	63	
1980-1989	32	
1990-1999	65	7
2000-2004	33	10
2005-2010	45	20
TOTAL	138	37
purchased 2006-2010	62	17

Public Personnel Mgt	Paper	E-Book
Before 1980	12	
1980-1989	5	
1990-1999	8	2
2000-2004	5	2
2005-2010	9	
TOTAL	39	4
purchased 2006-2010	15	0

Public finance/budgeting	Paper	E-book
Before 1980	54	
1980-1989	33	
1990-1999	27	6
2000-2004	10	2
2005-2010	15	4
TOTAL	139	12
purchased 2006-2010	17	5

Organization theory	Paper	E-book
Before 1980	16	
1980-1989	15	
1990-1999	9	6
2000-2004	6	4
2005-2010	12	6
TOTAL	58	16
purchased 2006-2010	15	6

State & Local Government	Paper	E-book
Before 1980	124	
1980-1989	26	
1990-1999	30	2
2000-2004	12	1
2005-2010	29	1
TOTAL	221	4
purchased 2006-2010	29	1

c. Periodicals

The Library does not subscribe directly to any journals in the various areas of public administration. There are several titles purchased for Business Administration in the areas of management and human resources that could apply. Access to full text articles from about 50 journals is available through the aggregator databases. One third of these titles, however, have embargos on the current issues from 3 to 24 months. (3 mo = 1, 6 mo = 2, 12 mo = 12, 18 mo = 1, 24 mo = 1).

Selected Electronic Journals:

Administrative Theory & Praxis: A Journal of Dialogue in Public Administration Theory (6 mo embargo)  
Cato Journal: An Interdisciplinary Journal of Public Policy Analysis  
Financial Accountability & Management (12 mo embargo)  
International Journal of Public Administration (12 mo embargo)  
Journal of Public Administration Research & Theory  
Journal of Urban Economics  
PA Times  
Policy Review  
Policy Studies (12 mo embargo)  
Public Administration (12 mo embargo)  
Public Administration Quarterly  
Public Administration Review  
Public budgeting & Finance (12 mo embargo)  
Public Finance & Management  
Public Management  
Public Management Review (12 mo embargo)  
Public Money & Management (12 mo embargo)  
Public Personnel Management  
Tax Policy and the Economy (12 mo embargo)

d. Electronic Resources

Indexes for journal articles:

Business Source Premier  
OmniFile Full Text Select  
Academic Search Premier  
Lexis Nexis Academic  
Science Direct

Online collections in the databases:

State Laws – Lexis Nexis  
Dictionary of Human Resource Management – Oxford Reference Online

## E-Books

NetLibrary – 18  
SpringerLink – 18  
Government Publications – 30

### 2. Evaluation of the total collection

#### a. Strengths

1. 20-30% of the book collection in each area has been published within the last 10 years.
2. Department professors actively participate in the book selection process.
3. Lexis Nexis database give access to state laws and court cases.

#### b. Weaknesses

1. Book collection is largely print while the program is being taught online making access difficult for off-campus students.
2. Library does not have a current print subscription to any journal in this field. Current articles for about 1/3 of the titles available electronically are under publisher embargo so are not available except through interlibrary loan.

### 3. Recommendations

- a. Review pre-1980 materials for relevance to the collection. Identify titles that should be kept – core and historical titles – and those that need to be withdrawn.
- b. Open the “Library of Choice Program” to Public Admin/Public Safety online students living outside of Mesa County so that access to print materials is more readily available.
- c. Begin actively buying e-books through the new GOBI acquisitions program which identifies format.
- d. Work to build the collections for public personnel management and public organization theory to meet the needs of upper division courses.
- e. Evaluate journal titles whose electronic full text is embargoed and determine if paper subscriptions are needed for any core titles.

Library Director: Elizabeth W. Brodak

Date: October 13, 2010

# Appendix C

## Public Administration/Public Safety Assessment Plans



## PROGRAM ASSESSMENT PLAN

Public Administration/Public Safety  
(Instructional Degree Program)

Bachelor of Applied Science  
(Degree Level)

2006-2010  
(Assessment Period Covered)

October 3, 2010  
(Date Submitted)

Submitted By: John D. Redifer  
(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

Mesa State College shall be a general baccalaureate and graduate institution with moderately selective admission standards. Mesa State College shall offer liberal arts and sciences, professional and technical degree programs.

#### **Intended Educational (Student) Outcomes:**

1. Students will demonstrate an understanding of the general range of topics and content in the field of Public Administration necessary to be successful in supervisory positions in fields associated with Public Safety.

2. Students will possess the critical thinking skills necessary to apply the content knowledge they have learned to the situations they face in their respective work places.

3. Students will develop the ability to communicate effectively, specifically the ability to express ideas in a clear, concise and coherent manner.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

**Intended Educational (Student) Outcome #1:**

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success:** Essay questions in the five core public administration classes will be randomly selected and student content scores will be analyzed. Eighty percent of students should score above eighty percent for content.

**Second Means of Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success:**

**Intended Educational (Student) Outcome #2:**

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success:** A random selection on discussion responses in the five core public administration classes will be analyzed to determine how well content knowledge is being applied to discussions of situations in their work place.

**Second Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success:**

**Intended Educational (Student) Outcome #3:**

**First Means of Assessment for Outcome #3:**



**3a. Means of Program Assessment and Criteria for Success:** A random sample of student weekly writing assignments in the five core public administration classes will be graded for clear, concise and coherent ideas. Eighty percent of the student will score eighty percent or higher for writing style.

**Second Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success:**

**Please identify the significant issues/problems that came up during the Program Review.**

1. Program assessment has been difficult due to the small number of majors who have taken the majority of the core public administration classes.
2. Student essays exhibit a high degree of understanding of content knowledge in the core public administration classes.
3. Student posts to discussion boards contain numerous appropriate references to work place situations and how content in coursework helps explain the situation and/or provide a solution.
4. Students often apply content learned in one class to discussion topics in subsequent classes.
5. Student written assignments accurately and concisely summarize weekly readings. Reflection on these readings demonstrate a high degree of understanding.
6. The online format does little to promote oral communication skills.

**How will these issues/problems be addressed?**

1. Aggressive marketing program will increase number of majors.
2. New online platform will allow video and voice transmission for testing oral communication skills.

Essay Number \_\_\_\_\_

Reader Number \_\_\_\_\_

Class Number \_\_\_\_\_

### Essay/Assessment Rubric & Score Sheet

For the following questions, please assign your essay a score from 0-5 using the following criteria:

- **5/excellent** (above and beyond typical course expectations)
- **4/very good** (exceeds typical course expectations)
- **3/acceptable** (average; meets typical course expectations)
- **2/poor** (does not meet typical course expectations, but there is evidence of some effort)
- **1/very poor** (failing; does not meet typical course expectations)
- **n/a** (expectations cannot be evaluated using this particular essay; different from 1—assumes that assignment did not ask for these particular skills or components)

Please don't assign partial scores (like 2½ ); to generate quantitative assessment data, it's important that everyone use the same rubric.

	Score
1. Essay demonstrates critical thinking <sup>1</sup>	
2. Essay demonstrates adequate understanding of content knowledge	
3. Essay has a focused theme and/or subject	
4. Essay includes adequate development of theme or subject	
4. Essay demonstrates knowledge of grammatical and syntactical conventions of written English	

Response Number \_\_\_\_\_

Reader Number \_\_\_\_\_

Class \_\_\_\_\_

### Discussion Response/Assessment Rubric & Score Sheet

For the following questions, please assign your essay a score from 0-5 using the following criteria:

- **5/excellent** (above and beyond typical course expectations)
- **4/very good** (exceeds typical course expectations)
- **3/acceptable** (average; meets typical course expectations)
- **2/poor** (does not meet typical course expectations, but there is evidence of some effort)
- **1/very poor** (failing; does not meet typical course expectations)
- **n/a** (expectations cannot be evaluated using this particular essay; different from 1—assumes that assignment did not ask for these particular skills or components)

Please don't assign partial scores (like 2½); to generate quantitative assessment data, it's important that everyone use the same rubric.

	Score
1. Response demonstrates critical thinking	
2. Response demonstrates an awareness of multiple perspectives	
3. Response has a clear and appropriate application to work-place settings	

Assignment Number \_\_\_\_\_

Reader Number \_\_\_\_\_

Class \_\_\_\_\_

### Written Assignment/Assessment Rubric & Score Sheet

For the following questions, please assign your essay a score from 0-5 using the following criteria:

- **5/excellent** (above and beyond typical course expectations)
- **4/very good** (exceeds typical course expectations)
- **3/acceptable** (average; meets typical course expectations)
- **2/poor** (does not meet typical course expectations, but there is evidence of some effort)
- **1/very poor** (failing; does not meet typical course expectations)
- **n/a** (expectations cannot be evaluated using this particular essay; different from 1—assumes that assignment did not ask for these particular skills or components)

Please don't assign partial scores (like 2½ ); to generate quantitative assessment data, it's important that everyone use the same rubric.

	Score
1. Assignment summarized main points in the readings for that week	
2. Assignment written concisely, coherently and is well organized	
3. Response has a clear and appropriate application to work-place settings	
4. Assignment demonstrates knowledge of grammar, syntax and spelling.	

# Appendix D

## Public Administration/Public Safety Faculty Vitae



# Curriculum Vitae

## DONALD A. CARPENTER

### ACADEMIC DEGREES:

D.Div.	American Institute of Holistic Theology Birmingham, Alabama	2004	General Theology
Ph.D.	University of Nebraska Lincoln, Nebraska	1992	Management Information Systems, Management Science, Computer Science, Production & Operations Management
M.B.A.	University of Colorado Colorado Springs	1984	Information Systems (post-MBA study, Marketing, 1984-85)
B.S.	Kearney (NE) State College	1971	Business Administration

### PROFESSIONAL EXPERIENCE:

2003-Present	Mesa State College, Grand Junction, CO Professor of Computer Information Systems
2000-2003	University of Nebraska at Kearney Professor of Management Information Systems Director, Global Sources Information Technology Program
1985-2000	University of Nebraska at Kearney Professor of Computer Science & Information Systems Chair, Department of Computer Science & Information Systems
1980-1985	Pikes Peak Community College, Colorado Springs Instructor of Computer Information Technology
1984-1985	University of Colorado - Colorado Springs Part time "honorarium" faculty for Introduction to Marketing
1982-1983	Lundy Electronics (of Glenhead, NY) (during leave from PPCC) Mountain States District Manager, based in Colorado Springs
1972-1980	Burroughs Corporation (now UNISYS), Colorado Springs Territory Manager, Zone Sales Manager, Account Manager
1969-1972	RGIS Inventory Specialists, Kearney, Lincoln, Kansas City Crew Member/Supervisor Kearney & Lincoln (part time) District Manager Kansas City (full time)

### CONTACT AND PERSONAL INFORMATION:

Office: Department of Business  
Mesa State College  
Academic Classroom Building 301c  
1400 Houston  
Grand Junction, Colorado 81501

Phone: 970-248-1580 Email: dcarpent@mesastate.edu FAX: 970-248-1730

Personal: US citizen, born 1/22/49 in Lexington, NE; Widowed, 4 children.

## **PRINCIPAL ONGOING COLLEGIATE ACTIVITIES:**

Member, Vice Chair, Mesa State College Faculty Senate's Curriculum Committee.  
Ex Officio Member, Western Colorado Community College's Curriculum Committee.  
Member, Mesa State College Faculty Senate Degree Distinction Ad Hoc Committee.  
Member, Mesa State College Business Department's M.B.A. Committee.  
Coordinator, MSC Business Department's assessment data collection & analysis.  
Chair, MSC Computer Information Systems Assessment & Accreditation Committee.  
Participant on MSC's Computer Information Systems program's teams for faculty search, continuous improvement, ABET accreditation, lab management, curriculum changes, program/course assessment, program review, etc.

## **PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS:**

Mountain Plains Management Association, Board of Directors, President (06-08), presenter, discussant, conference organizer (since 2003)  
Decision Sciences Institute, member, reviewer, discussant (since 1992)  
Western & Midwest Decision Sciences Institute, member, presenter, discussant  
Association for Information Technology Professionals (formerly DPMA) (since 1972)  
Association for Computing Machinery, former member, presenter (1985-2003)

## **PRINCIPAL ONGOING RESEARCH:**

Exploration of relationships between meaningfulness and motivation among information technology workers and general workforce. 2002-present.  
Information requirements determination, enterprise information modeling, and General Systems Theory study of common enterprise information needs. 1972-present.  
Pedagogy in Computer Information Systems and Assessment in Business.

## **COURSES TAUGHT:**

### CISB at Mesa State College, 2003-2008:

100 Basic Computer Skills  
101 Business Information Technology  
(computer literacy/skills)  
131 COBOL Programming  
210 Fundamentals of Info Systems  
331 Adv Business Programming (COBOL/Simulation/Java)  
392 Theories and Practice in CIS  
400 Data Communications & Network Management  
442 Systems Analysis and Design  
451 Database Administration  
460 Electronic Commerce Systems  
471 Advanced Info Systems (capstone)  
491 Directed Readings  
493 Independent Study  
496 Selected Topics  
500 Management of Info Systems (MBA)

### Other at Mesa State College, 2003-2008

MARK 335 Sales & Sales Management  
MARK 350 Marketing Research  
MARK 496 Selected Topics  
MARK 500 Marketing Strategy (MBA)  
BUGB 520 Selected Topics  
MANG 510 Organizational Theory & Behavior

### Elsewhere (unduplicated), 1980-2003:

Hardware, Software & Architecture  
Operating Systems  
AS/400 Operations  
FORTRAN Programming  
BASIC Programming  
Assembler Programming  
RPG IV Programming  
Computer Simulation  
Computer Assisted Instruction  
Computer Managed Instruction  
Principles of Marketing



## SCHOLARSHIP LEADING TO PUBLICATIONS

### INVITED CHAPTERS :

- Carpenter, D. A. & Agrawal, V.K. (2010). Why, When and What to Outsource, in St. Armant, K. (2009). *IT Outsourcing: Concepts, Methodologies, Tools and Applications, Vol. 1*. Hershey, PA: Business Science Reference. 1-18.
- Agrawal, V.K. & Carpenter, D. A. (2010). Planning for Information Systems Outsourcing, in St. Armant, K. (2009). *IT Outsourcing: Concepts, Methodologies, Tools and Applications, Vol. 2*. Hershey, PA: Business Science Reference. 474-487.
- Schulz, P. F. & Carpenter, D.A. (2008). Talent Management, Performance Management and the Management of Organizational Knowledge: The Case for a Congruent Relationship, in Vaiman, V., & Vance, C. (2008). *Smart Talent Management*. 176-191.
- Schulz, P. F. & Carpenter, D.A. (2008). Critical Considerations of Talent Management & Knowledge Management for effective HR Planning, in Vaiman, V., & Vance, C. (2008). *Smart Talent Management*. 19-32.
- Carpenter, D. A. & Agrawal, V.K. (2007). Why, When and What to Outsource, in Schneiderjans, M.J., et. al. (2007) *Outsourcing Management Information Systems*. Idea Group Publishing. 17-42.
- Agrawal, V.K. & Carpenter, D. A. (2007). Planning for Information Systems Outsourcing, in Schneiderjans, M.J., et. al. (2007) *Outsourcing Management Information Systems*. Idea Group Publishing. 43-62.
- Carpenter, D.A., and Schniederjans, M. (1994). Total quality management of multimedia development projects. In Reisman, S., Ed. *Multimedia Computing: Preparing for the 21st Century*. Idea Group Publishing. 195-224.

### REFEREED JOURNALS ARTICLES :

- Carpenter, D.A., Bridge, M.K., Snyder, J., & Slauson, G.J. (2009). The Information Systems Analyst exam as a program assessment tool: Pre-post tests and comparison to the Major Field Test. *Issues in Information Systems*, X(2). 355-363.
- Slauson, G.J., Snyder, J., & Carpenter, D. A. (2009). Encouraging students to learn on the fly in CIS courses. *Information Systems Education Journal*, 7 (66).
- Snyder, J., Slauson, G.J., & Carpenter, D. A. (2009). An action plan to increase IS enrollment based on recent survey evidence. *Information Systems Education Journal*, 7 (65).
- Agrawal, Vipin K., Carpenter, D.A. & Agrawal, Vijay K. (2009). Impact of Radical and Incremental Changes on Students. *Journal of Business Case Studies*.
- Carpenter, D. A. (2009). Simplifying normalization. *Journal of Information Systems Education*, 19(4). 379-382.
- Carpenter, D.A. & Agrawal, V.K. (2008). Infusing information technology into the core business curriculum: A change management project. *Journal of Business Inquiry: Research, Education, & Application*, 7 (1). 3-20.
- Slauson, G.J., Carpenter, D.A., Snyder, J. (2008). Copyright ethics: Relating to students at different levels of moral development. *Information Systems Education Journal*, 6 (8).
- Snyder, J., Carpenter, D.A., Slauson, G.J. (2007). MySpace.com – A Social Networking Site and a Social Contract Theory. *Information Systems Education Journal*, 5 (2).

- Carpenter, D.A. (2003). Meaningful information systems internships. *Journal of Information Systems Education*, 14 (2). 201-210.
- Carpenter, D.A. (2003). Reinforced learning in the data communications course using a teleprocessing line speed decision support system. *Journal of Information Systems Education*, 14 (1). 51-58.
- Schniederjans, M.J., & Carpenter, D.A. (1996). A heuristic job scheduling decision support system: A case study. *International Journal of Decision Support Systems*, 18. 159-166. *ANBAR International Excellence Award*.
- Carpenter, D.A. (1994). Refining database design: Teaching with analogies. *Journal of Computer Science Education*, 8(2). 20-21.
- Carpenter, D.A., Anders, J. & Anderson, A. (1993). Influence of Myers-Briggs type and preference for data presentation format. *Journal of Computer Information Systems*, 33(4). 85-90.
- Carpenter, D.A. (1992). Are we teaching database design properly? *Journal of Computer Information Systems*, 33(1). 9-12.

#### **PROFESSIONAL BOOKS :**

- Carpenter, D.A. (1996, 1993, 1988, 1986). *Managing Teleprocessing Systems*. Kearney, NE: Antelope Bookstore. (600 page text book was originally under contract with Prentice-Hall, but was withdrawn, published locally, sold at cost to UNK students.)
- Carpenter, D.A. (1994). *Casebook for McFadden, F., & Hoffer, J. (1994), Modern Database Management, 4th ed.* Redwood City, CA: Benjamin-Cummings Publishing.
- Carpenter, D.A. (1993). Development of an Information Requirements Determination Methodology: Utilization of Normative Analysis from a Universal Enterprise Information Model. Ann Arbor: University Microfilms International Dissertation Service.

#### **PEER REVIEWED CONFERENCE AND PROCEEDINGS PAPERS :**

\*=personally presented

- Carpenter, D.A., Snyder, J., Slauson, G.J., & Bridge, M.K (2010, Forthcoming). Additional support for the information systems analyst exam as a valid program assessment tool. Proceedings of ISECON Convention. [Nashville, October 2010].
- Slauson, G.J., Carpenter, D.A., & Snyder, J. (2010, Forthcoming). Four systems to initiate in the Foundations of Information Systems course to support the IS 2010 Model Curricula and to retain students. Proceedings of ISECON Convention. [Nashville, October 2010].
- Carpenter, D.A., Snyder, J., & Slauson, G.J. (2010, Forthcoming). Motivating and managing MBA students versus computer professionals and others. Proceedings of 52<sup>nd</sup> Mountain Plains Management Conference. [Ogden, October 2010].
- Riskey, K., & Carpenter, D.A. (2009). eBricksOnline: A Lego customer profile. Proceedings of the Mountain Plains Management Conference. [Grand Junction. October 2009].
- Hensley, C. & Carpenter, D.A. (2009). Information technology staffing in colleges and universities: Identifying contributing factors. Proceedings of the Mountain Plains Management Conference. [Grand Junction. October 2009].

- \*Carpenter, D.A., Gabriel, L. K., Snyder, J., & Slauson, G.J. (2009). Creating the Right Computing Environment for a Computer Information Systems Program. Proceedings of the Mountain Plains Management Conference. [Grand Junction. October 2009].
- Carpenter, D.A., Bridge, M.K., Snyder, J., & Slauson, G.J. (2009). The Information Systems Analyst exam as a program assessment tool: Pre-post tests and comparison to the Major Field Test. International Association of Computer Information Systems (IACIS) annual conference [Pittsburg, September 2009].
- Bridge, M.K., Carpenter, D.A. & Barbee, P (2009). A Comparison of Two Local Price Indexes. Abstract published, The International Business and Economics Research Conference, Las Vegas, NV, October 5-7, 2009.
- Slauson, G.J., Snyder, J., & Carpenter, D. A. (2008). Encouraging students to learn on the fly in CIS courses. Proceedings of ISECON Convention. [November 2008].
- Snyder, J., Slauson, G.J., & Carpenter, D. A. (2008). An action plan to increase IS enrollment based on recent survey evidence. Proceedings of ISECON Convention. [November 2008].
- Agrawal, V. K., Carpenter, D.A., Hughes, L. W., & Agrawal, V. K. & (2008). College curriculum and incremental change: a longitudinal case study. Proceedings of Decision Science Institute. [Baltimore, November 2008].
- \*Carpenter, D. A., & Bridge, M. K. (2008). Total college experience: A student perspective. *Proceedings of Mountain Plains Management Conference*. [Pocatello, ID, Oct 2008].
- Carpenter, D. A., & Bridge, M. K. (2008). Factors contributing to student success: Expanding a study. *Proceedings of Western Decision Science Conference* [San Diego, March 2008].
- Carpenter, D. A., Slauson, G.J., Snyder, J., & Winniford, M.A. (2008). Motivating and managing IT professionals versus bankers. *Proceedings of Western Decision Science Conference* [San Diego, March 2008].
- Bridge, M. K. & Carpenter, D. A. (2007).Evaluating indicators used in local economic planning and decision making. *Proceedings International Business and Economics Research Conference*. [Las Vegas, Oct 2007].
- \*Carpenter, D. A., Slauson, G.J., Snyder, J., & Winniford, M.A. (2007). Motivating and managing computer personnel in the 21<sup>st</sup> century: Expanding the pilot study. Proceedings of Mountain Plains Management Conference. 270-279. [Kearney, NE, Oct 2007].
- \*Bridge, M. K. & Carpenter, D. A. (2007). Factors contributing to student success: a preliminary analysis. *Proceedings of Mountain Plains Management Conference*. 393-398. [Kearney, NE, Oct 2007].
- \*Agrawal, Vipin K., Carpenter, D.A. & Agrawal, Vijay K. (2007). Measuring radical change in systems analysis and design course. *Proceedings of Mountain Plains Management Conference*. 418-429. [Kearney, NE, Oct 2007]. **Best Paper Award in Pedagogy Track.**
- Agrawal, Vipin K., Agrawal, Vijay K. & Carpenter, D.A. (2007). The Effects of Incremental Change in the Intro to MIS Course. *Proceedings of Mountain Plains Management Conference*. 380-392. [Kearney, Oct 2007].
- Winniford, M.A., Carpenter, D. A., Slauson, G.J., & Snyder, J. (2007) A survey of student mastery of computer skills: Pretest of ability. Proceedings of Mountain Plains Management Conference. [Kearney, Oct 2007].
- \*Carpenter, D. A. & Bridge, M.K. (2007). Comprehensive longitudinal assessment of a business department. *Proceedings of Western Decision Science Conference* [Denver, April 2007].
- Snyder, J., Carpenter, D. A., & Slauson, G. J. (2006). MySpace.com - A Social Networking Site and Social Contract Theory. *Proceedings of the Information Systems Educator Conference* (ISECON). [Dallas, Nov 2006]. **Selected for Meritorious Paper Award.**

- Slauson, G. J., Carpenter, D. A., & Snyder, J. (2006). Copyright Ethics: Relating to Students at Different Levels of Moral Development. *Proceedings of the Information Systems Educator Conference (ISECON)*. [Dallas, Nov 2006].
- \*Carpenter, D. A., McGinnis, D., & Slauson, G.J. (2006) Motivating and Managing Computer Personnel in the 21<sup>st</sup> Century: A Pilot Study. *Proceedings of Mountain Plains Management Conference*. [Oren, UT, Oct 2006].
- \*Carpenter, D. A. & Bridge, M. (2006). Combining Assessment and Departmental Planning: Preliminary Stage of A Longitudinal Study. *Proceedings of Mountain Plains Management Conference*. [Oren, UT, Oct 2006].
- \*Carpenter, D. A. & Kizzier, D. M. (2006). Metaphors gone wild: The illusive machine cycle. *Proceedings of International Association for Computer Information Systems (AICIS)*. [Reno, October 2006].
- Carpenter, D.A. & Agrawal, V.K (2006). Which information systems functions should be outsourced? *Proceedings of Midwest Decision Science Institute*. [Indianapolis, April 2006].
- Agrawal, V.K. & Carpenter, D.A. (2006). The future of information systems off-shore outsourcing. *Proceedings of Midwest Decision Science Institute*. [Indianapolis, April 2006].
- Carpenter, D.A. & Agrawal, V.K (2006). Factors influencing growth of IT outsourcing. *Proceedings of the Western Decision Science Institute Annual Conference*. (Table topic). [Hawaii, April 2006].
- Agrawal, V.K. & Carpenter, D.A. (2006). Outsourcing IT processes: Present and futuristic views. *Proceedings of the Western Decision Science Institute Annual Conference*. (Table topic) [Hawaii, Apr 2006].
- \*Carpenter, D.A., McGinnis, D.R. & Slauson, G.J. (2005). Invalid predictors of future success in IT jobs. *Proceedings of 47<sup>th</sup> Annual Conference Mountain Plains Management Association*. [Cedar City, UT, Oct 2005.] **Selected as Best Paper in CIS Track.**
- \*Carpenter, D.A., McGinnis, D.R., & Slauson, G.J. (2005). Tying an operational budget to enterprise goals: A DSS for budget allocation among functional units. *Proceedings of 47<sup>th</sup> Annual Conference Mountain Plains Management Association*. [Cedar City, UT, Oct 2005.]
- Carpenter, D.A. & Agrawal, V.K. (2005). IT-enabled transformation of business schools' core curriculum: A longitudinal study on radical change. *Proceedings of the 2005 Annual Meeting of Midwest Decision Science Institute*. [Toledo, Apr. 05.] **Iota Alpha Delta Innovation Education Best Paper Award.**
- Agrawal, V.K. & Carpenter, D.A. (2005). IT-enabled transformation of business schools' core curriculum: A longitudinal study on incremental change. *Proceedings of 2005 Annual Meeting of Midwest Decision Science Institute*. [Toledo, Apr. 05.]
- \*Carpenter, D.A., McGinnis, D.R. & Slauson, G.J. (2004). In search of predictors of success in IT jobs. *Proceedings of the Decision Science Institute Annual Conference*. [Boston, November 2004].
- \*Carpenter, D.A. (2004). Fitting Logotherapy into motivational theories: New opportunities for research and consultation. *Proceedings of the 46<sup>th</sup> Annual Fall Conference Mountain Plains Management Association*. [Grand Junction, CO, October 2004.]
- \*Slauson, G.J. & Carpenter, D.A. (2004). Pedagogical justification for assigning a decision support system project in a fundamentals of information systems course. *Proceedings, 46<sup>th</sup> Annual Conference Mountain Plains Mgmt Assoc*. [Grand Junction, Oct 2004.]

- \*Agrawal, V.K. & Carpenter, D.A. (2004). IT-enabled transformation of business schools' core curriculum: Development of a product model. *Proceedings of 46<sup>th</sup> Annual Fall Conference Mountain Plains Management Association*. [Grand Junction, Oct. 2004.]
- McGinnis, D.R. & Carpenter, D.A. (2004). Allocating operating budgets among academic units: Software solutions using goal programming. *Proceedings of Academy of Business Administration 2004 National Conference*. [Las Vegas, March 2004].
- \*Carpenter, D.A., & Agrawal, V.K. (2004). Integrating information technology throughout core business curriculum: Utilizing a universal database to model pervasive computing in modern business. *Proceedings of the Western Decision Science Institute Annual Conference*. [Manzanilla, Mexico, April 2004].
- \*Carpenter, D.A. (2004). Connecting Logotherapy with motivation theories: A research and consultation agenda. *Proceedings of Western Decision Science Institute Annual Conference*. (Abstract). [Manzanilla, April 04].
- \*Carpenter, D.A. (2003). Connecting Logotherapy with motivational theories: Plan for research & consulting regarding meaningfulness. *Fourteenth World Congress on Logotherapy*. [Dallas, June 2003]
- Carpenter, D.A. (2003). Meaningful computer skills assignments: A personal weight control decision support system. *Proceedings of Midwest Decision Sciences Institute Annual Conference*. [Cincinnati, Apr 2003].
- \*Carpenter, D.A. (2002). Creating and Assessing a Core Business Curriculum Centered on Information Technology. *Proceedings of Western Decision Science Institute Annual Conference*. [Las Vegas, April 2002.]
- Carpenter, D.A. (2001). Database Case Studies in Every Business Course. *Proceedings of Decision Sciences Institute Annual Conference*. 1313. [San Francisco, November 2001.]
- \*Carpenter, D.A. (2001). Can Cooperative Education be a Key to Rural Region IT Brain Drain? *Proceedings of the Midwest Decision Sciences Institute Annual Conference*. [Dearborn, MI, April 2001.]
- Carpenter, D.A. (2001). Reinforcing Learning in the Data Communications Course: Using a Teleprocessing Line Speed Decision Support System. *Proceedings of 34th Annual Midwest Instruction and Computing Symposium*. [Waterloo, IA, April 2001.]
- Schniederjans, M.J., & Carpenter, D.A. (1994). A case study of a heuristic-based DSS. *Proceedings of the Fifth Annual Production and Operations Management Society*. (Program abstract, p.5). [Washington, D.C., October 1994].
- Carpenter, D.A. (1993). Improving the quality of teleprocessing line speed decisions. *Proceedings of the Twenty-Fourth Annual Meeting of the Midwest Decision Sciences Institute*, 24. 74-76. [Lansing, May 1993.]
- Carpenter, D.A., Hough-Feldman, A.E., & Gilpin, T.L. (1993). Presentation graphics in pedagogical materials. *Proceedings of International Association for Information Management 8th Annual Conference*. 253-263. [Orlando, December 1993.]
- \*Carpenter, D.A. (1992). A comprehensive universal enterprise information model. *Proceedings of the Twenty-Third Annual Meeting of the Midwest Decision Sciences Institute*, 23. 88-90. [Kansas City, May 1992.]
- \*Carpenter, D.A., Anders, J. & Anderson, A. (1992). Myers-Briggs type and preference for tabular versus graphical data. *Proceedings of the Twenty-Third Annual Meeting of the Midwest Decision Sciences Institute*, 23. 105-107. [Kansas City, May 1992.]
- \*Carpenter, D.A. (1992). A queuing-based model for support of multi-user teleprocessing systems line speed decisions. *Proceedings of 20th Annual Computer Science Conference of Association for Computing Machinery*, 20. 407-414. [Kansas City, Mar 92.]

\*Carpenter, D.A., & Digman, L.A. (1991). A goal programming model for allocating operating budgets among academic departments. *Proceedings of Twenty-Second Annual Meeting of Midwest Decision Sciences Institute*, 22. 154-156. [Indianapolis, May 91.]

#### **TRAINING VIDEOS :**

Jussel, M.R. and Carpenter, D.A. (1997). Creators and consultants for *Focus on Careers in Computer Technology*. An instructional video produced by Nebraska Educational Television Consortium for Higher Education (NETCHE).

Carpenter, D.A. & Jussel, M.R. (1995). Creators and consultants for *Making Your Team Work*. An instructional video produced by Nebraska Educational Television Consortium for Higher Education (NETCHE).

Jussel, M.R. and Carpenter, D.A. (1993). Creators and consultants for *Problem Solving in the Information Age*. An instructional video produced by Nebraska Educational Television Consortium for Higher Education (NETCHE).

#### **NEWSPAPER AND NEWSLETTER ARTICLES IN DISCIPLINE :**

Slauson, G.J., Snyder, J., & Carpenter, D.A. (2008). Change dominates the scene in computer technology at the New Mesa State. *Mosaic. The Magazine of Mesa State College*, 9 (1), 7.

Carpenter, D.A. (2007). Is your work force motivated? MSC Entrepreneurial Business Institute's *EBI EconoBiz Newsletter* 3 (2). 6.

Carpenter, D.A. (2007). Curricular curios? Or what's happened since I graduated. *MSC Computer Information Systems Newsletter*, 1 (1). 3.

Carpenter, D.A. (2007). Proving our quality and how you can help. *MSC Computer Information Systems Newsletter*, 1 (1). 3.

Carpenter, D.A. (2006). Phishing, pharming, and spoofing: Businesses can fall prey to e-scams, too. MSC Entrepreneurial Business Institute's *EBI EconoBiz Newsletter* 2 (4). 5.

Carpenter, D.A. (2005, Feb. 17). Computer Technology Training Plays Critical Role at Mesa State. *Grand Junction Free Press*. 4.

Carpenter, D.A. (2005, Feb. 7). Technology Programs, Degrees Flourish at Mesa State College. *Grand Junction Daily Sentinel*. 4A.

Carpenter, D.A. (1995, March 2). Information superhighway still bumpy. *Kearney Hub*. 4A.

#### **STUDENT MANUALS :**

Carpenter, D. A. (1991). Student Lab Manual for SQL and SQL/DS-ISQL. For Database Systems class. UNK.

Carpenter, D. A. (1991). Preparing Students for College Computing: Answers to Common Questions. UNK.

## MISCELLANEOUS SCHOLARLY WORKS :

Carpenter, D.A. (1992). Using a PC decision support system to demystify teleprocessing line speed calculations. In *Masters of Innovation IV Abstracts of Entries*. (Chicago: Zenith Data Systems). 21.

Carpenter, D.A. (1992). Streamlining information requirements determination using a universal enterprise information structure. Doctoral Dissertation Competition of the International Conference on Information Systems Annual Meeting. [Dallas, Dec 1992.]

## DECISION SUPPORT SYSTEMS (COMPUTER SOFTWARE) :

Teleprocessing Line Speed Decision Support System, 1992, 2001, 2003.

DSS for determining the proper line speed for multi-user teleprocessing systems. Incorporates elaborate queuing formula as opposed to the typically-used, overly-simplistic line calculation approach. Written in Paradox under MS/DOS; then in MS Excel and MS Access.

Manufacturing Employee Job Assigner, 1992.

DSS for assigning employees to manufacturing jobs using a heuristic to deal with extensive ergonomic constraints; developed using Paradox under MS/DOS for an electrical components manufacturer.

Job Sequence Determiner, 1991.

DSS for determining best sequence for a set of production jobs; created in 1988 for Enable 3.0 spreadsheet extensively utilizing macro command strings; runs either user-determined set of jobs or randomly generates a simulated job mix based on mean job characteristics supplied by user; explores random, first come first served, earliest due date, shortest processing time, & critical ratio rules to determine best fit; logs results for multiple runs; generates statistics on individual, mean and variance of job lateness; produces extensive graphics.

Strategic Acquisition Manager, 1991.

DSS for evaluating candidate firms for corporate takeover/merger; written in BASIC for MS/DOS systems; utilizes a zero-one goal programming model developed by Marc Schniederjans, U of Nebraska-Lincoln.

Personal Body Weight Controller, 1990, 2003, 2004.

DSS for determining the proper mix of exercise and caloric intake to reach target weight loss (or gain) within a specified time frame; considers the impact of age and gender on the metabolism; written in Enable spreadsheet; rewritten in MS Excel; then MS Access.

Class Performance Analyzer, 1990, 1995, 2000, 2003.

DSS for analyzing student and course grade performance; allows for what-if analysis based on projected changes to the grading scale; produces hard-copy output as a substitute for the classical grade book; written originally for Visicalc in 1981; re-written and enhanced in 1986 for Lotus-compatible spreadsheet packages; re-written and enhanced in 1986 for Lotus-compatible spreadsheet packages.

Academic Planning System, 1989, 2004.

DSS for considering & weighing budget distribution options among academic departments; utilizes zero-one goal programming; based on MicroManager software for MS/DOS systems; rewritten using Excel.

Academic Department Review Supporter, 1987.

DSS for managing, analyzing and reporting data pertaining to course enrollments, major and graduate counts; produces extensive graphics; written for Lotus-compatible spreadsheet packages.

Student Evaluation of Faculty Analyzer, 1985.

DSS for comparing and graphing the results of evaluations of multiple instructors, multiple semesters, and multiple courses; written for Lotus-compatible spreadsheet packages.

## OTHER SCHOLARSHIP

### INVOLVEMENT WITH STUDENT RESEARCH :

- Faculty Mentor to Mariah Zerbe, Paul Barbee, Michael Hughes (2009). Environmental ethics and triple bottom line. Proceedings of the Mountain Plains Management Conference. [Grand Junction. October 2009].
- Faculty Mentor to Carrieann Conner, Bob Kretschman, Ryan LaCount (2009). Employer Responsibility for Self-Actualization and Motivation. Proceedings of the Mountain Plains Management Conference. [Grand Junction. October 2009].
- Faculty Mentor to Tonya Snyder (2009). Should Humans Be Implanted With Nanobots? Proceedings of the Mountain Plains Management Conference. [Grand Junction. October 2009].
- Faculty Mentor to Kenneth Risky. (2008). eBricksOnline: A Lego customer profile. (Mesa State College MBA Practicum)
- Faculty Mentor to Chad Hensley (2008). Information technology staffing in colleges and universities: Identifying contributing factors. (Mesa State College MBA Practicum)
- Faculty Mentor to Juliana Munoz . (2005). *Extreme Programming*. **Second place in student paper competition at AITP's National Collegiate Computer Conference.** [Atlanta, April 2005].
- Faculty Mentor to Katrina MacLeod. (2004). Should governments be allowed to tax electronic commerce transactions. *Proceedings of Proceedings of the 46<sup>th</sup> Annual Fall Conference Mountain Plains Management Association.* [Grand Junction, CO, October 2004.] **Winner of Best Student Paper competition.**
- Faculty Mentor to Karen Etter. (2004). Should Internet filtering be used in America's libraries? *Proceedings of 46<sup>th</sup> Annual Fall Conference Mountain Plains Management Association.* [Grand Junction, CO, October 2004.]
- Faculty Mentor to Janice Danforth. (2004). Should marketers adhere to the CAN-SPAM Act of 2003? *Proceedings of 46<sup>th</sup> Annual Fall Conference Mountain Plains Management Association.* [Grand Junction, Oct 2004.]
- Faculty Mentor to Mary Classen, "Exploring the Relationship Between Personality Indicators and Political Party Preference, **1<sup>st</sup> Place in Professional/Applied Sciences division of UNK Student Research Day 1999.**
- Helped students refine and published articles based on student research papers. See: Carpenter, Anderson & Anderson and Carpenter, Hough-Feldman & Gilpin, in list of publications on previous pages herein.

### SUCCESSFUL GRANTSMANSHIP ACTIVITIES :

- Sep 00 – May 03 Managed donation from UNK alumnus for Global Sources Program. \$200,000 per yr for 5 yrs.
- Apr 95 NU Foundation for CSIS CASE/UNIX student computer lab. Result: \$32,000 + \$50,000 from UNK CNSS.
- Jan 95 UNK Academic Computing Committee Grant request. Result: \$850 for CSIS remote course delivery.
- Jun 93 Request to Central Point Corporation. Result: \$2000 anti-virus software donation.
- Apr 90 Proposal to KSC for improving CSIS faculty computing. Result: \$30,000 for multimedia computer.
- Sep 89 KSC request for a UNIX computer for CSIS. Result: \$25,000 from AT&T, Nebr Dept of Ed, & KSC.
- Apr 89 Request to Southern Computing Systems. Result: \$2000 KeyEntry3 software donation.



- Jul 87 Request to Information Technology, Inc. Result: \$8400 Excelerator software donation.
- Jun 86 Request to AutoDesk, Inc. Result: \$3000 AutoCAD software donation.
- Jun 85 Pikes Peak Community College external request. Result: \$150,000 computer from Hewlett-Packard.
- Mar 82 Pikes Peak Community College external request. Result: \$80,000 computer, Digital Equipment Corp.
- May 81 Pikes Peak Community College Faculty Improvement Grant. Result: \$600 for classroom microcomputer.

**COMPETITIVELY SELECTED PRESENTATIONS :**

See "Conference and Proceedings Papers," above. Presented papers are preceded by an asterisk.

**INVITED PRESENTATIONS :**

- Oct 2008 "Workshop on Critical Thinking." Mesa State College Leadership Academy. Grand Junction.
- Oct 2005 "Predictors of Future Success in IT Jobs." Workshop and after-dinner presentation. Mile High Chapter of Association of Information Technology Professionals (AITP). Denver.
- Oct 2004 Master of Ceremonies, banquet at Mountain Plains Management Assoc. Annual Meeting, Grand Junction.
- Jun 2003 "IS Legal, Ethical and Personnel Issues." Week of lectures. Rostock University. Rostock, Germany.
- Dec 2002 "Computer Security." Future Problem Solving Seminar sponsored by ESU #11, Holdrege.
- Oct 2001 "Survey of Local Web Sites." Global Sources E-Commerce Symposium. Kearney Chamber of Commerce.
- Mar 01, 02 "Web Genealogy." Senior Citizens Heads-Up Conferences. UNK.
- Nov 1999 "Information Systems Assessment." City Manager, Council, Department Heads. City of Kearney, NE.
- Nov 1999 Interviewed regarding Y2K problems and predictions on KGFW Radio's Talk of the Town.
- Feb 1999 "Using WWW for Student Interaction in Satellite Courses." 1999 Annual Conference of Adult and Continuing Education Association, Grand Island.
- Dec 1998 "Computer Error." Future Problem Solving Seminar sponsored by ESU #11, Holdrege.
- Nov 1998 "Information Systems Planning." City Manager, Council Department Heads. City of Kearney, NE.
- Oct 1998 "WWW & HTTP: Planning an IS Infrastructure." Nebraska Panhandle Economic Development Council.
- Apr 1998 "Focus on Computer Technology Careers." Infotec Midwest Information Technology Expo and Conference. Sponsored by Aksarban IITP. Omaha.
- Feb 1998 "Making Your Team Work." 1998 Conference of Adult and Continuing Education Association, Kearney.
- May 1996 Panel presentation on distance education to UNK Chancellor's Advisory Committee.

- Oct 1995 "Try Teaching Database This Way." 4th Nebraska Secondary Computer Studies Educators Forum. University of Nebraska at Kearney.
- May 1995 Grant proposal presentation to University of Nebraska Foundation Board of Directors.
- Apr 1995 Presentation on Instructional Telecommunications to University of Nebraska Board of Regents.
- Oct 92-99 Emcee at each CSIS Nebraska Secondary School Computer Studies Forum and Programming Contest.
- Dec 1994 "Information Structures to Support Scholarly Research: A General Systems Theory Approach." Arts and Sciences Luncheon Research Colloquium at the University of Nebraska at Kearney.
- Oct 1994 Panel Moderator, Internet Lesson Plans by Educational Technology Masters Degree Students. 3rd Nebraska Secondary School Computer Studies Forum. U of Nebraska at Kearney.
- Aug 1994 "The Computer as an Instructional Tool: Evaluating, Authoring and Using CAI Software." Elementary Teacher In-Service Training Session. Beaver Valley Schools, Danbury, NE.
- Nov 1993 "Preparing Secondary Students for College Computing / Are We Teaching Database Properly?" North Central Kansas Computer Teachers Conference. Educational Service Center, Concordia.
- Oct 1993 "Teaching Introduction to Computer Science Using Multimedia Presentations." Second Nebraska Secondary Computer Studies Educators Forum. U of Nebraska at Kearney.
- Oct 1993 Panel Moderator, Multimedia Projects of Educational Technology Masters Degree Students. 2nd Nebraska Secondary School Computer Studies Forum. U of Nebraska at Kearney.
- Sep 1993 Panel Member, Career Awareness Week, sponsored by Career Services, UNK.
- Oct 1992 "Computer Fundamentals in Law Enforcement." Forty-first Annual Convention of Police Officer's Association of Nebraska. Grand Island.
- Oct 1992 "Preparing Students for College Computing" & "Teaching 4GL Programming." 1st Nebraska Secondary Computer Studies Educators Forum. U of Nebraska at Kearney.
- Nov 1991 Session Chair, Statistical & Quant Methods Track Decision Sciences Institute Annual Meeting.
- Nov 1991 "What Qualifies as Research in Computer Information Systems?" Faculty Development Colloquium, Dept of Computer Science & Information Systems at UNK.
- Oct 1991 "A Goal Programming Model for Budget Allocations Among Academic Departments." Arts and Sciences Luncheon Research Colloquium at the University of Nebraska at Kearney.
- Apr 1991 "Preparing Secondary Students for College Computing." Annual Conference of the Nebraska Educational Technology Association. Omaha.
- May 1990 "Use of Spreadsheet Software to Teach Simulation." Annual Conference of the Nebraska Educational Technology Association. Omaha.
- Oct 1989 Interviewed for News Watch on "Friday the 13th"/"Columbus Day" virus by Nebraska TV Network.
- Apr 1989 "Are We Teaching Database Properly?" Annual Conference of Nebraska Educational Technology Association. Omaha.
- Jan 1984 Invited Keynote Speaker, Colorado Springs School District 11 Staff In-Service Conference;

Topic: "Trends in Computer Use in Educational Settings."

Fall 1983 Panel Member, Education Night, Southern Colo Chapter, Data Processing Management Association;  
Topic: "Computer Education Programs in Colorado Springs."

#### **MANUSCRIPTS REVIEWED :**

2004-present Reviewer for several papers for annual Mountain Plains Management Conference.

2000-present Reviewer for several papers for Midwest and Western Decision Science Institute.

2006-present. Ad Hoc Reviewer on Editorial Team for Decision Sciences Journal.

2006-present. Reviewer for several papers for ISECON and IACIS.

Nov 1999 Watson, Richard T., (2000). Data Management: Databases and Organizations, 2<sup>nd</sup> ed.

1997-99 Reviewed many papers as member, Editorial Board of Academy of Information & Management Sciences.

Apr 1996 Blind reviewer for three papers for the Management Information Systems Track of the 27<sup>th</sup> Annual Meeting of the Decision Sciences Institute. [Orlando, FL, November 1996.]

Mar 1993 Blind reviewer for three papers for the Management Information Systems Track of the 24<sup>th</sup> Annual Meeting of the Decision Sciences Institute. [Washington, D.C., November 1993.]

Mar 1987 Luce, Thom, Introduction to Computer Hardware, Systems Software, Operating Systems, (Santa Cruz: Mitchell Publishing, 1989). A "blind" review of the author's initial manuscript proposal.

Fall 1983 Leeson, Marjorie, Systems Analysis and Design, Second Edition, (Chicago: Science Research Associates, 1985). During planning phase for 2nd ed. Participation acknowledged in Preface.

#### **OTHER MONOGRAPHS**

##### **POSITION PAPERS AT KSC/UNK/MSU :**

2006 Plan for expanding course fees for Computer Information Systems Courses at Mesa State College.

2006 Draft for new faculty evaluation instrument for Business Department at Mesa State College.

2000-03 College of Business and Technology Annual Information Technology Report, incl. faculty survey results.

2000-03 Several position papers on improving the MIS curriculum and MIS portion of the business core & MBA.

2000-01 Several internal/external documents related to starting Global Sources Information Technology Program.

1985-on Proposals for Improving Labs and Physical Facilities in Computer Science and Information Systems.

Jan 1996 "Department-Specific Instructional Technology at UNK." Faculty Senate's Academic Computing Committee.

Apr 1995 "Recommendations for Outsourcing of Personal Computers at UNK." Academic Computing Committee.

Apr 1995 "Recommendation About UNK's World Wide Web Home Page." Faculty Senate's Academic Computing Committee.

Mar 1995 "Recommendations for Academic Computing Usage at UNK." Faculty Senate's Academic Computing Committee.

Aug 1994 "Resolution for a Computer Competency Requirement at UNK." Academic Computing Committee.

Nov 1991 "Proposal for a System Administrator for CS&IS Department." To be considered when funding permits.

Mar 1991 "Plan for Improving CS & IS Department's Computing Facilities." Adopted by department.

Mar 1990 "Future of Academic Computing at KSC." Result: New Faculty Senate committee for academic computing.

Jan 1989 "Proposal to Establish Four Standing Committees in Computer Science and Information Systems." Adopted.

Nov 1987 "Proposal for Department Status for Computer Science & Information Systems," co-authored. Granted.

Oct 1986 "Unified Model for Instructional Computing at KSC." Result: college system \$13M proposal; included in Nebr. State Legislature's appropriation bill 770 (Jan 1990); \$25,000 funded for further study.

Mar 1986 "A Proposal for Creating Information Systems Programs at KSC." Result: majors, minor and courses.

Nov 1985 "Goals and Objectives of Computer Science & Information Systems Programs." Result: Adopted.

Sep 1985 "Proposal for the Master of Science in Educational Technology Degree." Result: Approved.

#### **ACADEMIC PROGRAM REVIEWS :**

Jul 2007 Self-Study for 2002-07 Academic Program of Computer Information Systems program at Mesa State.

Sep 1999 External Reviewer, School of Information/Computer Science, Georgia Southwestern State Univ.

May 1995 Member of External Review Team, UNK's Management and Marketing Department.

Sep 1988 Member of External Review Team, UNK's Chemistry Department.

1990,1995,2000 Wrote "Self-Study Reports" for UNK's Dept. of Computer Science and Information Systems.

#### **MISCELLANEOUS :**

2002-03 Kearney (NE) Little League. "Constitution, By-Laws, Standard Procedures and Job Descriptions."

1990-00 UNK CS&IS Department, *Annual Newsletter* editor, plus "Message from the Chair" and other articles,.

1993-00 UNK Department of Computer Science and Information Systems, "Continuous Self-Study."

1990,95 U of Nebraska at Kearney, "Computer Science & Information Systems Dept Policy & Procedures Manual."

1985-00 University of Nebraska at Kearney, CS & IS student advising literature and informational sheets.

Mar 83 First Congregational Church of Colo. Springs, "Administrative Policy Guide" re: personnel policy.

1979-80 Burroughs Corporation, "Standard Small Computer Systems Sales Proposal."

1978-79 Quasar Computer Service, "Marketing Manual," sales literature pieces, & portions of employee manual.

1972-75 Burroughs Corporation, "Small Computer Systems Installation Guide."

1970-72 Tau Rho (local) Fraternity at Kearney State College, "Constitution and By-Laws."

**NOVELS AND POETRY:**

2010 (Forthcoming). Professing: A Novel in the Voyages of Angels Series.

2010 (Forthcoming). Who the Heck is Beth? A Novel in the Voyages of Angels Series.

2010 (Forthcoming). Crises Notepad: A Novel in the Voyages of Angels Series.

2011 (Under development). Just Dan: A Novel in the Voyages of Angels Series.

2011 (Under revision). Untitled. Three volumes of poetry.

## COLLEGIATE SERVICE ACTIVITIES

### AS CIS FACULTY MEMBER AT MESA STATE COLLEGE (Aug 2003 - Present)

Sep 2005 – Present Business Dept. representative on Faculty Senate's Curriculum Committee.

May 2005- Present Member, Faculty Senate's Salary and Benefits Committee.

Nov 2005 – Present Member of MSC Human Resources Office's Benefits Advisory Group.

Sep 2006 - Present Member of Business Department's Academic Honesty Board

Aug 2006 – Present Member, Business Department Assessment Committee

Jan 2007 – Present Member, Business Department MBA Committee

Aug 2006 - Present Chair of CIS Committee on Assessment and Accreditation.

Aug 2005 - Present Member of four CIS Committees on Curriculum/Advising,  
Assessment/Accreditation, Public  
Relations/Faculty Development/Retention, and Facilities/Scheduling

May 2005 - Present Coordinator of Business Department's assessment data collection and analysis activities.

Aug – Sep 2007 Created Paperwork and championed to Curriculum Committee several CIS curriculum changes including: Course addition: CISB 470 CIS Lab Consultantship  
Program modifications: AA, BAS, BS in Computer Information Systems

Sep – Oct 2006 Created Paperwork and championed to Curriculum Committee several CIS curriculum changes including: Course modification: CISB 442 Systems Analysis and Design  
Course modification: CISB 451 Database Administration  
Course addition: CISB 300 Information Systems Architecture  
Program modification: BS in Computer Information Systems  
Program addition: Bachelor of Applied Science in Computer Information Systems

Sep – Oct 2005 Created paperwork and championed to Curriculum Committee several CIS curriculum changes, including: Course modification: CISB 500 Management of Information Systems  
Course addition: CISB 470 Management of Information Systems  
Course addition: CISB 560 Electronic Commerce Systems  
Course addition: CISB 491 Directed Readings  
Program modification: BS in Computer Information Systems

Aug – Oct 2004 Created paperwork and championed to Curriculum Committee several CIS curriculum changes, including: Course addition: CISB 100 Basic Computer Skills  
Course addition: CISB 331 Advanced Business Programming  
Course addition: CISB 460 Electronic Commerce Systems  
Course deletion: CISB 131 COBOL Programming  
Program modification: BS in Computer Information Systems

Oct – Nov 2006 Assisted Business Department Head to create BBA concentration and four courses in Energy Management.

- Mar 03 – Nov 04 Created Power Point presentation to recruit CIS majors; combined best ideas from several previous student and faculty presentations.
- May-Aug 04 Created & taught CISB 496 / BUGB 520 Special Topics: E-Commerce Systems as a WebCT-delivered distance education course to twenty-seven students.
- May-Jun 07 Created & taught MARK 496 / BUGB 520 Special Topics: International Electronic Marketing as WebCT-delivered distance education course to twenty-six students.
- Mar-Aug 04 Designed, ordered equipment for, and supervised student lab assistant in creating new LAN to support e-commerce course, Dell server & five clients with Windows Server & Macromedia Suite.
- Sep 2004 Authored proposal for Student Tech fees to improve general lab in Hou 103. Result: 17 new computers.
- Jan 2007 Established contract between Business Dept. CIS Program and Microsoft Corp's Academic Alliance. This will save thousands of dollars annually for CIS labs, provide a service activity for CIS students, and provide opportunity to raise significant amount of funds for the student AITP chapter (computer club).
- Mar 2007 Wrote proposal and coordinated successful efforts to expand CISB course fees to all CISB courses.
- Summer 2006, 2007 Supervised overhaul of CIS dedicated computer labs (Houston Hall 103-104) to include:  
Linux & Java Integrated Development Environment Local Area Network with  
Omando, Eclipse, Apache, JBoss, MySQL, Open Office  
Windows 2003 & Visual Basic Integrated Development Environment Local Area Network with  
Visual Studio.Net, Macromedia Suite, Office, Project, Visio, Oracle
- Dec 03 – Oct 04 Assisted prepare & host 46<sup>th</sup> annual conference of Mountain Plains Management Association, including:  
Created MPMA conference web site,  
Maintained and managed emailing list of 7000 names,  
Served as track chair for both CIS and marketing,  
Arranged reviewers, discussants and session chairs,  
Designed conference Proceedings CD format,  
Supervised students who prepared 108 copies of CD,  
Chaired two sessions and discussed two papers,  
Served as master of ceremonies for banquet.
- Aug 03-present Participated in efforts to maintain & improve quality of Computer Information Systems program, including:  
ABET accreditation efforts,  
Annual program assessment,  
Changes to CIS admissions form,  
Change to CIS program sheets,  
Curricular discussions,  
ICCP IS exit examinations,  
Review of recruiting letters,  
Updates to program web pages.

**AS PROGRAM DIRECTOR (9/85 - 8/88) & DEPT CHAIR (9/88 - 8/00),  
DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS:**

Ongoing Duties: Directed all aspects of ten major/minor/endorsement programs in CSIS.  
Coordinated, supervised, evaluated, counseled 6-7 full-time and several adjuncts.  
Chaired and/or directed activities of four CS and IS faculty search committees.  
Administered department budget (approx. \$340,000, including personnel services).  
Established departmental administrative procedures and record keeping.  
Developed semester and summer class schedules. Conducted dept faculty meetings.  
Represented department on NSS College Council of Chairs and UNK Council of Chairs.  
Engaged in prospective student recruiting activities. Managed physical facilities.  
Publicized programs to high schools, community colleges, ESU's, and the public.

Special Projects: Oversaw faculty discussions on potential merger of CS&IS and BMIS (1994-95).  
Coordinated changes to all major/minor/endorsement programs (85-87, 90-91 & 94-95).  
Developed new Educational Technology Masters Degree Program and courses (1986).  
Developed new Information Systems undergraduate degree programs & courses to align with ACM IS and DPMA CIS-86 model curricula(1987).  
Acquired department's first mini-computer systems & upgrade student & faculty labs (MS/DOS/Windows; IBM 3900 (VM/CMS); AT&T 3B2 (UNIX); DEC VAX750 (VMS); network)  
Developed plan to improve facilities & worked to acquire faculty office computers.  
Created CSIS Library/Resource/Reading Room and CSIS CASE/UNIX student computer lab.  
Developed two brochures and a variety of student advising and recruiting materials.  
Created 4 standing department committees. Waged campaign to gain department status.  
Coordinated Academic Program Review & authored Self-Study Reports (Fall 90, Spg 95).  
Hosted Secondary School Computer Educator Forums and Programming Contests (1992-95)  
Created four courses and Minor in Midrange Client Server Applications Development.

**AS AN ADVOCATE FOR IMPROVING ACADEMIC COMPUTING AT UNK:**

Sep 85 - May 03 Supervised independent studies & class projects to improve computing for UNK depts.  
Spring-Fall 1986 Chaired VPAA's Ad Hoc Advisory Task Force on Instructional Computing.  
Developed/co-authored a campus-wide statement of instructional computing needs.  
Spring-Fall 1986 Served on committee to computerize KSC Foundation/Alumni Office. Created data flow diagrams which were used as model to analyze operations of admin offices.  
Fall 86-Spring 87 Served on State College Board of Trustees' RFI/RFP Task Force for 4 state colleges.  
July - Sept 1988 Member of Academic Computing Task Force, appointed by State College Presidents.  
Spring 1989 Member of VPAA's Ad Hoc Academic Computing Advisory Group.  
Fall 1989 Developed justification of need for UNK Director of Academic Computing position; result: creation of Faculty Senate's Academic Computing Committee.  
Fall 90-Spring 93 Advisor to Dean of Continuing Studies on creating computer labs at College Park,  
Spring 1995 Member of Faculty Senate's Task Force on a Computing Competency Requirement at UNK.  
Aug 90 - May 00 Member, Faculty Senate's Academic Computing Committee. Secretary 92-96. Chair 99-00.  
Oct 94 - May 96 Chair of UNK ACC's Telecommunications, Standards and Policies Subcommittees.  
Dec 95 - Aug 98 Member of UNK Vice Chancellor for University Relations' Internet Task Force.  
Spring-Sum 1996 Member of NU Provost's Committee on Special Information Technology Related Projects.  
Fall 98-Spring 99 Member of NU Provost's Committee on Distance Education Policies.  
May 97 - Feb 98 Chair, Chancellor's Search Committee for Director of Computer Services.  
Nov 99 - May 00 Member of UNK Sr VCAA's Ad Hoc Committee on Information Technology Programs.  
Nov 95 - May 03 Member of UNK Chancellor's Technology Advisory Committee.  
Spring-Sum 1999 Surveyed Faculty Computing Preferences, Chancellor's Technology Advisory Committee.  
Sep 00 - May 03 Chair, UNK Business and Technology Ad Hoc Information Technology Committee



**OTHER UNK SERVICE ACTIVITIES:**

- Fall 85-Spring 87 Advised student chapter of ACM Machinery; Chaperoned field trip to Colorado.
- February 1987 Participated in Partners in the Classroom exchange program at Papillion High School.
- Summer 1987 Served on Dean's task force to improve student evaluations in NSS.
- Nov 87 - Apr 88 Member of Search Committee for Dean of the School of Natural and Social Sciences.
- Spring 1987 Member of Advisory Committee for the new Telecommunications Programs.
- Jul 93 - Aug 95 Key Advisor for deciding students, through UNK Advising Center.
- Oct 95 - May 96 Member of Sr.VCAA's Continuing Education & Expanded Campus Task Force.
- May 1996 Member, Criminal Justice's Peer Review Committee & author of the committee's report.
- Spring 1997 Member of Faculty Search Committee for UNK's Department of Management and Marketing.
- Oct 92 - Oct 99 Volunteer for NU Foundation's Faculty & staff Campaign.
- Dec 92 - Dec 96 Member of UNK's Evaluation Team for Who's Who in American Colleges and Universities.
- Sep 97 - May 03 Member of Dean of Continuing Education's Summer Synergy Committee.
- Dec 99 - May 03 Member of NU Provost's committee to administer new Entrepreneurial Awards.
- Sep 01 - May 03 Advisor to student chapter of Association for Information Technology Professionals.
- Sep 00 - May 03 Member, College of Business and Technology Dean's Council.
- Sep 85 - May 03 Member, Council of Department Chairs/Directors (secretary, 95-96) (chair, 96-97)

**AS DIRECTOR OF GLOBAL SOURCES PROGRAMS AT UNK (Aug 2000-JUN 2003)**

- Interacted with the program donor and his representatives to embellish the program;
- Created advertising pieces for the program and promoted the program on and off-campus;
- Sponsored community technology forums and served as presenter and master of ceremonies;
- Supervised the student loan processes (solicited, approved and maintained contact with recipients;
- Produced annual reports and proposals for improving the program;
- Managed \$1,000,000 donation, which was spread over five years.

## COMMUNITY SERVICE ACTIVITIES

### RELATED TO MY PROFESSION:

Supervised eight CIS and Marketing student teams as they performed analysis projects for local business. (2007).

Creation and management of Western Slope Electronic Mall for free advertising space for local small businesses ([www.wsemall.com](http://www.wsemall.com)) (2004-present).

Consulted (pro bono) to City of Kearney on improving information management procedures (1998-2003).

Consulted to Scotts Bluff County Law Enforcement Unification Project on information requirements of eight law enforcement agencies (County Sheriff, Police Depts, Jail, County Attorney, Comm Center) (Fall 99).

Visited Kearney High School programming classes to discuss careers in computing (Oct 97, 98, 99, 00).

Conducted computer training sessions for Nebraska Public Power District, Kearney office (Summer 94).

Nebraska Department of Education's Computer Science Endorsement Committee (Spring 1994).

Nebr. Dept. of Education's Technology Training, Competencies, and Advance Degrees Task Group (1992-1994).

Analyzed electronic bulletin board system capacity problems for Educational Service Unit #10 (Nov 1992).

Designed and programmed a relational database DSS for an electronic components manufacturer to assign manufacturing workers to a desired mix of jobs under extensive ergonomic constraints (Fall 91-Spg 92).

Advised Kearney Public Schools on district-wide database; conducted normalization, (Nov 94 - Feb 95).

Solved a "non-programmable" problem for Kearney Dart Association by designing league schedules that meet extraordinary constraints and satisfy several conflicting goals (January 1988).

Served as Expert Witness in computer fraud civil case to be argued in U.S. District Court (1984-85).

Supervised and coordinated student class projects, internships, and independent studies to accomplish "live" projects as a volunteer service to industry (September 1985 - present) including:

Simulation projects: The paper flow of a financial aid office; UNK course registration process;  
Scheduling for a home cleaning service; Flow through a micro beer brewery;  
Fish life cycle activity in a fishing pond; Riders on college bus route.  
Customer traffic for a retail grocery chain; Traffic at 25<sup>th</sup> St. and 2<sup>nd</sup> Ave.;  
Operations of college food service; Customer queues for several restaurants;  
Freight shipping for clothing chain; Log-ons for an Internet service provider.

Advice on acquisition of computer systems: Phelps County Board of County Commissioners;  
Retail appliance store; Two manufacturers;  
Central Platte Natural Resource District

Design and development of software: Educational Service Unit; many businesses & college offices.

Served populations in several Nebraska communities by teaching overload & summer classes on demand in computer science, information systems, and educational technology in Grand Island (13 semesters), Holdrege (1 summer), North Platte (1 summer), Sutherland (1 summer), Omaha (1 summer and 2 semesters), Bellevue (1 summer), Nebraska City (1 summer), Columbus (2 semesters), Trenton (4 summers), McCook (1 semester), and via satellite from UNK campus (7 courses over 4 summers).

**GENERAL :**

Neighborhood volunteer, March of Dimes (Feb 2005).

Coach, Monument Little League 15-16 year olds (Grand Junction) (spring-summer 2004).

Unity Center of Central Nebraska, presented sermons on Mother's Day and Christmas Sunday, 2003.

Chair, Political Action Committee to get out the vote for Kearney City Bond Issue (winter 2002.)

Member, Kearney Little League Board of Directors (Fall 1999 – Summer 2003) (president 2001-03).

Coach, Kearney Little League youth baseball teams (Springs and summers of 1997-2003).

Assistant Coach, Kearney Midget Football youth teams (Falls of 1997, 1999).

Assistant Coach, Kearney Soccer Club youth teams (Falls and springs of 1994-1997).

Announcer and Score Keeper for Kearney Blue Jay Midget baseball home games (Summer 1993).

Volunteer work, First Congregational Church of Colorado Springs:

Member of Board of Christian Education (1978-80), chairman (1980)

Youth Group Sponsor and Youth Class Teacher (1978-79),

Presented sermon on Christian Education Sunday (1980), on Pledge Sunday (1984),

Member of Board of Deacons (1981-82), Presented seminars in self-esteem (1984).

Assistant Moderator (1983), Moderator (chief administrator and lay leader) (1984),

## OTHER PROFESSIONAL ACTIVITIES

### CERTIFICATIONS :

Full-time Colorado Vocational Credential in Data Processing, Marketing, and Management (1980 - 1990).

### HONORS AND RECOGNITION :

Mesa State College: Nominated for Distinguished Faculty Award for Scholarship (May 2006).

Meritorious Paper Award at Information Systems Educator Conference (ISECON) for Snyder, J., Carpenter, D. A., & Slauson, G. J. (2006). MySpace.com - A Social Networking Site and Social Contract Theory. Proceedings of the. (Nov 2006).

Best Paper in CIS Track at Mountain Plains Management Association Fall Conference for Carpenter, D.A., McGinnis, D.R. & Slauson, G.J. (2005). Invalid predictors of future success in IT jobs. (Oct 2005)

Iota Alpha Delta Innovation Education Best Paper Award at Annual Meeting of Midwest Decision Sciences Institute for Carpenter, D.A. & Agrawal, V.K. (2005). IT-enabled transformation of business schools' core curriculum: A longitudinal study on radical change. (Apr 2005)

Selected as member of Iota Alpha Delta honorary fraternity for above awarded paper. (Apr 2005).

University of Nebraska at Kearney: Nominated and elected to Phi Kappa Phi honorary fraternity (2002).

University of Nebraska at Kearney: Nominated for Pratt-Heins Award for Teaching Excellence (1998, 1999).

University of Nebraska at Kearney: Selected for inaugural "Profiles in Excellence" program (Aug 1998).

Citation of Excellence Award from the ANBAR Management Intelligence association for Carpenter, D.A. (Joint Author) (1996). "A heuristic job scheduling decision support system: a case study." Article originally appeared in *The International Journal of Decision Support Systems*, 18 (2). Award presented fall 1997.

University of Nebraska at Kearney: Recognition of ten years of service (Apr 1995); 15 yrs (Apr 2000).

University of Nebraska at Kearney: Honorary Member by student chapter of ACM (May 94 and May 97).

University of Nebraska at Kearney: Recognition of Outstanding Service by student Mortar Board (Feb 94).

Kearney State College: Tenured & promoted to Associate Professor after 3 1/2 years of service at KSC;

Kearney State College: Unanimously elected 1st Chair of Computer Science & Information Systems (Aug 88).

Kearney State College: Certificate of Appreciation from President for Partners in Classroom (Apr 1987).

Kearney State College: Residence Life Honor Roll for special assistance given new students (Sep 86).

Pikes Peak Community College: Recognition for efforts to improve academic computing environment (Apr 85).

Pikes Peak Community College: Nomination for Outstanding Occupational Studies Instructor Award (Apr 82).

Burroughs Corporation: President's Honor Roll & Legion of Honor for exceeding sales quotas (73, 74, 75).

### **SAMPLING OF OTHER ACTIVITIES :**

- Oct 2001 Organizer, Sponsor, Master of Ceremonies, Global Sources E-Commerce Symposium. Kearney.
- Sep 1999 Master of Ceremonies, First Annual Kearney Technology Fair, sponsored by Kearney Area Society for Computer and Information Professionals and Kearney Area Chamber of Commerce. Kearney.
- May 1998 Facilitator of Pew Roundtable Discussion for UNK's College of Business and Technology.
- Mar 1998 Moderator at Barbara Simon's keynote presentation at UNK's Annual World Affairs Conference.
- May 1995 UNK Faculty Retreat & panel member on a student computer applications competency requirement.
- 1988-2000 Periodic UNK Arts and Science Luncheon Research Colloquium highlighting current UNK research.
- 1988-2000 Sigma Xi's presentation of research sponsored by UNK's Research Services Council.
- 1988-2003 Biennial World Affairs Conferences, University of Nebraska at Kearney (host, session chair).
- 1988-92 Periodic UNK College of Natural and Social Sciences "Think Breaks"
- Feb 88,91 Grant Writing Seminars at the University of Nebraska at Kearney.
- Spring 1987 The Possible Dream, an institutional planning conference at Kearney State College.
- Sep 86-91 Annual Symposium on Research in Education at the University of Nebraska at Kearney.
- Oct 1986 Chair Development Conference in Management, Leadership and Motivation, Ft. Hays, Kansas.
- Jun/Sep 86 Nebraska State College Board's Academic Computing System Development Conferences.
- Mar 1986 Local Area Networking Seminar at the University of Nebraska at Omaha.
- Nov 1984 Computing Directions for the 80's, a seminar sponsored by Hewlett Packard Company in Denver.
- May 1984 The 10<sup>th</sup> Anniversary Conference of the Information Systems Programs at U of CO – Colo Springs.
- Jun 83,84 Annual Conventions of the American Banking Association, in Los Angeles and Chicago.
- Apr 79-85 Annual Conventions of the Southern Colo. Chapter of Data Processing Management Association.

# Kurtis Boyd Haas

Department of Languages, Literature, and Communications  
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## Education

University of Nebraska-Lincoln, Ph.D. English, August 1998.

Dissertation: "Rhetoric, Romance and the Structure of Authority in Chaucer's *Canterbury Tales*."

Dissertation Director: Paul Olson

Dissertation Committee: Robert Haller; Stephen Buhler; Joy Ritchie; Ruth Nisse; Evelyn Jacobson

Areas of Concentration: Medieval Literature; Composition and Rhetoric; Renaissance Literature

Truman State University (Formerly Northeast Missouri State University), MA English, 1993

Truman State University, BA English, 1991

## Academic Experience

2006-present	Head of the Department of Languages, Literature and Mass Communication, Mesa State College
2004-present	Associate Professor, Mesa State College
1999-2004	Assistant Professor, Mesa State College
1998-99	Lecturer, University of Nebraska-Lincoln
1993-1998	Teaching Assistant, University of Nebraska-Lincoln
1991-1993	Teaching Assistant, Truman State University
1988-1991, summer	Preceptor, Joseph Baldwin Academy, Truman State University, for courses in "Shakespeare," "Literature" and "Latin"

## Publications

"The *Franklin's Tale* and the Medieval Trivium: A Call for Critical Thinking." *Journal of English and Germanic Philology* (2007).

"The Unfortunate Traveller and the Ramist Controversy: A Narrative Dilemma." *Quidditas* 24 (2005).

"Erec's Ascent: The Politics of Wisdom in *Erec et Enide*." *Romance Quarterly*, Issue No.1 (2000).

"Ciceronian Rhetorical Principles in Malory's Last Book." *Studia Neophilologica* 71 (1999).

"The *Shipman's Tale*, the *Tale of Sir Thopas*, and the End of Virtue." *Publications of the Medieval Association of the Midwest* 5 (1998).

Review of James Berlin's *Rhetorics, Poetics, and Cultures*. *Composition Chronicle*. February (1997).

"The Erasure of Government in *Paradise Lost*." *The Journal of the Midlands Conference on Language and Literature* VIII (1995).

## Select Conference Presentations

"Negotiating Conflict in *The Knight's Tale*." Texas Medieval Association Conference. Dallas, TX, September 2010.

"Strategy and Conflict in Chaucer's *Pardoner's Tale*." Medieval Association of the Pacific. Albuquerque, NM, March 2009.

"Game Theory and Teaching the *Pardoner's Tale*." New Chaucer Society. Swansea, Wales UK, July 2008.

"The Idea of Game in the *Miller's Tale*." Rocky Mountain Medieval and Renaissance Association. Jackson Hole, WY, June 2005.

"Providential Games in *Sir Gawain and the Green Knight*." International Medieval Congress. Leeds, UK, July 2004.

"Invention and Technology in the Literature Classroom." Conference on College Composition and Communication. San Antonio, TX, March 2004.

"The Medievalisms of *Dune*." Life, The Universe, and Everything: Marion Smith Symposium on Science Fiction and Fantasy. Provo, UT, March 2003.

"Teaching Glossing in the *Wife of Bath's Tale*." Panel. New Chaucer Society. Boulder, CO, July 2002.

"Managing Diversity in Small Groups." Roundtable. National Council of Teachers of English. Baltimore, MD, November 2001.

"Competing Discourses: Military versus Rhetorical Construction of the Social in the *Knight's Tale*." Mid-America Medieval Association. Kansas City, MO, February 2001.

#### **Awards and Distinctions**

Mesa State College Distinguished Faculty Award, 2006.

Nominee, Mesa State College Distinguished Faculty Award, 2004.

UNL Outstanding Graduate Teaching Assistant Award (one of two, university-wide), 1998.

Pershing Scholarship-- Truman State University (four-year full-ride), 1987-91.

#### **Courses Taught in Last Three Years**

English 355 --Shakespeare (Mesa State College)

English 370--Major Authors: Chaucer (Mesa State College)

English 254--Survey of English Literature I (Mesa State College)

English 311--Medieval English Literature (Mesa State College)

English 313 --Renaissance English Literature (Mesa State College)

English 111 and 112 -- Composition (Mesa State College)

#### **Select Academic Service**

Chair, MSC Committee on Interdisciplinarity, 2009-present.

Departmental Assessment Coordinator (Mesa State College), 2004-6.

Promotion and Tenure Committee (Mesa State College), 2004-6.

Chair, Departmental Library Acquisitions Committee (Mesa State College), 2004-present

#### **Professional Memberships**

New Chaucer Society

National Council of Teachers of English

Rocky Mountain Medieval and Renaissance Association

# CURRICULUM VITAE

## KRISTEN L. HAGUE

Assistant Professor of English  
Department of Languages, Literature, and Communications  
Mesa State College  
1100 North Avenue  
Grand Junction, Colorado 81501  
970-248-1385  
khague@mesastate.edu

### EMPLOYMENT

2001-Present Associate Professor, Mesa State College, Grand Junction, Colorado.  
2007-Present Director, Academic Honors, Mesa State College  
2005-2007 Assistant Director, Academic Honors

### EDUCATIONAL HISTORY

#### Doctor of Philosophy, English, Spring 2001

Department of English  
University of New Mexico, Albuquerque, NM  
Field: Eighteenth Century Literature  
Related Field: Language and Rhetoric  
Dissertation Director: Dr. Carolyn Woodward  
Dissertation Title: *John Locke and Eighteenth-Century Education for Women: The Didactic Novel as Lockean Education in the Fiction of Sarah Fielding and Charlotte Lennox*

#### Master of Arts, English, 1996

Department of English  
University of New Mexico, Albuquerque, NM  
Field: English Literature  
Emphasis: Eighteenth Century Literature

#### Bachelor of Arts, 1993

Providence College, Providence, RI  
Major: English Literature  
Thesis Director: Dr. Norma Kroll  
Thesis: *The Language and Workings of Fate and Destiny in the Plays of John Marston* (88 pp.)  
Graduated Magna Cum Laude

### TEACHING AND RESEARCH INTERESTS

Rise of the British Novel; Female Novelists; Eighteenth to Twentieth-Century British Literature; Narrative Theory; Feminist Theory; Composition and Rhetoric; Academic Honors Programs; Technical and Professional Writing.



## COURSES TAUGHT

English 111—English Composition  
English 112—English Composition  
English 129—Honors Composition  
English 150—Introduction to Literature  
English 219—Introduction to Professional Writing  
English 254—Survey of British Literature I  
English 255—Survey of British Literature II  
English 370—Major Authors (David Foster Wallace)  
English 396—Topics (Restoration and Eighteenth-Century Drama)  
English 470—Eighteenth-Century British Literature  
English 471—British Romanticism  
English 475—Victorian Literature  
English 478—Twentieth-Century British Literature  
English 491—Composition Theory and Practice  
English 494—Senior Seminar (British Novel and Otherness)  
English 494—Senior Seminar (Rise of the Female Novelist)  
English 494—Senior Seminar (Jane Austen)  
English 495—Independent Study (James Joyce, Senior Theses, Victorian Female Novelists,  
and Composition Theory and Practice)  
Honors 396—Topics  
Honors 498—Honors Thesis

## TEACHING AWARDS

Outstanding English Department Teaching Assistant (Spring 2000), University of New Mexico.  
Outstanding English Department Teaching Assistant (Spring 1999), University of New Mexico

## PUBLICATIONS

Kristen L. Hague, 2009. "Novel Approaches." In *Teaching The Eighteenth Century*. Ed. Mary Rooks. Cambridge Scholars Publishing.

Kristen L. Hague, 2008. "Pamela K. Gilbert. *The Citizen's Body: Desire, Health, and the Social in Victorian England*" (book review). *JIFT: Journal of Interdisciplinary Feminist Thought*.

Kristen L. Hague, 2004. "Isabella, Estes, and Mountain Jim." *Pathways (The Journal of the Museum of Western Colorado)*.

Moghtader, Michael, Alanna Cotch, and Kristen Hague. "The First-Year Composition Requirement Revisited: A Survey." CCC 52.3 (February 2001): 455-467.

## PRESENTATIONS

- “Shifting Notions of Self: Masquerade and Desire in Haywood’s *Fantomina*.” South Central Society for Eighteenth-Century Studies, Salt Lake City, UT, February 22-25, 2010
- “Revision Strategies for Composition.” 39<sup>th</sup> Colorado Language Arts Society Regional Spring Conference, Colorado Springs, March 5-7, 2009
- “Novel Approaches to Teaching Eighteenth-Century Fiction.” South Central Society for Eighteenth-Century Studies, New Orleans, February 11-14, 2008.
- “Mapping and Metaphors: Generating Thesis Statements.” 37<sup>th</sup> Colorado Language Arts Society Regional Spring Conference, Colorado Springs, CO, March 2-4, 2007.
- “Access? Progress? Student Success? A Debate on Video Conferencing.” Conference on College Composition and Communication, San Francisco, CA, March 16-19, 2005.<sup>1</sup>
- “Situating Elizabeth Hamilton’s *Letters of a Hindoo Rajah: Localizing the Foreign as Narrative Strategy*.” South Central Society for Eighteenth-Century Studies Annual Conference, Santa Fe, NM, February 26-28, 2004.
- “The Magic of Discovery and the Wonder of Revision.” 33<sup>rd</sup> Colorado Language Arts Society Regional Spring Conference, Colorado Springs, CO, March 6-8, 2003.
- “Elizabeth Hamilton’s *Letters of a Hindoo Rajah* and Eighteenth-Century Educational Philosophy.” British Women Writers Conference, Madison, WI, April 19-21, 2002.
- “Negotiating Captivity: The Importance of Lockean Reason in Charlotte Lennox’s *The Life of Harriot Stuart*.” *Aphra Behn Society*. Denver, CO. November, 2000.
- “The 1998 Composition Survey Project: The State and Status of Writing Requirements at Four-Year Colleges and Universities in the US.” *Conference on College Composition and Communication*. Atlanta, GA. March, 1999.
- “Textual Inter/Dis-ruption: Reconfiguring Marginality Within Wilkie Collins’ *The Moonstone*.” Victorian Month, University of New Mexico. Albuquerque, NM. April, 1998.
- “Sarah Fielding and John Locke: *The Governess* Revises Liberal Educational Theory.” *Western Society for Eighteenth Century Studies*’ Annual Meeting. Flagstaff, AZ. February, 1998.
- “*The Governess; or, Little Female Academy*: or, Sarah Fielding Teaches us to Read.” *Aphra Behn Society*’s Annual Meeting. Athens, GA. October, 1996.

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<sup>1</sup> I was unable to attend this conference due to a medical emergency; however, my paper was presented at the conference by William Wright.

“A Passionate Fondness for a Periwig’: Queering Charlotte Charke’s Narrative.” *American Society for Eighteenth Century Studies’ Annual Meeting*. Austin, TX. March, 1996.

“Revising the Canon of Renaissance Literature.” *Southwest Symposium*, University of New Mexico. Albuquerque, NM. April 1995.

“The Misogynist Impulse in Thomas Otway’s *The Orphan*.” *South Central Society for Eighteenth Century Studies’ Annual Meeting*. Salt Lake City, UT. February, 1995.

## EDITORIAL SCHOLARSHIP

Submissions Reader, Editorial Board, *Journal of Interdisciplinary Feminist Thought* (refereed journal). 2005-present. Salve Regina University, Newport, Rhode Island. Editor: Sarah Little.

## SCHOLARSHIP AWARDS

Graduate Academic Program Scholars Award. (Spring 2000). University of New Mexico.

## COLLEGE SERVICE

Search Committee, Poetry and Classics, 2009-present

Composition Committee, 2009-present

Director, Academic Honors Program, 2007-present

Chair, Sabbatical Committee, 2007-present

Sabbatical Committee, 2005-2006

Search Committee, Technical and Professional Writing, 2005-2006.

Assistant Director, Academic Honors Program, 2005-Present.

Search Committee, Technical and Professional Writing, 2004.

Committee to develop Technical and Professional Writing concentration in English Department, 2004.

Faculty Co-Advisor, Sigma Tau Delta, 2003-Present.

Search Committee, Lecturer of Theatre, 2002.

Assessment of Composition Program, 2002-Present.

Academic Policies Committee (secretary, 2003-2005; chair, 2005-2006), 2002-2005.

Submission Reviewer for *Literary Review*, 2003-Present.

Scholars' Day Interviewer, 2001 & 2004.

Director, Composition Proficiency Portfolio Program, University of New Mexico, 2000-2001.

Graduate Assistant, Freshman English Program, University of New Mexico, Fall 1999 & Spring 2000. (I served as assistant to the Director; this was in addition to my normal teaching load).

Freshman English Committee, University of New Mexico, 1998-2001.

Portfolio Outcomes Assessment Committee, University of New Mexico, 1997-2001.

### **PROFESSIONAL SERVICE**

Co-Director, Eighteenth and Nineteenth Century British Women Writers Conference, Ninth Annual Meeting, Albuquerque, NM, September 24-September 26, 1999.

### **PROFESSIONAL ORGANIZATIONS**

National Council of the Teachers of English  
British Women Writers Association  
Aphra Behn Society  
American Society for Eighteenth-Century Studies  
Modern Language Association

John D. Redifer  
2811 Hawthorne Ave.  
Grand Junction, CO 81506  
(970) 241-3308

**EDUCATION:**

A.A., General Education  
Catonsville Community College, 1975

B.A., Philosophy (Cumme Laude)  
University of Maryland Baltimore County, 1977

M.A., Political Science  
Colorado State University, 1990

Ph.D., Political Science  
Colorado State University, 1994

**FIELDS OF INTEREST:**

Public Administration/Policy  
Environmental Policy  
American Government

**COURSES TAUGHT:**

Introduction to American Government  
State and Local Government  
Executive Politics  
Public Administration  
Public Policy  
Political Parties and Interest Groups  
Environmental Policy

Colorado Government  
Legislative Process  
Public Organization Theory  
Public Management  
Public Personnel Management  
Public Budgeting

**WORK EXPERIENCE:**

Department Head, Social and Behavioral Sciences, Mesa State College,  
Grand Junction, Colorado, 2005 - Present.

Executive Director, Natural Resources and Land Policy Institute, Mesa State College.  
Grand Junction, Colorado, 2004 - Present

**WORK EXPERIENCE (continued):**

Professor of Political Science, Mesa State College,  
Grand Junction, Colorado, 2004 - Present.

Associate Professor of Political Science, Mesa State College,  
Grand Junction, Colorado, 1999 - 2004.

Assistant Professor of Political Science, Mesa State College,  
Grand Junction, Colorado, 1994 - 1999.

Lecturer in Political Science, Colorado State University,  
Fort Collins, Colorado, 1991 - 1994.

Research Assistant for EPA Grant to Develop State Model for protecting groundwater from  
agricultural contamination.

Colorado State University, 1990 - 1991

Graduate Teaching Assistant in American Government,  
Colorado State University, 1989 - 1990.

Regional Supervisor for Mini Mart, Inc.,  
Casper, Wyoming, 1985 - 1989.

Officer U.S. Army and Army Reserves,  
Last Rank: Major, 1980 - 1993.

**ORGANIZATIONAL MEMBERSHIPS:**

American Society for Public Administration  
American Political Science Association  
CLUB 20  
Colorado Workforce Development Board  
Grand Junction Chamber of Commerce

**RESEARCH:**

Redifer, John and Jessica Herrick and Barry Michrina. "Mesa County Community Needs  
Assessment". A report prepared for Mesa County Department of Human Services. 2009

Redifer, John and Tim Casey, Kelly Gorton and Susanna Morris. "Gateway Recreational  
Management Area Scoping Process". A report prepared for the Bureau of Land  
Management's Grand Junction Field Office. 2008

**RESEARCH (continued):**

Redifer, John and Georgann Joufflas, Thea Chase and Susanna Morris. "Socioeconomic Impacts of Growth in Northwestern Colorado". Natural Resources and Land Policy Institute. 2007

Redifer, John. "Welfare Reform in Colorado: A Case Study." ASPA meeting, Seattle, Washington, May, 1998

Redifer, John. "The Politics of Intergovernmental Policy Design." WSSA Meeting, Albuquerque, New Mexico, April, 1997

Redifer, John and Sandra Davis. "Building Regimes in Ground-Water Policy: Contaminating the Message." Society and National Resource Journal April: 1995.

Redifer, John and Sandra Davis. "Building Regimes in Ground-Water Policy: Contaminating the Message." WPSA Meeting, Pasadena, California, March, 1993

Davis, Sandra, and John Redifer. "Developing and Testing a Model for Implementing the Agricultural Chemicals in Groundwater Strategy."

A report prepared for and submitted to the Environmental Protection Agency, July 29, 1991.

Redifer, John and Jessica Miller. "Colorado Works" Annual Performance Evaluation for Mesa County Department of Human Services.

Report submitted annually to Mesa County Department of Human Services, 1999-2005.

Redifer, John. "By the Numbers: State Lotteries under Scrutiny". Public Administration Review Vol. 56 No 1 Jan/Feb 1996.

**DISSERTATION TOPIC:**

Intergovernmental Policy Formation: Subsurface Politics in Policy Design.

**AWARDS:**

Teacher of the Year - Grand Junction Chamber of Commerce 2004

Teacher of the Year – Grand Junction Chamber of Commerce/Associated Student Government, Mesa State College 2005

Teacher of the Year – Mesa State College Associated Student Government 1997

Colorado Fellowship 1989/90 and 1990/91.

Army Achievement Medal with One Oak Leaf Cluster

Army Commendation Medal with Two Oak Leaf Clusters

**SERVICE:**

Colorado Water Conservation Board (Colorado River Basin Director)  
Tamarisk Coalition (Vice-Chair)  
Colorado Foundation for Water Education - Board of Directors  
Grand Junction Planning Commission  
Kids Voting Mesa County – Board of Directors  
Social and Behavioral Science Department Chair 200-2002  
Social and Behavioral Science Department Head 2005-Present  
Natural Resource Land Use Policy Institute – Executive Director 2005  
Ute Water Conservancy District – Board of Directors



# Appendix E

## Public Administration/Public Safety Marketing Plan



# **“Online” Bachelor of Applied Science in Public Administration/Public Safety Marketing Plan**

Dr. Ben Keefer, Extended Studies

Dr. John Redifer, Department Head, Social and Behavioral Science

Dr. John Reece, Assistant Professor of Criminal Justice and Coordinator of P.O.S.T. Program

## **MARKET SUMMARY**

### **Market: Past, Present, and Future**

Global trends of increased interest and participation in higher education degree programs using online formats suggest a potential demand for selected online degree programs at Mesa State College.

The recent accreditation received from the Higher Learning Commission indicates that Mesa State College’s distance learning program has the technology and human resource infrastructure in place to support a fully online degree program.

Professionals working in the fields of law enforcement, emergency medical services, and fire science, more often than not, have a rotating shift work schedule that dramatically reduces their ability to access higher education in its traditional format. The flexibility of an online courses create access to higher education for these professionals.

The Department of Social and Behavioral Science has developed or secured online formats for all of the coursework in the Bachelor of Applied Science in Public Administration/Public Safety degree.

### **Product Definition**

The Bachelor of Science in Public Administration/Public Safety combines the technical skills of first responders with the management training necessary for success in areas related to public safety. A unique program, the B.A.S. allows students who have already earned an Associate of Applied Science degree, or have completed a federal or state certified training program in law enforcement, fire sciences, emergency medical services or related fields to build on their technical specialties with general education courses and junior/senior level management classes.

The online delivery format of the B.A.S. courses, create access to the degree program for working professionals.

B.A.S. students will be technically and academically prepared for leadership positions in their chosen fields. This degree will assist students in their upward mobility in their area of employment as they move into supervisory positions.

## **COMPETITIVE LANDSCAPE**

### **Competitor A: Colorado State University - Global Campus: BS in Public Management**

- Competitors’ strengths
  - CSU-Global tuition guarantee
  - CSU brand

## Online Bachelor of Applied Science in Public Administration/Public Safety Marketing Plan

- Flexible transfer policy
- More frequent entry periods. Every 8 weeks.
- Competitors' weaknesses
  - Higher tuition: \$250 per credit hour

### **Competitor B: Colorado State University: BS in Fire and Emergency Services Administration**

- Competitors' strengths
  - CSU brand
  - Program focus may be appealing to Fire and EMS professionals.
  - Students can initially be attracted to the program through a five-course "certificate" program.
  - Flexible transfer and use of previous credit hours.
- Competitors' weaknesses
  - Requires 42 credit hours of upper-division
  - Program focus may exclude law enforcement professionals.
  - Program focus may limit future uses of the degree for student if they choose to change professions.
  - Combines DVD-based & online course formats. DVD courses are typically considered as old technology, and non-interactive.
  - Higher tuition: \$289 per credit hour.

### **Competitor C: University of Phoenix: BS in Business/Public Administration**

- Competitors' strengths
  - Marketing reach
- Competitors' weaknesses
  - Higher tuition: \$\$\$

## PRODUCT COMPARISON AND POSITIONING

### **Positioning of Product or Service**

The BAS in PA/PS has a specific target market: public safety professionals. Includes professionals in law enforcement, emergency services, and fire science.

It provides an avenue to transfer up to 35 credit hours of technical education into the degree. Some institutions do not accept technical education credits into a bachelors program.

It require fewer upper division credit hours, thus a transfer student may have the opportunity to transfer more credit hours into the program. This can be an advantage to specific populations, such as the military.

Mesa State's tuition rate for in-state residents is considerably lower than its competitors.

## **Consumer Promise**

MSC will provide student's who transfer in a qualified AAS degree, the opportunity to complete the BAS PA/PS in two years time, at a reasonable tuition rate.

## **COMMUNICATION STRATEGIES**

### **Messaging by Audience (marketing messages for different audiences)**

A fair tuition rate from a high-quality, public institution of higher education.

Online course formats provide the ability to work and pursue your degree at the same time.

Position yourself for future advancement.

### **Targeted Consumer Demographics**

Law enforcement professionals in Colorado and western US

Students enrolled in Community College law enforcement academies

Other law enforcement academies that provide state recognized training

EMS/Paramedic professionals

Students enrolled in Community College emergency medical service/paramedic programs

Other emergency medical service programs that provide state recognized training

Fire service professionals

Students enrolled in Community College, Fire Science degree programs

Active-duty Military

Military veterans

## LAUNCH STRATEGIES

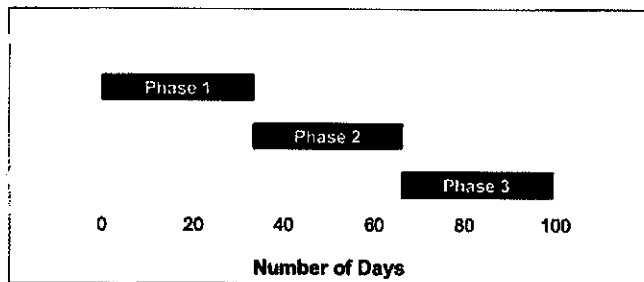
### **Launch Plan**

Discuss launch plan if the product is being announced.

### **Promotion Budget**

Supply backup material with detailed budget information for review.

### **Promotional Schedule**



## PUBLIC RELATIONS STRATEGY AND EXECUTION

Discuss:

- PR strategies.
- PR plan highlights.
- Backup PR plan, including editorial calendars, speaking engagements, conference schedules, etc.

## ADVERTISING STRATEGY AND EXECUTION

Give:

- Overview of strategy.
- Overview of media and timing.
- Overview of ad spending.

## OTHER PROMOTION

### **Direct Marketing**

Give:

- Overview of strategy, vehicles, and timing.
- Overview of response targets, goals, and budget.

### **Third-Party Marketing**

Describe co-marketing arrangements with other companies.

### **Marketing Programs**

Describe other promotional programs.

## PRICING AND POLICIES

**Pricing**

Summarize specific pricing or pricing strategies, and compare to similar products.

**Policies**

Summarize policies relevant to understanding key pricing issues.

**SUCCESS METRICS**

List:

- First year goals.
- Additional year goals.
- Requirements for success.
- Measures of success/failure.

**SCHEDULE**

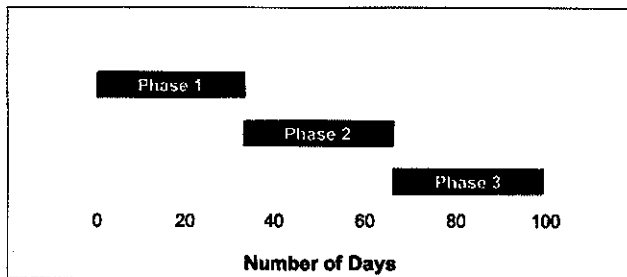
**18-Month Schedule Highlights**

Outline highlights of the first 18 months.

**Timing**

Identify timing dependencies critical to success.

**MARKETING SCHEDULE**







Mesa State College

External Program Review

B.A.- Criminal Justice  
B.A.S.- Public Administration/Public Safety

Reviewed by:

Leanne F. Alarid, Ph.D.  
University of Texas-San Antonio

Submitted to:  
Dr. Steve Werman  
Assistant Vice President  
Academic Affairs  
Mesa State College  
1100 North Ave.  
Grand Junction, CO 81501-3122

Date of Program Review: November 5, 2010

## INTRODUCTION

A program review was conducted for the B.A. in Criminal Justice (B.A.-CRMJ) and the B.A.S. in Public Administration/Public Safety (B.A.S.-PA/PS), at Mesa State College (MSC). The B.A.-CRMJ was established as a stand-alone degree in 2006 from a Criminology concentration within the Sociology 4-year degree program. *The B.A.-CRMJ actually has two different programs of study—one with no concentration and the other B.A.-CRMJ that contains a law enforcement concentration.* The B.A.S. in Public Administration/Public Safety (BAS-PA/PS) was officially approved to begin Fall 2010 to focus specifically on first responders (firefighters, emergency medical technicians, correctional officers, and police officers) who want to be promoted to a supervisory position. To my understanding, this is the first *external* program review ever conducted for these two programs since their inception.

Materials utilized for this review include:

- Internal self studies of each program (2006-2010);
- Program raw numbers and statistics provided by MSC Institutional Research;
- 2010-2011 Catalog of Course Offerings;
- Guidelines for Colorado Peace Officer (POST) Training from Attorney General Website;
- 2010-2011 Petition/Program Sheet for Reviewed Programs: The B.A.-CRMJ (with no concentration); the B.A.-CRMJ (with a law enforcement concentration); the B.A.S.-PA/PS; the two minors and the POST certificate program
- Course Syllabi for all required courses in each program;
- MSC Strategic Plan;
- Progress Toward the MSC Strategic Plan;
- Criteria for Faculty Promotion and Tenure in the MSC Personnel Handbook;
- MSC Library Holdings and Reports.

When reviewing Mesa State's Strategic Plan, many of the goals seemed especially pertinent to this program review. The seven goals in the College Strategic Plan are:

**Goal #1:** Raise the level of educational attainment by increasing education standards, enrollment growth, and the number of first generation students.

**Goal #2:** Support activities that enhance student success through increased internship participation, rates of retention, and graduation.

**Goal #3:** Recruit and retain quality faculty who have a passion for teaching.

**Goal #4:** To improve the quality and utilization of campus facilities.

**Goal #5:** To review and prioritize academic programs by expanding resources for high demand programs and/or programs that are a priority for the College.

**Goal #6:** To more fully develop and implement the community college role of MSC through increasing the number of students pursuing certificate and associate degree programs, with a smoother transition toward baccalaureate degree programs.

**Goal #7:** To manage College resources efficiently by successfully allocating resources to areas of growth and priority.

The on-site review offered the opportunity to talk with the President, the Vice President, the Assistant VP for Academic Affairs, the Department Head, the faculty of both the CRMJ and the PA/PS programs, students of the CRMJ program, the Faculty Senate President, two CISB faculty members, department staff, assessment staff, institutional research staff, library staff, and an administrator at Western Colorado Community College (WCCC). In addition, I interacted with the POST program reviewer throughout the 2 days.

## BACKGROUND

Mesa State College has roughly 8,000 students, which is twice as many as it had 6 years ago in 2004. In a short period of time, MSC has doubled its capacity to serve students with more on-campus housing, a brand new student center, a new recreation center, and soon to be opened renovated classrooms. The physical buildings and space were attractive, state-of-the-art, and seemed to beckon students to remain on campus throughout the day. The classroom styles and technology facilitated learning. As a regional provider for a fourteen county area, MSC is important to the students and community of Colorado's Western slope, and seems to have further potential for growth. One of those areas of potential is with the criminal justice baccalaureate degrees and the Forensic Research Center.

Both degree programs reviewed are currently housed in the Department of Social and Behavioral Sciences. The Department of Social and Behavioral Sciences has a large number of degree programs that it shares with Anthropology, History, Political Science, Psychology, Sociology, and its newest addition, Social Work. From the website, there appears to be at least 20 faculty members in this department, with new additional hires. The latest numbers indicated that there were *approximately 300 students in the field of criminal justice*: 170 declared B.A. CRMJ majors, 8 declared B.A.S.-PA/PS majors, 22 students pursuing an A.A.S. in criminal justice, and 100 POST certificate students. From the onset, the number of degree programs, disciplines, and faculty in one department, coupled with the doubling of students in the last 6 years, are excessive and too much for the workload for one chair (no matter how good he or she is) to offer due diligence to any one program. If the organizational structure is left unchanged, the programs in this department will likely begin to suffer and decrease in quality over time.

## PROGRAM STRENGTHS

### Planned Forensic Research Center

There is a search underway to hire a Forensic Anthropologist as director of a newly planned Forensic Research Center. Once a director is hired and the Center is operating, MSC will become known among the criminal justice academic and practitioner community throughout the U.S. One of the unique features of the Forensic Research Center is that it will be only one of a small number of programs in the entire country that will have a research site for students and faculty to study human bodies as they decompose. This particular site will be the only site in the U.S. located at higher altitudes and in a drier climate than in other locations. Its unique location is

important to gain knowledge relative to causes of death and criminal investigations in a different setting than other locations located in more humid climates and all at lower elevation. The planned "criminal investigation" track is adequate to bridge that knowledge, along with a second track (a minor in "Forensics") or some form of "Crime Lab Tech" that requires more background in biology and chemistry.

### Quality Instruction

Four or five students were interviewed and they indicated they were receiving quality instruction from the full-time faculty in the BA-CRMJ program. Students felt that the B.A.-CRMJ program prepared them for opportunities after they graduated. No students were available to comment on the degree program for the B.A.S.- PA/PS.

Meeting the faculty was a wonderful experience, as the passion they had for education and teaching really came through. The faculty also felt that they were delivering quality education, and that their teaching evaluations reflected student satisfaction. The faculty had practical work experience in law enforcement and law, with a third faculty member joining them with experience in corrections. Two faculty members were both nearly complete with their Ph.D.'s which should further strengthen program integrity.

### Curriculum Strengths of B.A.-CRMJ (the one with no concentration) and Uses of Assessment

Assessment is important to understand if and how a program is meeting its goals. For the B.A.-CRMJ program, the three stated goals (listed in the self-study) for students are:

1. Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in criminal justice (the "state of the discipline").
2. Understand and apply basic research methods in criminal justice, including design, data analysis and interpretation.
3. Gain practical field and/or research experience in criminal justice.

*A review of the core curriculum of the B.A.-CRMJ (without the law enforcement concentration) is solid.* Classes in the curriculum that accurately convey and assess these goals include all 34 hours of core classes in the B.A.-CRMJ degree including: STAT 215- Statistics for Social and Behavioral Sciences; CRMJ 201: Introduction to Criminal Justice, 301 Criminal Procedure, 302 Ethics in CJ; 310 Police Process; 315 Research Methods; 320- Corrections; 328 American Courts; 370 Criminology; 420 Criminal Law; and 494 Senior Seminar. All of these core courses are important and should also be retained as a measure of program quality.

Assessment goals are clear, concise, and valid. Goals #1 #2, and #3 is assessed by pre and post testing of the "Major Field Test for Criminal Justice" to compare the baseline with the ending score, as well as how well MSC students do compared to the national average for similar schools. In addition, the Senior Seminar class is another means of assessing Goal #2, such that at least 80% of students can effectively demonstrate that they can read, analyze, and generate criminal justice research.

### Suggestions for Adding/Broadening Courses Electives

Curriculum suggestions for the B.A.-CRMJ degree is to offer more electives in corrections, broadening the scope of forms of criminal behavior, and adding one course in either comparative/international criminal justice or race/ethnicity and crime. At the same time, there may be rules that define how far these changes can go at the program level before it becomes necessary to run them through the College-level curriculum committee.

In the corrections area, the addition of one or two more corrections classes, such as "Community-Based Corrections" can be offered once per year and perhaps one called "Special Topics in Corrections" that could offer a more in-depth look at a specific topic such as rehabilitation/treatment programs, the death penalty, etc. that rotates depending on who teaches it and can be offered once every two years.

While examining specific criminal behaviors is important, a class that spends the whole semester on "Serial Murders" or just "Cybercrime" seems a bit limiting for students and difficult to find instructors to teach. I recommend broadening CRMJ 411 and retitling to: "Predatory Crimes and Other Crimes of Violence." (or: "Serial Murder and Other Crimes of Violence") It could include serial murder, sex crimes, robbery, domestic violence, and stalking as a few examples. A similar issue with: CRMJ 415 on Counter-terrorism and Law enforcement. This is such an important issue, but what about other aspects of the system (how have the courts and corrections responded to terrorism?), and broadening to North American border crimes. Perhaps this is already being done, but it is not apparent in the catalog description.

Another way to broaden a course is with CRMJ 421 to discuss Cybercrime and Other White-Collar Crimes. If the title cannot be changed with this and the others above, at a minimum, perhaps re-considering *broadening/changing the catalog descriptions*.

*A review of the core curriculum of the B.A.-CRMJ (with the Law enforcement concentration) is problematic and will be addressed in later under Program Concerns.*

### B.A.S-PA/PS and Uses of Assessment

New programs, particularly the BAS-PA/PS, have not been marketed, and have been slower to grow with targeted students. The B.A.S.- PA/PS program is 100% on-line instruction and is aimed at a different type of student for a different reason than the B.A.-CRMJ degree. There are three stated student goals listed in the program self-study that are oriented toward management training and include:

1. Demonstrate an understanding of the general range of topics and content in public administration to be successful in supervisory positions in fields associated with public safety.
2. Possess critical thinking skills necessary to apply content knowledge to the workplace
3. Communicate effectively in a clear, concise, and coherent manner.

A review of the core curriculum of 33 hours for this program, including the syllabi for the four PADM classes, appears that the core is adequate to fulfill the general understanding goal #1

above. The two writing classes (ENGL 219 Intro to Professional Writing and ENGL 385 Technical and Professional Writing) fulfill goal #3 of communicating effectively in writing. It was *unclear how the on-line structure of this program allows students to be assessed with oral communication skills. The oral communication piece either needs to be incorporated into the curriculum somehow through a hybrid course, or specify goal #3 as just written communication.*

The assessment of Goal #2 is problematic because it relies on collecting the information from alumni after graduation which is difficult and cumbersome, and often not a validated approach because it is difficult to determine how critical thinking will be assessed in the workplace. I recommend instead, that critical thinking assignments be introduced into all 4 of the core PADM courses so that Goal #2 is measured before graduation. I recommend that faculty consult Peat and Moriarty's (2008) book on the assessment of criminal justice programs (see reference list at the end of this report).

During the on-site review, I received syllabi and met with a CISB faculty member who taught two required courses in the PA/PS program: CISB 270: Fundamentals of Information Systems and CISB 470: Management of Information Systems. *While CISB 270 seemed useful, it was less clear how CISB 470 fit in.* This conclusion was supported by a faculty member who said that it was not often the case that students in the PA/PS program are actually going to be managing the information systems, and he reported that PA/PS students in CISB 470 were making similar comments.

*Ideally it is recommended that the CISB 470 eventually be replaced with another on-line course.* Until this happens, it is recommended that students be given other options of fulfilling the two CISB classes-- taking either:

CISB 270 AND CISB 470

OR

CISB 205(Advanced Business Software) AND CISB 305 (Spreadsheets and Statistical Software)

OR

CISB 205 (Advanced Business Software) AND CISB 306 (Relational Databases)

I spoke with the CISB instructors who teach 205, 305, and 306. While CISB 205 is face-to-face, CISB 305 and 306 are hybrid courses. As long as the student is aware before registering that these options are not 100% on-line, that may allow for a temporary solution until a better and more permanent replacement for CISB 470 can be suggested.

### Library resources

Meeting with the library staff and reading over their assessment of each program indicated that library resources are adequate for the program, both in relation to the growth the program experienced and to other comparable programs around campus. The library staff is acutely aware of the needs of the program and has been responsive to faculty suggestions to add books and/or DVD's for classroom instruction. The staff reported that as of 2010-2011, \$3,250 has been allocated to the criminal justice program for this academic year. The library has SocIndex with

Full text, Academic Search Premier, Lexis-Nexis, Homeland Security Digital Library, and CQ Researcher.

*E-book access is particularly an issue for the B.A.S.-PA/PS students. The library staff is indeed aware of this issue and mentioned the "courier service" that allows delivery of hard copy books to the nearest library by the patron's home. The staff added that in the future, E-book access will increase as they look into acquiring databases and platforms for E-book access (such as Springer and Net Library).*

## PROGRAM CONCERNS

### High Number of Students Per Full-time Faculty

The greatest limitation identified in the review was the large number of students who have declared Criminal Justice as their major, compared to the number of full-time faculty who teach in the program. Even with the Department's newest hire (Katie Drieling from the University of South Dakota), the ratio of students to every full-time faculty remains at 84:1, which is well above the ratios of other programs in the same department (see Table below for program comparisons).

**Table 1: Student to Faculty Ratios in the Dept of Social and Behavioral Sciences as of January 2011**

<u>Program</u>	<u>Ratio of Declared Majors to One Faculty Member</u>	<u>Number of Faculty</u>
Criminal Justice*	84	3 as of 1-1-2011
Public Administration/Pub Safety	13	1
History	24	6
Political Science	29	2
Psychology	52	6
Sociology	25	3

\* The number here represents 4-year BA students only, and is adjusted for the newest full-time faculty hire that will start in criminal justice January 2011.

To retain MSC's goal of providing quality education and accessibility to faculty, and at the same time, to get the ratios down to levels comparable to other programs in the department, there is a need to hire a *minimum of three more full-time faculty to adequately support this program*. It is recommended that any new faculty hired must have a Ph.D., and that a J.D. degree is no longer an adequate substitute (see Hemmens, 2008 for discussion of the J.D./Ph.D. debate in criminal justice education).

Given that the two existing faculty members are expected to complete their Ph.D. degrees by summer of 2011, (with the exception of the chair), all faculty in the criminal justice program will be at the assistant-level for the next 5-6 years, with no one at the associate or full levels. *It is recommended, therefore, that at least one of those new hires be advertised at a "rank open" position to allow the opportunity for associates and full professors to apply.*

This recommendation is further supported by concerns about large classroom sizes, decreased elective course offerings, and too heavy of an advising load. Students who were interviewed felt most concerned about the decreased number of electives offered (not allowing some students to graduate on a timely basis), more electives being taught by adjuncts, and that full-time faculty were not as accessible during certain times of the year due to their heavy advising loads (nearly 200 students per person).

Full-time faculty were concerned that class sizes were growing significantly larger in such a short period of time, causing them to teach mainly required classes and limiting the electives that could be offered. The average class sizes (with removing the independent studies) indicated that Criminal Justice class sizes are the second highest in number after Psychology. However, taken in the context of faculty size, Psychology has six faculty members and Criminal Justice has only two faculty members.

#### Avg Course Size by Subject & Level: Fall 2010

Subject	Level	Avg Course Size
ANTH	Lower	35.29
	Upper	12.00
	Total	26.82
ARKE	Lower	0.00
	Upper	12.00
	Total	12.00
CRJW	Lower	11.56
	Total	11.56
CRMJ	Lower	53.50
	Upper	29.64
	Total	33.31
GEOG	Lower	43.40
	Total	43.40
HIST	Lower	45.61
	Upper	12.17
	Total	36.28
PADM	Upper	10.00
	Total	10.00
PHIL	Lower	24.50
	Upper	19.00
	Total	23.71
PSYC	Lower	56.95
	Upper	31.50
	Total	47.70
PSYP	Upper	20.67
	Total	20.67
SOCI	Lower	1.00
	Total	1.00
SOCO	Lower	48.30
	Upper	17.43
	Total	35.59

Average class sizes (w independent studies removed) were provided by Institutional Research.



### Criminal Justice Discipline Disadvantaged by Being in a Large Multi-disciplinary Department

The resources to support a criminal justice program have not kept pace with the explosive growth of student interest in the criminal justice discipline. Other institutions of higher education that have implemented degree programs in criminal justice have experienced a similar effect, so this is not unique to MSC. The most successful response in each situation has been *to create a stand-alone department to allow for a common department vision and effectively managing student, faculty, and program growth.*

A stand-alone department is an advantage for the A.A.S. students in transitioning them to other program options within the department. A stand-alone department is an advantage for students pursuing the baccalaureate degrees in that it establishes an esprit de corp, can increase retention and graduation rates, and allows for greater participation in events such as honor societies (Alpha Phi Sigma) and other student organizations that enhance the academic experience. Third, a stand-alone department will also allow for more seamless transition between the academic program and the POST certification. Fourth, a stand-alone department is more attractive for faculty recruitment efforts. Fifth, the Forensic Research Center (FRC) is enhanced in a stand-alone department. While it is possible that the FRC could be housed in Biology or Chemistry, if housing it in the social sciences makes more sense, than housing this center within a department of criminal justice and public safety may be feasible.

What programs would this stand-alone department contain?

- B.A.-Criminal Justice
- B.A.S.- Public Admin/Public Safety
- A.A.S.- Criminal Justice
- Forensic Research Center (Director and staff)
- POST Certificate program- 36 credit hours
- In-service POST Refresher training
- Public Safety Diving Certificate- 8 credit hours
- Wildlife Management Certificate Program

### MSC Criminal Justice Curriculum Compared to Education Standards in Other Criminal Justice Curriculums

The Academy of Criminal Justice Sciences (ACJS) is the professional association that defined the minimum standards in the discipline of criminal justice. While the ACJS organization began in the 1970s with the development of technical and associate degree programs in criminal justice, as programs matured into baccalaureate, master's and doctoral degree programs, there was discussion on how to increase the rigor of the discipline. This discussion originally began in the early 1980s with the Joint Commission on Criminology and Criminal Justice Education and Standards that first defined the minimum standards (Ward and Webb, 1984). Minor adjustments were made over the next 20 years to these minimum standards, and they were officially adopted by ACJS in 2005 to become today what is known as a certification program to ensure quality in the field. Although many programs can adequately function without being certified, there has been a strong movement across criminal justice education programs over the

last 25 years, along with discussion in the literature on *shedding the technical image that criminal justice education programs began with in the 1970s, and increasing the academic rigor of programs*, particularly with programs that are moving from being solely associate degree programs to increased offerings of baccalaureate and master's degrees. The most comprehensive discussion on this issue is offered by Southerland, Merlo, Robinson, Benekos, and Albanese, 2007 on the history, definitions, and rationale of adherence to standards to increase program integrity (an electronic PDF file of this article accompanies this report).

Since the passage of the standards in 2005, the last 5 years has been devoted to educating ACJS academics and practitioners about the importance of minimum standards. Four examples of these Admission and Articulation standards are provided below:

- "The institution awards degrees only to those students who have earned at least 50 percent of the credit hours in the CJ program through instruction offered by that institution."
- "Two-year and four-year colleges enter into articulation and joint admission agreements to clarify curricular issues and academic expectations for both parties. These agreements reflect how to best advise and prepare students at two-year schools who are considering four year degrees."
- "Only credit from institutions that are accredited by their regional higher education accrediting body is accepted for transfer into an undergraduate criminal justice program."
- "No academic credit is awarded by the criminal justice program for life experience or for military, police academy, or other professional training."

These recommendations are particularly salient for the B.A.-CRMJ *with the law enforcement concentration*, but less of a concern for the on-line B.A.S.-PA/PS due to the specific focus of the degree in Public Administration.

#### Curriculum Overlap Concerns in the B.A.-CRMJ (with the Law enforcement Concentration)

The Program Review sheets were provided at the end of the on-site review, so I was unable to fully assess and provide oral feedback on the curriculum of any program at the time of my visit. There appears to be different program requirements and curriculum that exists for students pursuing a B.A.-CRMJ with the Law enforcement Concentration-- namely allowing 35 hours of academic credit to be applied toward the B.A.-CRMJ for completing POST certification. While the current curriculum seems to be embraced by the faculty and by some students at MSC, a cautionary note that it is cause for concern by many criminal justice educators.

*The main concern is that the B.A.-CRMJ with the law enforcement concentration is too narrowly focused on procedures and legal issues, and not enough exposure to the broader social problems and types of people or situations that police may likely encounter.*

To provide a wider exposure and better educated officer, the following changes are recommended: First, replace the redundant courses. Similar topics are duplicated and students are earning credit once for the POST academy training and then it appears that they are earning credit again for that same topic covered in the CRMJ course. A review of pp. 165-206 of the POST 2010 Certification manual on the Colorado Attorney General's website shows each

specific topic area covered in POST, the goals and objectives of each topic, and how much time is required to be devoted to each topic.

List A: 26 required credits

CRJW 101: Basic Police Academy	Required
CRJW102: Basic Academy II	Required
CRJW 105 Basic Law	Required

*The courses in List A overlaps too much with the six CRMJ courses in List B:*

List B: 9 required credits and 9 elective credits

CRMJ 301: Criminal Procedure	Required
CRMJ 310: The Police Process	Required
CRMJ 420: Criminal Law	Required
CRMJ 410: Criminal Investigations	Elective
CRMJ 412: Constitutional Law	Elective
CRMJ 415: Counter-terrorism and Law Enforcement	Elective

A recommendation is made to *retain either List A or List B—but not allow a student credit for both* (as is currently the case). MSC students agreed that there was a lot of overlap, such as one student who said that “going to POST was like a review of what I had already learned in my other classes.”

Suggestions to replace CRMJ 301, 310, and 420 with three of the following four core classes:  
 CRMJ 396: Ethics in Criminal Justice.  
 ENGL 219: Introduction to Professional Writing  
 PHIL 105 Critical Thinking  
 PSYC 150: General Psychology

Suggestions for replacing CRMJ 410, 412, and 415 electives are to allow a wider variety of CRMJ electives, and to allow for classes offered outside of CRMJ such as:

EDEC 103: Guidance Strategies (learn how to reduce other people’s anger, etc.)  
 PHIL 275: Introduction to Logic  
 BUGB 349: Legal environment of Business  
 PSYC 200: Psychology of Human Adjustment  
 PSYC: Social Psychology  
 PSYC 340: Abnormal Psychology  
 PSYC 410: Drugs and Human Behavior  
 PSYC 425: Forensic Psychology  
 SOCO 264 Social Problems  
 Intro to Social Work

A second concern about the B.A.-CRMJ with the law enforcement concentration program of study is the allowance of 9 academic credit for skills such as arrest (CRJW 106), driving (CRJW 107, and firearms proficiency (CRJW 108) which adds too much of the vocational aspect into a four year degree meant to educate students for a wide variety of careers utilizing a broad knowledge base. Understandably, firearms, driving, and arrest control must be passed to receive

POST certification, but unlike the knowledge base learned in the academic portion of POST, the argument is less persuasive that these three skill areas learned in the field should earn academic credit for a criminal justice degree. Thus, it is recommended that students receive no more than a total of 26 hours of POST credits toward the degree (which may mean restructuring the hours so that they still must take CRJW 106, 107, and 108 but do not receive credit toward their degree) and to replace with 9 hours of electives from the list above.

### LIST OF RECOMMENDATIONS

The recommendations made in the program review for both the B.A.S. and B.A. are summarized below. Since budgeting for some of these recommendations will depend on the priorities within the College's Strategic Plan, each recommendation has applicable Goal numbers listed by how that particular recommendation is believed to relate or help realize one or more goals within the College's strategic plan.

1. Strategic Goal #1, 2, 3, 5, 6, and 7: Create a stand-alone Department of Criminal Justice and Public Safety with its own chair and administrative assistant.
2. Strategic Goal #2, 3, 5, and 7: Hire a minimum of three more full-time faculty to adequately support this program, with at least one of those new hires advertised at a "rank open" position.
3. Strategic Goal #7: Given the resources required to establish, advertise, and fill three brand new faculty lines, it is recommended that in the interim (until all three lines are filled), that at least two full-time instructors (termed at MSC as ".8's") are hired solely to teach to relieve the immediate burden. These instructors are not allowed to advise students, serve on committees, and are not required to do research. In the long run, it is recommended that these instructors be used only on a temporary basis until the three faculty lines are completely filled.
4. Strategic Goal #1: Revisit the concerns with the law enforcement concentration of the B.A.-CRMJ degree, particularly with allowing List A (CRJW 101, 102, and 105) OR List B (CRMJ 301, 310, 410, 412, 415, and 420), but not allowing courses in both List A and B because of redundancy and overlap. It is recommended that skills learned such as firearms, arrest, and driving (CRJW 106, 107, and 108) not be equated with receiving academic credit and that elective hours be increased to 24. Many other electives related to police work could be offered from the current elective list in criminal justice and/or outside of criminal justice electives such as psychology, education, social work, and philosophy.
5. Strategic Goal #1 and 2: Strengthen the curriculum with added electives from other parts of the criminal justice system and criminal behavior, and place proportionate emphasis on each component (broaden pre-existing law enforcement courses, and/or offer the same number of electives for policing as for other components such as courts, corrections, and criminology).

6. Strategic Goal #2 and 3: Assign one faculty member in the program as Internship Coordinator for all B.A.-CRMJ students, and treat this assignment as one class for each semester during the regular academic year.
7. Strategic Goal #1, 2, and 6: Provide an advisor specifically for: the A.A.S.-Criminal Justice students, and students in the POST certification, and Diving certification programs. This advisor should be located at WCCC and/or wherever these programs are being administered.
8. Strategic Goal #1 and 2: Revisit how Assessment Goals 2 and 3 are measured for the B.A.S.-PA/PS program.
9. Strategic Goal #2: Replace CISB 470 with another on-line program in the B.A.S.-PA/PS program.
10. Strategic Goal #5 and 6: At the time of this review, the B.A.S.- PA/PS program had not yet begun to generate enough student credit hours to justify additional resources for this program. Marketing efforts of the B.A.S.-PA/PS program need to be increased to the fourteen county community and beyond. Various ideas were mentioned in the program self study and include:
  - Marketing materials delivered directly to first responders, such as firefighters, police departments, and emergency medical technicians.
  - Holding an Annual Open House or Event for Alumni and the Community
  - Advertising both programs in professional conference program booklets, (e.g., \$200 for a half page advertisement and \$350 for a full page advertisement at the Academy of Criminal Justice Sciences—the deadline for sending this in is December 15 of each year);
  - Participating in Employment Exchanges at the conference

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RESPONSE TO EXTERNAL PROGRAM REVIEW  
B.A. –CRIMINAL JUSTICE

The following is a response by the criminal justice faculty to the External Program Review (11-5-10) submitted by Leanne F. Alarid, Ph.D. regarding the B.A.-Criminal Justice program at Mesa State College. All comments are limited to that specific program of study.

Initially, it must be noted that there are no objections to any of Dr. Alarid's evaluation as it applies to the B.A. program. More specifically, the report accurately reflects the background and student enrollment figures, the program strengths such as the planned forensic research center and the quality of instruction. Additionally, many of the suggestions for adding/broadening course electives have already been discussed by the faculty. The addition of our new professor Katie Dreiling will allow us to increase the number and breadth of our corrections courses and a community-based corrections class will be taught in spring 2011. We also plan to reduce/merge the number of investigatory classes such as criminal investigations and death investigations. The class entitled "Counter-terrorism and law enforcement" is currently really a misnomer as other aspects of the criminal justice system are indeed included in the course. We also plan to remove juvenile justice from the topics moniker (CRMJ 396) and assign it a permanent course number. Finally, the number of law enforcement course needs to be increased, such as adding a class in community policing.

The remaining comments of the evaluator regarding course offerings are valid points and they will be addressed as new resources hopefully become available. However, as the "program concerns" section of the report more than adequately points out, we are in need of at least three additional professors (not including Katie Dreiling) in order to achieve that end. Even with the addition of Dr. Dreiling, our ratio of declared majors to faculty is a whopping 84:1. It will be very difficult to expand our course offerings without additional personnel. As the number of internships in our program continues to grow it would be of great benefit to be able to adopt the recommendation that one faculty member be assigned this duty and to count it as one class of instruction each semester.

A minor point that the current faculty would like to address is the statement that "...all faculty in the criminal justice program will be at the assistant-level for the next 5-6 years, with no one at the associate or full levels." The current faculty sincerely believes

that it will not take that long to move up from the assistant professor level. We also question the recommendation that a new hire necessarily be of an associate or full professor rank.

Finally, the evaluation recommends the creation of a stand-alone Department of Criminal Justice and Public Safety with its own chair and administrative assistant. This would combine eight existing/planned programs. Moreover, each of these programs is currently undergoing increases in enrollment. The faculty endorses this suggestion and believes that the quicker that this can be achieved, the greater the benefit that it will bring.

Respectfully submitted,

Michael B. Delaney, JD, ABD  
Assistant Professor of Criminal Justice



## External Program Review

Western Colorado Peace Officers Academy

Mesa State College  
(Western Colorado Community College)

Prepared by:

John G. Reece, MPA, ABD  
William Gardner, MPA

### A. Program History and Overview

The Western Colorado Peace Officers Academy offers the following paths of study:

- Certificate for Peace Officers Standards and Training (P.O.S.T.)
- Associate of Applied Science (AAS) in Criminal Justice
- Articulation to the Bachelor of Arts (BA) in Criminal Justice with a concentration in law enforcement
- Articulation to the Bachelor of Applied Science (BAS) Degree in Public Administration/Public Safety

The idea of creating a post-secondary P.O.S.T./Criminal Justice program in Grand Junction was conceived in early to mid 2006. Representatives and leaders from local law enforcement approached the staff of Mesa State College and the Western Colorado Community College (WCCC) in early 2006 to begin a discussion of establishing a peace officers academy and related degree options in the Grand Junction area. Mr. John Reece was appointed as the academy director and assistant professor of criminal justice. As a police sergeant in charge of training and recruitment at the Grand Junction Police Department, Reece was intimately aware of the ongoing need for trained and educated employees in the law enforcement industry. Moreover, previous experience had exposed Reece to other communities where colleges and law enforcement agencies have collaborated to benefit one-another. Reece was tasked with forming an industry Advisory Board, determining program needs, formulating curriculum, seeking state approval of all instructors, curriculum and the various training sites (e.g., driving, firearms, arrest control, etc.), recruiting and selecting students, and advising.

This goal came to fruition in April of 2007 with the approval of a certificate as well as an AAS in criminal justice in conjunction with the start of the Western Colorado Peace Officers Academy (WCPOA) inaugural class. The establishment of the program was supported by the WCPOA Advisory Board that includes representatives from the following organizations:

- Grand Junction Police Department (GJPD)
- Mesa County Sheriff's Office (MCSO)
- District Attorney's Office of the 21<sup>st</sup> Judicial District
- Western Colorado Community College

The staff members and leaders of these organizations have provided the background, direction, and support needed to develop and sustain the WCPOA certificate and AAS programs. The academy has continued to grow and the eighth overall class is scheduled to graduate in November 2010. In addition, four Refresher Academies have been graduated in the same time frame. WCPOA students as well as employing agencies have found the AAS, BAS, and BA degree options to be extremely appealing. Agencies throughout the state have expressed a desire to infuse their organizations with college

educated officers. Moreover, Mesa State College has numerous baccalaureate students majoring in criminal justice who aspire to work in the law enforcement profession. Many of these students have expressed the desire to articulate credit hours earned by completing the academy into their BA requirements. When students enter the job market, having earned an AAS (criminal Justice), a BAS (public safety/public administration), or a BA (criminal justice), along with a state certification as a peace officer, they will be extremely marketable in terms of job placement.

Today the WCPOA has one half time director, one full time instructor, and approx. ninety adjunct instructors serving the students. The current academy director will be making a transition to a full time professor position on the main campus of Mesa State in the fall of 2010. The current academy instructor will assume the directorship in January 2011 leaving the program with only one full time person. In our 3-4 years of service, the program has lost only a few (adjunct) instructors to other opportunities, all others have continued to be passionate about the academy education and are devoted to the students of Mesa State College/WCCC. The program has benefited from this longevity with continuity in the delivery of education to students, which is reflected in program evaluations. The WCPOA Advisory Board continues to be active, meeting at least three to four times per year.

#### **B. Program goals and objectives, and their relationship to the role and mission of Mesa State College.**

Mesa State College's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S) 23-53-101: (as posted on the website and listed in the catalog)

"There is hereby established a College at Grand Junction, Colorado, to be known as Mesa State College, which shall be a general baccalaureate and specialized graduate institution with moderately selective admissions. Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs. Mesa State College shall also maintain a community college role and mission, including vocational and technical programs. Mesa State College shall receive resident credit for two-year course offerings in its commission-approved service area."

#### **Program Goals:**

- Provide students with the skills and knowledge to become productive and motivated employees in the policing field.
- Work with the industry stakeholders to continually enhance the quality and timeliness of technical content.

**Program Objectives:**

Although field training is common to the policing industry, it tends to be specific to the particular agency, the organization's service delivery mix, and the overall policing philosophy of a given agency. The WCPOA program serves as an educational resource for students, offering them an opportunity to acquire a broad, yet fundamental foundation of skills, exposing them to the techniques, policies, and best-practices of industry in the areas of: problem-solving, interpersonal skills, application of the criminal code, laws of arrest, search and seizure, basic law, driving, firearms, and arrest control. In addition:

- Demonstrate an understanding and appreciation of the liberal arts including the humanities, social sciences, mathematical and natural sciences.
- Practice a commitment to student learning and achievement, including, but not limited to demonstrating hands-on proficiency, problem solving techniques, using multiple strategies, and adult-based learning techniques.
- Demonstrate subject matter knowledge and pedagogy, including, but not limited to creating effective learning environments, practicing teaching both as a science, and providing contextual learning activities.
- Manage and monitor student learning, based upon best practices including, but not limited to using a variety of teaching methodologies and a scenario-based approach that involves support personnel, and community members to maximize student success, following ethical responsibilities of teaching.
- Organize teaching practices and learn from experiences including, but not limited to using current research to improve practice, accept teaching as a lifelong learning process, interact with various education personnel and professional associations.
- Participate in learning communities, including, but not limited to using the community to enhance programs, and participate in local, state, and national professional associations to maximize learning.
- Use technology and concepts to enhance learning and personal/professional productivity including, but not limited to implementing curriculum that includes technology-enhanced methods and strategies.
- Mesa State College/W.C.C.C. values teaching, learning, and student-faculty interaction. This program provides the students with expanded opportunities to participate in research and active hands-on learning as supplement to the classroom. Mesa State College/W.C.C.C. is dedicated to assisting students in achieving their goals and dreams.

### C. Program Need

As of this writing (09/2010) the national economic recession combined with several anti-tax proposed ballot initiatives has created a chilling effect on public safety agency hiring in Colorado. Currently, the 2 largest in Mesa County – the Mesa County Sheriff's Office (224 employees) and the Grand Junction Police Department (210 employees) – have had their personnel allocations frozen. In other words, those 2 agencies are not allowed to fill vacancies as they occur. Mesa County government officials are considering forcing the elected sheriff to lay off personnel. State-wide similar budget crises are not uncommon.

Yet, the need for qualified, trained peace officers based upon historical trends is predictable. Why? Here are the public policy realities:

- The time required from the date of a police employee's separation from an agency (death, disability, termination, resignation or retirement) to the date the new employee is trained and capable of independently working in the field is a staggering 18 to 24 months.
- Some weeks or months are lost to Human Resource Department processes which insure impartial job posting and local or state government approval for position opening.
- Generally, agencies leave the job posting open for a minimum of 1 month to insure adequate applicant pools.
- Next, it may take a month or more to screen applicants for minimum qualifications. This initial screening, while not rigorous, is more time consuming than most non-law enforcement type positions. Initial screens must ferret out applicants with revoked or suspended driver's licenses, criminal histories or self-reports of non-detected criminal histories.
- The selection process after the above steps, again, takes several months: (1) multi-hour written exam; (2) job suitability exam; (3) law enforcement oral board; (4) conditional job offer; (5) waiver and thorough background exam of past employers, landlords or neighbors, and references; (6) written personal history exam verified by a polygraph or other lie detection instrument; (7) medical exam; (8) police psychological examination; (9) and, executive interview.
- Upon a job offer, the new hire must be given a minimum of 2 weeks to move or get personal affairs in order; longer if they live out-of-state.
- New hires that have NOT been to a POST academy are then committed to a minimum of 4 months away from the agency.
- Upon their successful graduation of the POST academy, the average length of time for a candidate to successfully complete the required Field Training and Orientation (FTO) program is 14 to 16 weeks.

- Then, only after one year of independent patrol service are new peace officers eligible for post-probationary status.

Thus, the need for WCCC's POST Academy remains as strong during this current economic downturn. Inevitably, when economic conditions improve and the historical cycle of growth returns to Colorado and Western Colorado; the predictable authorization of necessary peace officer deployment will require a trained labor pool to be available and ready to hire.

#### **D. Narrative Summaries of Resources**

##### **i.) Faculty and staff.**

The Western Colorado Peace Officers Academy (WCPOA) – the skills portion of the degree programs – thrives due to the vision, commitment and partnerships of MSC, the Grand Junction Police Department (GJPD), the Mesa County Sheriff's Office (MCSO) and the 21<sup>st</sup> JD District Attorney's Office (DA). It is important to understand the distinction of this program in that it is a "partnership": each of the above listed stakeholders has committed staff, space and dollars to make this academy successful.

It is this partnership which makes the WCPOA an institution where the mission to educate and train progressive peace officer candidates a self-fulfilling endeavor. Each partner has a stake in the quality of the candidate selection and in the quality of the education and training provided.

Please note, that a POST certified academy has an incredibly diverse curriculum covering scores of subjects from deadly force training to victim rights. Such a spectrum with the diversity of topics and the intensive instructor to student ratio, for example 1 to 4 in firearms training; would not be sustainable through part-time budgeted non-agency sponsored staff. In other words, independent policing subject matter contractors would both raise costs and potentially lower the quality of the program.

##### **ii.) Physical facilities**

The WCPOA is based out of a highly functional facility at WCCC. The size of the classroom, the adjacent office space for the director and the agency liaison staff serves the needs of the program at this time. Additionally, the location of the classroom adjacent to Student Services and in the heart of a busy community college atmosphere lends itself to great support for the students' involvement in an intensive curriculum (10 hour days and 6 day weeks are not uncommon); and, the professional environment of diverse students committed to new careers.

This program requires unique facilities, some of which depend upon MSC and its partners in this endeavor developing enhanced training sites. The required Driving Track is currently extremely old and is totally dependent on continued goodwill from the US Bureau of Land Management for authority to use. A new and current track is still in the planning stages. Providing sustained leadership inertia and support to the partnership commitment to build this facility is crucial.

The Academy depends upon the use of the MCSO Gymnasium for its Arrest Control and Defensive Tactics training.

The Academy depends upon the use of the GJPD firearms range for its firearms training. Again, an updated larger range is in the advanced planning stages with the partners of GJPD and MCSO. MSC support and leadership is vital for this project's successful start-up.

**iii.) Instructional Equipment, including information technology and its use.**

It is easy to underestimate the logistical and equipment needs of a peace officer academy. Examples include what has been noted above with the needs for an emergency vehicle driving track and modern handgun and long gun firing range. What is emerging as a risk to the WCPOA's capacities to train 20 to 25 cadets each class is adequate used police emergency vehicles. This need, for 6 to 8 reconditioned police cars, is urgent. So is a budget for a replacement schedule.

The classroom at WCCC is in need of upgraded audio visual equipment which should be of reasonable cost. We simply must remember that we need current technologies which support the needs of our cadre of instructors and our students' learning processes.

**iv.) Library, including DVD, video, etc.**

We do not rely on the Library for research materials at this time.

**v.) Unique sources of revenue and expenditures**

- The WCPOA has applied for and received thousands of dollars of grant funds for training and safety equipment for our cadets from the 21<sup>st</sup> JD (Narcotics) Seizure Board. As an example, we have sufficient handguns and duty belts to supply each cadet without cost to them. As we maintain the quality and credibility of our curriculum, and serve all our local agency needs, we will continue to enjoy the support of the Seizure Board for much training and safety equipment.

Nonetheless, please note that the Seizure Board's funds are dependent on lawful drug crime related seizures and there are constant demands on that budget.

- The WCPOA is supported through the budget of MSC whereby our partners – the GJPD and the MCSO – receive \$20,000 each per academy to offset their overtime expenditures for their subject matter experts teaching the academy. This financial support is vital for us to continue as these agencies work through their budget shortfalls.

The WCPOA Director must remain alert for Federal and State grant funds that could support academy functions. Currently, at risk is a \$500,000 grant from the Colorado Department of Local Affairs for the new Driving Track. DOLA expects us to break ground in a reasonable time frame. Again, that initiative must be continuously pursued.

#### **E. Effectiveness:**

The WCPOA is continuously scrutinized by the Colorado Peace Officer Standards and Training (POST) Unit under the direction of the Colorado Attorney General. For the past 4 years this academy has met or exceeded state standards, thereby, remaining approved.

Of note, of the 172 graduates of the WCPOA, 171 have successfully passed the demanding POST Certification Exam.

##### **i.) Changes since the most recent program review.**

This is the first program review for the P.O.S.T. program.

##### **ii.) Faculty success data**

###### **(1) Teaching**

The students have great respect for the director, lead instructor and the myriad of adjunct instructors (approx. 90) in the P.O.S.T. program. An outstanding rapport exists between the students and faculty. The extensive field experience the faculty bring to the classroom has given the students an advantage not only in the classroom, but in attaining positions in the workplace upon graduation. The teaching skills demonstrated in the classroom show a firm, but fair teaching style going above and beyond what is required. The program continuously receives the highest evaluations from students (5.0 medians of medians) and has been recognized as a program of distinction by Mesa State College and WCCC.



**(2) Advising:**

The faculty advise P.O.S.T. certificate as well as AAS students. Students are provided with accurate information regarding degree options, requirements for degree completion, and assisted with job placement. Students are advised on a one-on-one basis. Even with the large number of advisees, the program continues to receive high ratings and positive feedback regarding faculty accessibility and responsiveness.

**(3) Scholarship:**

Director John Reece:

B.A. in Criminal Justice, Mesa State College

Master of Public Administration (MPA), University of Colorado at Denver

ABD (PhD), Northcentral University

Currently conducting research entitled "*Arizona v. Gant: Search Incident to Arrest and Its impact on Drug Interdiction.*" The research involves a qualitative approach (multiple interviews with law enforcement officers) and content analysis of numerous arrest affidavits. This research addresses a contemporary and vital issue in the criminal justice field. The research findings and conclusions will be shared with academic colleagues as well as students. A portion of the research has already been presented at the national conference for the Academy of Criminal Justice Sciences.

Recently published an article entitled "*Teaching Tip: Make a Game Out of Learning.*" The article appeared in *The Criminologist* (November, 2009), which is a national newsletter for the American Society of Criminology (Vol. 34, 6). The article was peer reviewed and approved by the ASC teaching committee.

Currently working on original research entitled, "*Assessing the Relationship between Job Satisfaction and Voluntary Turnover of Police Officers in Colorado.*" Plan to draft an article and submit it to *Police Quarterly*, which is a refereed journal of the ACJS and the Police Executive Research Forum (PERF).

Have submitted an article to the Colorado Law Enforcement Officers Association magazine entitled "*Law Enforcement Organizations and Total Quality Management (TQM): The Strategic Policing Experience,*" which is scheduled to be published in the fall 2010 edition.

Subscriber and member of the following:

- Academy of Criminal Justice Sciences (ACJS)
- American Society of Criminology (ASC)
- Southwestern Association of Criminal Justice (SWACJ)

Instructor William Gardner:

B.A. in Organizational Management, Colorado Christian University

Master of Public Administration (MPA), University of Colorado at Denver

**(4)Service:**

The faculty serves in the following activities and groups (not exhaustive):

Mesa State College Campus Safety Committee

Mesa State College Distance Learning Quality Workgroup

Volunteered for service on the Forensic Anthropologist search committee

WCCC Crisis Team

WCCC Criminal History Review Committee

Mesa County Restorative Justice Board (RJB)

Colorado P.O.S.T. Curriculum SME Committee

SBS Scholarship Selection Committee

**iii.) Student success data**

- As stated previously, a total of 172 students have graduated from the WCPOA, 171 have successfully passed the demanding state POST certification Exam.
- The WCPOA is currently holding an 85% job placement rate of former academy students. Several other students have opted to pursue their AAS, BAS, or BA.
- The WCPOA is also currently holding a 95% student retention rate.

**F. Strengths identified by the review.**

- Vision of the Grand Junction Police Department, Mesa County Sheriff's Office, the 21<sup>st</sup> Judicial District Attorney's Office and Mesa State College leaders which created and sustains this exceptional peace officers academy.
- The high professional standards this academy sustains through exceptional leadership; a thorough screening and competitive cadet application process; and, the highest standards of integrity, personal and communal conduct required to remain in the academy and successfully graduate.
- The willingness of the college and the academy director to dismiss enrolled cadets with proven ethical shortfalls. The academy classes build a culture of integrity and selflessness.
- The commitment by the partnership of DA, GJPD and MCSO which results in consistently outstanding instruction by passionate practicing professionals.
- The demonstration of "Partnership" through MSC's partial funding of peace officer instructors through its \$80,000 per year contribution to the budgets of the GJPD and MCSO.
- The outstanding cadre of outside of law enforcement agencies instructors who are committed to teaching and creating a community based learning culture.
- The low instructor to student ratio (4:1 in Firearms) which maximizes teaching and learning effectiveness for the cadets.
- The Values that are the foundation of the academy's learning culture which emphasize Knowledge, Excellence, Integrity, Compassion and Service.
- The professional and respected relationship the Academy has developed over the years with Colorado Peace Officers Standards and Training Unit (POST). The rigorous review of this academy by POST has led high levels of trust with the POST staff and with other law enforcement agencies throughout the state.
- The exceptionally high POST certification / exam pass rate for cadets, as well as job / degree success.
- The adult learning models used which constantly involve cadets in dialogue, small group learning projects, role playing and scenario based learning.

**G. Areas needing strengthening identified by the review**

- The separation of MSC main campus instruction and classrooms for the Criminal Justice curriculums for the BA, BAS and AAS programs from the WCCC site for the academy present the challenges of fractionalization of instructors, classrooms and presentation of the CJS programs as one entity.
- The need to build and fund an on-going equipment replacement budget specifically to address predictable and critical Academy needs: e.g. Emergency vehicle replacement and repair; technology upgrade and repair; tactical equipment replacement and repair (firearms, batons, flashlights, etc.); and classroom furniture, specifically ergonomic chairs.
- The threat of degraded core policing facilities at the temporary BLM Emergency Driving Track; and, the aging GJPD Firing Range.
- The need to increase educational time in the core areas of communication: written, verbal and non-verbal communication skills.
- The need to increase constantly the development of cadet growth in the areas of human understanding and community interactions.
- Upgrading the WCPOA website to include the latest information on the academy's development.
- Need to develop a formalized Vision, Mission and Values statements specific to the WCPOA.
- The reduction of Academy staff from a one-half time director and instructor to a single director increases the opportunity for mistakes in program maintenance and growth.

**H. Vision**

- The WCPOA has the potential to be one of Colorado's most vital applied criminal justice and policing career preparatory institutions.
- MSC / WCCC can continue to build on the foundation and commitment to the combined CJS programs to become a premier CJS educational institution for the entire western region.
- The WCPOA can continue to be on the cutting edge of instruction and cultural indoctrination into Value Based Policing.

# Appendix A

## P.O.S.T. Program Statistics



**Table 1 Undergraduate Enrollment by Major Code, Summer Terms 2004 - 2009  
Mesa State College**

Level	Major Code	Program Name						
			2004	2005	2006	2007	2008	2009
<b>Certificate</b>	1361	Peace Officers Standards Training						
		New Majors	0	0	0	6	0	10
	Continuing Majors	2	6	5	7	9	8	
	<b>Sub-Total</b>		<b>2</b>	<b>6</b>	<b>5</b>	<b>13</b>	<b>9</b>	<b>18</b>
<b>Associates</b>	1360	Criminal Justice						
		New Majors	0	0	0	0	0	1
	Continuing Majors	0	0	0	0	0	1	
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Baccalaureate</b>	3706	Criminal Justice						
		New Majors	0	0	0	7	2	3
	Continuing Majors	0	0	0	17	27	32	
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>29</b>	<b>35</b>
	3708	Sociology - Criminology						
		New Majors	3	0	1	0	0	0
		Continuing Majors	16	24	17	14	2	0
	<b>Sub-Total</b>		<b>19</b>	<b>24</b>	<b>18</b>	<b>14</b>	<b>2</b>	<b>0</b>
	<b>All Criminal Justice</b>							
		New Majors	3	0	1	13	2	14
		Continuing Majors	18	30	22	38	38	41
<b>Grand Total</b>			<b>21</b>	<b>30</b>	<b>23</b>	<b>51</b>	<b>40</b>	<b>55</b>

**Table 1 Undergraduate Enrollment by Major Code, Fall Terms 2004 - 2009  
Mesa State College**

Level	Major Code	Program Name								
			2004	2005	2006	2007	2008	2009		
<b>Certificate</b>										
	1361	Peace Officers Standards Training								
		New Majors	0	0	0	7	10	13		
		Continuing Majors	0	0	0	0	0	2		
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>15</b>		
<b>Associates</b>										
	1360	Criminal Justice								
		New Majors	23	22	43	41	35	62		
		Continuing Majors	11	11	12	31	33	41		
	<b>Sub-Total</b>		<b>34</b>	<b>33</b>	<b>55</b>	<b>72</b>	<b>68</b>	<b>103</b>		
<b>Baccalaureate</b>										
	3706	Criminal Justice								
		New Majors	0	0	26	43	55	76		
		Continuing Majors	0	0	0	39	62	94		
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>26</b>	<b>82</b>	<b>117</b>	<b>170</b>		
	3708	Sociology - Criminology								
		New Majors	46	46	20	0	0	0		
		Continuing Majors	52	63	64	27	10	4		
	<b>Sub-Total</b>		<b>98</b>	<b>109</b>	<b>84</b>	<b>27</b>	<b>10</b>	<b>4</b>		
		<b>All Criminal Justice</b>								
		<b>New Majors</b>	<b>69</b>	<b>68</b>	<b>89</b>	<b>91</b>	<b>100</b>	<b>151</b>		
		<b>Continuing Majors</b>	<b>63</b>	<b>74</b>	<b>76</b>	<b>97</b>	<b>105</b>	<b>141</b>		
<b>Grand Total</b>			<b>132</b>	<b>142</b>	<b>165</b>	<b>188</b>	<b>205</b>	<b>292</b>		



**Table 1 Undergraduate Enrollment by Major Code, Spring Terms 2005 - 2010  
Mesa State College**

Level	Major Code	Program Name							
			2005	2006	2007	2008	2009	2010	
<b>Certificate</b>									
	1361	Peace Officers Standards Training							
		New Majors	0	0	12	10	14	16	
		Continuing Majors	0	0	0	0	0	6	
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>22</b>	
<b>Associates</b>									
	1360	Criminal Justice							
		New Majors	9	19	21	28	22	33	
		Continuing Majors	24	19	33	40	35	64	
	<b>Sub-Total</b>		<b>33</b>	<b>38</b>	<b>54</b>	<b>68</b>	<b>57</b>	<b>97</b>	
<b>Baccalaureate</b>									
	3706	Criminal Justice							
		New Majors	0	0	27	28	26	20	
		Continuing Majors	0	0	20	67	93	149	
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>47</b>	<b>95</b>	<b>119</b>	<b>169</b>	
	3708	Sociology - Criminology							
		New Majors	18	14	0	0	0	0	
		Continuing Majors	76	87	60	22	9	4	
	<b>Sub-Total</b>		<b>94</b>	<b>101</b>	<b>60</b>	<b>22</b>	<b>9</b>	<b>4</b>	
	<b>All Criminal Justice</b>								
		New Majors	27	33	60	66	62	69	
		Continuing Majors	100	106	113	129	137	223	
<b>Grand Total</b>			<b>127</b>	<b>139</b>	<b>173</b>	<b>195</b>	<b>199</b>	<b>292</b>	

Total CRM/J/CR/JW Registrations and Credit Hours by Academic Year - AY2008 - AY2010

	AY 06-07		AY 07-08		AY 08-09		AY 09-10		3 Year Change - Credit Hours	
	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	#	%
Lower - 100 (POST)	84	490	204	1190	246	1435	258	1505	315	28.47%
Lower - 200			95	285	156	468	219	657	372	130.53%
Upper - 300			88	264	256	769	423	1269	1005	380.68%
Upper - 400			92	276	124	372	168	504	228	82.61%
<b>Total Undergraduate</b>	<b>84</b>	<b>490</b>	<b>479</b>	<b>2015</b>	<b>782</b>	<b>3044</b>	<b>1068</b>	<b>3935</b>	<b>1920</b>	<b>95.29%</b>

**Table 5. ONE-YEAR RETENTION RATE FOR FIRST-TIME FULL-TIME STUDENTS 2004 - 2009  
Mesa State College**

Level	Major Code	Program Name	Retained or Graduated Subsequent Fall		Not Retained Subsequent Fall		Total	
			#	%	#	%	#	%
<b>Certificate</b>								
	1361	POST	6	85.7%	1	14.3%	7	100.0%
<b>TOTAL</b>			<b>6</b>	<b>85.7%</b>	<b>1</b>	<b>14.3%</b>	<b>7</b>	<b>100.0%</b>
<b>Associates</b>								
	1360	Criminal Justice, AAS	45	44.6%	56	55.4%	101	100.0%
<b>TOTAL</b>			<b>45</b>	<b>44.6%</b>	<b>56</b>	<b>55.4%</b>	<b>101</b>	<b>100.0%</b>
<b>Baccalaureate</b>								
	3706	Criminal Justice, BA	39	62.9%	23	37.1%	62	100.0%
	3708	Sociology - Criminology	48	53.9%	41	46.1%	89	100.0%
<b>TOTAL</b>			<b>87</b>	<b>57.6%</b>	<b>64</b>	<b>42.4%</b>	<b>151</b>	<b>100.0%</b>

## Average Course Size by Level and Subject Fall '09-Spring '10

Subject	Level	Avg Course Size
ANTH	Lower	39.55
	Upper	7.54
	Total	22.21
ARKE	Lower	16.00
	Upper	6.00
	Total	11.00
CRJW	Lower	21.50
	Total	21.50
CRMJ	Lower	54.75
	Upper	29.55
	Total	33.75
GEOG	Lower	45.11
	Total	45.11
HIST	Lower	37.66
	Upper	17.67
	Total	33.86
PADM	Upper	12.50
	Total	12.50
PHIL	Lower	24.13
	Upper	18.00
	Total	22.45
POLS	Lower	41.82
	Upper	14.58
	Total	30.55
PSYC	Lower	48.05
	Upper	23.53
	Total	35.31
PSYP	Upper	16.44
	Total	16.44
SOCI	Lower	1.50
	Upper	13.71
	Total	11.00
SOCO	Lower	48.56
	Upper	14.53
	Total	33.09

**DEGREES AND CERTIFICATES AWARDED BY LEVEL AND CIP CODE**  
Mesa State College

CIP					Degrees/Certificates Awarded In				
Level	Code	Award	Status	Program Name	2004-05	2005-06	2006-07	2007-08	2008-09
<b>Certificate</b>									
	12.0500	C		Culinary Arts	1	1	3	3	5
	15.0303	C		Electronics Technology	0	0	0	0	0
	43.0107	C		Peace Officer Standards and Training	-	-	-	46	38
	45.0702	C		Geographic Information Science and Technology	-	-	-	10	4
	46.0303	C		Electric Lineworker	26	28	29	24	15
	47.0604	C		Transportation Services Cluster	1	5	6	2	8
	48.0501	C		Manufacturing Technology Cluster	19	16	19	25	22
	51.0904	C		Emergency Medical Technician	-	-	29	-	27
	51.1613	C		Practical Nursing	-	-	-	27	17
	52.0204	C		Office Supervision & Management	-	-	-	10	1
	52.1501	C		Real Estate Broker	-	-	-	-	1
<b>Level Total</b>					<b>47</b>	<b>50</b>	<b>86</b>	<b>147</b>	<b>138</b>
<b>Associate (Vocational)</b>									
	10.0105	A.A.S.		Technology Integration Cluster	4	10	6	0	8
	12.0500	A.A.S.		Culinary Arts	15	15	9	18	17
	15.0303	A.A.S.		Electronics Technology	1	1	0	0	0
	15.0599	A.A.S.		Environmental Restoration Engineering Tech.	0	0	0	1	0
	15.0613	A.A.S.		Process Systems Technology	-	-	-	2	0
	43.0103	A.A.S.		Criminal Justice	2	7	10	13	16
	46.0000	A.A.S.		Construction Technology	-	-	-	-	2
	47.0604	A.A.S.		Transportation Services Cluster	11	14	7	4	5
	48.0501	A.A.S.		Manufacturing Technology Cluster	23	34	21	21	27
	51.0911	A.A.S.		Radiologic Technology	17	19	18	17	17
	51.1601	A.A.S.		Nursing	-	9	22	34	31
	52.0204	A.A.S.		Administrative Office Technology	14	10	6	15	4
	52.0901	A.A.S.		Travel, Recreation, & Hospitality Mgt.	0	0	0	0	0
<b>Level Total</b>					<b>87</b>	<b>119</b>	<b>99</b>	<b>125</b>	<b>127</b>
<b>Associate (Transfer)</b>									
	24.0101	A.A.		Liberal Arts - A.A.	27	60	50	43	30
	24.0199	A.S.		Liberal Arts - A.S.	10	10	5	12	14
<b>Level Total</b>					<b>37</b>	<b>70</b>	<b>55</b>	<b>55</b>	<b>44</b>
<b>Baccalaureate</b>									
	03.0104	B.S.		Environmental Science & Technology	16	9	16	15	3
	09.0102	B.A.		Mass Communication	29	38	22	23	26
	11.0101	B.S.		Computer Science	15	7	6	9	7
	16.0905	B.A.		Spanish	1	1	9	6	7
	23.0101	B.A.		English	20	41	25	21	18
	24.0101	B.A.		Liberal Arts	42	44	34	24	36
	26.0101	B.S.		Biological Sciences	46	37	38	38	31
	27.0101	B.S.		Mathematics	12	9	8	3	19
	31.0504	B.S.		Sport Management	-	-	-	3	12
	31.0505	B.A.		Kinesiology (Formerly Human Perf. & Wellness)	44	52	62	43	49
	40.0101	B.S.		Physical Sciences	13	15	13	12	13
	42.0101	B.A.		Psychology	38	49	39	37	36
	43.0104	B.A.		Criminal Justice	-	-	-	10	12
	45.0101	B.A.		Social Sciences	9	5	2	3	2
	45.1001	B.A.		Political Science	15	7	14	9	11
	45.1101	B.A.		Sociology	35	24	27	21	22
	50.0409	B.F.A.		Graphic Design	-	-	-	17	12
	50.0501	B.A.		Theatre Arts	-	4	5	15	12
	50.0701	B.F.A.		Art	-	14	20	8	16
	50.0901	B.A.		Music	-	6	10	8	6
	51.0913	B.S.		Athletic Training	-	-	-	2	7
	51.1601	B.S.N.		Nursing	50	65	62	60	57
	52.0101	B.B.A.		Business Administration	127	137	120	90	94
	52.0299	B.A.S.		Business Administration	-	1	7	7	10
	52.0301	B.S.		Accounting	14	28	19	24	17
	52.1201	B.S.		Computer Information Systems	14	18	9	4	5
	54.0101	B.A.		History	17	15	18	15	20
<b>Level Total</b>					<b>661</b>	<b>646</b>	<b>588</b>	<b>527</b>	<b>560</b>
<b>Master's</b>									
	13.0101	M.A.		Master of Arts in Education	-	-	-	27	29
	52.0101	M.B.A.		Business Administration	28	9	11	9	10
<b>Level Total</b>					<b>28</b>	<b>9</b>	<b>11</b>	<b>36</b>	<b>39</b>
<b>Institutional Total</b>					<b>860</b>	<b>894</b>	<b>839</b>	<b>890</b>	<b>908</b>

Note: Kinesiology was 31.0501 prior to 2005-06



# Appendix B

## P.O.S.T. Faculty Vitae





**Bill Gardner**  
**615 North 17<sup>th</sup> Street**  
**Grand Junction, Colorado 81501**  
**970-255-2821 (office) 970-985-1767 (cell)**

**Purposes:** I have and continue to live a professional life dedicated to raising the professional and ethical standards of individuals, work units, agencies and communities through the criminal justice system.

**Education:**

John Canon and Cathedral High School	Mumbai, India	HS Degree	1967
Colorado Christian University	Lakewood, CO	BS Org Mgt	1999
University of Colorado	Denver, CO	Master of Pub Admin	2002

**Career History:**

Instructor / Director Western Colorado Peace Officers Academy: Hired as lead instructor and then promoted to director. Also serve as department head for public safety education for Western Colorado Community College (WCCC) a branch of Mesa State College, Colorado.  
August, 2010 to Present

Organizational Consultant for City of Grand Junction: Coordinated and developed the national search and recruitment process for the next Grand Junction Police Chief.  
September, 2009 – December, 2009

Chief of Police, City of Grand Junction, Colorado: Police Chief for agency employing 210 FTE with 19 million dollar annual budget. Work involved agency transformation internally and cutting edge community based services externally.  
May, 2006 - September 2009

Interim Police Chief, City of Grand Junction: Loaned from Mesa County government to assist City of Grand Junction during national search for new police chief.  
December, 2005 – April, 2009

Undersheriff, Mesa County, Colorado: Chosen by incoming sheriff to serve as his chief deputy and undersheriff for a 225 FTE agency with a 15 million dollar budget.  
January, 2003 – December, 2005

Captain / Operations Commander Mesa County Sheriff's Office: Recruited by Mesa County Sheriff's Office to act as a transformational leader for his law enforcement division. Managed a staff of 75 sworn deputies. Led organizational change in professional standards and community based policing strategies. Managed major case crimes.  
January, 1995 – January, 2003

Sheriff, La Plata County, Colorado: Elected public official / law enforcement leader in 3<sup>rd</sup> fastest growing county in the state. Managed a 70 FTE agency. Led to national accreditation.  
November, 1986 – January, 1995

## **Specialized Education and Training:**

FBI National Academy: 11 week intensive law enforcement executive leadership seminar at the FBI Academy in Quantico, Virginia. Honors graduate of 160<sup>th</sup> session. Winter, 1990

Law Enforcement Training: Over 3,000 hours of technical training in all areas of modern American law enforcement. Subject matter expert (SME) in use-of-force and leadership.  
1977 - 2009

Law Enforcement Executive Development Seminar (LEEDS): 96 hour executive leadership intensive seminar. Appointment from the FBI for chiefs / sheriffs of jurisdictions up to 350,000.

## **Honors:**

- Led North – South traverse of Mt. McKinley in Denali National Park. Highly successful 35-day expedition, and among first mountaineers to accomplish this feat.
- US Congressional Certificate for Valor and Law Enforcement Medal for Meritorious Service for life-saving event placing my own life at risk. 1990
- Induction into the National Honor Society for Public Affairs and Administration. 2002
- Core Leadership and Management instructor for the County Sheriffs of Colorado and the Colorado Association of Chiefs of Police. Designed and instructed 3 – 5 day seminars in modern management and leadership practices based upon academic foundation. Taught over 1,000 students.
- Adjunct instructor for Mesa State College and the University of Colorado Graduate School of Public Affairs.

## **Personal:**

- Happily married for 34 years. Three grown children – 32, 30, and 23. Five grandchildren.
- Outdoor enthusiast: hiker, backpacker, mountaineer, cross-country skier and white water rafter. Have rafted the Grand Canyon 3 times.
- Volunteer leadership instructor and organizational development instructor for public service institutions.

**JOHN G. REECE**  
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### ***ACADEMIC QUALIFICATIONS***

I am currently enrolled in the Doctor of Philosophy in Business Administration (specialization in Public Administration) program at Northcentral University in Prescott, AZ. Courses have included Marketing Management, Information Research Strategies, History of Management Theory, Counterterrorism, Public/Government Relations, Public/Urban Politics, Public Program Evaluation, Quality Management in Public Administration, and Statistics. I am currently in the dissertation research phase of the degree program.

**Master of Public Administration (MPA):** University of Colorado at Denver (Graduate School of Public Affairs), Denver, CO. Graduated December 2000. Grade point average of 3.90. I was nominated for and placed on the National Dean's List. Only ½ of 1% of the nation's college students receive this award. The Graduate School of Public Affairs has been ranked among the top 15% of the nation's elite institutions offering graduate-level public affairs, policy and management programs.

**Bachelor of Arts Degree:** Criminal Justice, Mesa State College, Grand Junction, CO. Graduated May 1988. I was placed on the "Deans List of Academic Achievement."

**High School Diploma:** Grand Junction High School, Grand Junction, CO. Graduated May 1983.

## ***PROFESSIONAL EXPERIENCE***

### **July 5, 2006 to present:**

**Position:** Director of the Western Colorado Peace Officers Academy (WCPOA) and Assistant Professor of Criminal Justice. Mesa State College, Grand Junction, CO.

**Duties:** in this dual appointment, I facilitate the daily operations of the WCPOA and I teach a myriad of criminal justice and public administration classes on the main campus of Mesa State College. I advise and support students in the associate and bachelor degree programs as well as their overall career development. I also volunteer as an advisor to the Criminal Justice Association.

### **March 5, 1989 to July 5, 2006:**

**Position:** Police Sergeant (promoted in August, 2002). City of Grand Junction - Grand Junction Police Department, Grand Junction, CO.

**Duties:** Training and Recruitment Sergeant (specialized assignment). In this position I supervised the training and recruitment processes of the organization. I was the Police Department's liaison to the Human Resources Department. I managed a several hundred thousand dollar cost center/budget, and performed several other administrative duties as assigned.

I was also assigned to the patrol division during my tenure as a Police Sergeant. I had the opportunity to lead and manage patrol teams. As a patrol supervisor, my duties ranged from approving reports and mentoring officers to making critical recommendations and decisions relative to patrol operations and personnel actions.

In addition, I served on integral committees (quality circles) within the organization. For example, the Policy Review Committee, which develops, analyzes, and recommends policy implementation, and the Board of Evaluators, which reviews, evaluates, and recommends the progress, remediation, or continued employment of employees in field training.

**Other duties and special assignments:** Patrol division/Police Officer – responded to emergency calls for service, conducted criminal

investigations, accident investigations, enforced traffic laws and completed other departmental duties.

I was a Field Training Officer (Corporal) from 1997 to 2002. In this position, I trained new recruits; I was a team leader and I filled in as the acting shift commander on a regular basis.

I was a K-9 handler in the patrol division. This was a 4½-year assignment. I attended a rigorous, 10 week K-9 academy prior to being placed in service. In this position, I handled K-9 Judo (pronounced Udo). K-9 Judo was dual purpose (apprehension and narcotics capabilities). I left the assignment when K-9 Judo retired.

I was a member of a six-officer rifle team. The weapons utilized had sniper and fully automatic capabilities. A rigorous, 40-hour training course and qualification was completed prior to being placed in service. I left the team due to my rotation into the investigations unit.

I was assigned to the investigations unit as a detective (September 1999 – July 2000). In this rotational position, I was assigned to general investigations. I investigated a variety of cases, conducted interviews and documented/prepared cases for prosecution or other dispositions.

**March 10, 2005 to present:**

**Position: Online Faculty.** Grand Canyon University Phoenix, AZ.

**Duties:** I have completed extensive online faculty training and I instruct public safety and management courses (Leadership in Public Safety, Political and Legal Systems, Research Methodology, etc.) on a contractual basis.

**August 19, 2002 to July 5, 2006:**

**Position: Adjunct (Part-time) Instructor.** Mesa State College, Grand Junction, CO.

**Duties:** in this part-time position, I instruct a course entitled "*The Police Process*." This is a junior level course (ADJU 310) within the Administration of Justice discipline.

**June 10, 1985 to March 5, 1989:**

**Position: Loss Prevention Manager.** J.C. Penny Co. Grand Junction, CO.

**Duties:** conduct shoplifting, internal, and bad check investigations as well as other loss prevention duties. This was a full time position.

**Collateral Activity:** full time college student.

## ***COLLEGE COURSES/ACADEMIES/IN-SERVICE TRAINING***

### ***GRADUATE LEVEL (MPA):***

Democracy and Policy-making, Local Government Management, Governance and Institutions, Administrative Law, Leadership and Management, Information and Analytic Methods, Leadership and Ethics, Organizational Management, Organization Theory, Citizen Participation, Advanced Seminar in Public Management, Economics and Public Finance, etc.

### ***BACHELOR LEVEL (CRIMINAL JUSTICE):***

Police and Society, Social Problems, Public Administration, Constitutional Law, Criminal Law, American Government, State and Local Government, Comparative Government, The Practice of Social Research, Psychology, Sociology, Statistics, Micro/Macro Economics, Computer Systems, etc.

### ***ACADEMIES/SEMINARS:***

Reserve Police Officers Academy, May 1987  
Peace Officers Standards and Training (P.O.S.T.), September 1988  
Cannabis Detection and Eradication, July 1990  
Canine Law Enforcement Academy (Alabama), June 1991  
Latino Diversity and Basic Spanish, February 1993  
Officer Safety and Survival, November 1993  
Gang Seminar, June 1994  
Interpersonal Skills and Community Oriented Policing, September 1997  
Field Training Officer School, March 1998  
Critical Incident Command, September 1998  
Tactical Rifle/H&K G-36, May 1999  
Child Death Investigations, October 1999  
Verbal Judo, April 2000  
Kenesic Interview Seminar, July 2000  
Risk Management and Liability, October 2001  
Managing the Training Unit, October 2002  
Disney Institute (Keys to Excellence), November 2002  
Incident Command System, November 2002  
Managing the Training Unit, October 2002  
Disney's Keys to Excellence, October 2002  
Predicting and Preventing Police Liability, April 2003

Delivering Exceptional Customer Service, July 2003  
First Line Supervision, August 2003  
Effective Recruitment Techniques, September 2003  
Counterterrorism, September 2003  
Police Training Officer Program, January 2004  
Supervisor Certificate Program, February 2004  
Background Investigations for Police Applicants, March 2004  
Police Liability, November 2005

***IN-SERVICE TRAINING:***

Defensive/Tactical Driving	Defensive Tactics and Baton
Evidence Collection Procedures	Interview Techniques
Explosive Devices	C.P.R/First Aid
Hazardous Materials Response	DUI Training
Weapons Qualification	Legislative Update
Intoxilyzer Training	Physical Agility Testing
Constitutional Law	Arrest Control Techniques
State Accident Reporting	Domestic Violence
Search and Seizure	R.M.I.N

In-service academies attended in 1994, 1995, 1996, 1997, 1999, 2000, 2001, 2003, 2004, 2005, and 2006.

I have accumulated well over 2000 hours of training.

***PERSONAL DATA***

Date of Birth: November 24, 1964

Marital Status: Married (19 years) – spouse, Andrea, Sons (Brandon and Aaron)

Height: 6'1" Weight: 180 lbs.

***OTHER INTERESTS AND ACTIVITIES***

Scuba diving (certified diver), camping, hiking, sports, photography, reading, computers and other peripherals. I coach both little league baseball and little league football.

***AFFILIATIONS AND MEMBERSHIPS***

Mesa State Alumni Association  
Grand Junction Peace Officers Association

Mesa State Criminal Justice Association

**REFERENCES**

<p>Fred Ranguet, Ph.D. University of Colorado at Denver Campus Box 142 P.O. Box 173364 Denver, CO. 80217 (303) 747-2930</p>	<p>Commander Greg Assenmacher Grand Junction Police Department 625 Ute Ave Grand Junction, CO 81501 (970) 244-3568</p>
<p>Capt. Lyn Benoit (Ret.) Grand Junction Police Department 625 Ute Ave Grand Junction, CO 81501 (970) 244-3554</p>	<p>Paul A. Lachance Mesa State College (Former Professor) 587 Ford St. Grand Junction, CO 81504 (970) 434-5111</p>

Additional references can be provided upon request.



**External Review**

**Western Colorado Peace Officers Academy**

**Mesa State College  
(Western Colorado Community College)**

**November 5, 2010**

**Reviewer:**

**Robert E. Moore III  
M.S.S., University of Denver  
Division Chief (Ret.)  
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## Scope of the Review

This program review was conducted over the course of a single day on the campus of Mesa State College (MSC) and Western Colorado Community College (WCCC). An agenda, with flexibility, was established in advance for this reviewer by Steve Werman, Ph.D., Assistant Vice President for Academic Affairs at Mesa State College, John G. Reece, M.P.A., Founding Director of the Western Colorado Peace Officers Academy (WCPOA), and William Gardner, M.P.A., Director of the Western Colorado Peace Officers Academy.

The review included:

- Observations of an in-progress academy class
- A tour of the campus and the Western Colorado Peace Officers Academy classroom and support facilities
- Interviews with three current WCPOA students
- Interviews with four current MSC Criminal Justice students, two of whom have graduated from the WCPOA and two of whom were variously planning on attending the WCPOA
- Conversations with Dr. Werman, Director Reece and Director Gardner, individually and together
- An interview with Director Gardner and Brigitte Sundermann, M.B.A., Vice President for Community College Affairs at Western Colorado Community College
- A telephone conversation with Cristine Mack, Compliance Investigator for Colorado Peace Officer Standards and Training (POST)
- An examination of the POST approval documents for the Western Colorado Peace Officers Academy
- cursory examination of WCPOA student and instructor files, with further elaboration by Director Reece
- cursory examination of WCPOA course notebooks and files, with further elaboration by Director Reece
- Formal and informal conversations with John D. Redifer, Ph.D., Department Head of Social and Behavioral Sciences, Mesa State College
- Formal and informal conversations with Leanne Alarid, Ph.D., Associate Professor of Criminal Justice at the University of Texas, San Antonio, an external reviewer with primary focus on the MSC criminal justice program
- Conversation with Elizabeth Brodak, M.L.S., Library Director for the Mesa State College Tomlinson Library
- A debriefing with Tim Foster, J.D., President of Mesa State College, and Carol Futhey, Ph.D., Vice President for Academic Affairs at Mesa State College

## Observations and Findings

The Western Colorado Peace Officers Academy is formally approved by the State of Colorado, Department of Law, Peace Officer Standards and Training, to equip prospective entry-level peace officers for POST testing and certification and subsequent employment as Colorado peace officers. This consists of "new academy" approval, effective February 9, 2007, for "lesson plans, basic academy training program," "academy site," and "academy site-safety plan"; an on-site assessment and approval of the WCPOA's arrest control program on June 4, 2007; an on-site assessment and approval of the WCPOA's firearms program on November 13, 2008; and an on-site assessment and approval of the WCPOA's driving program on October 15, 2009.

POST Compliance Investigator Cristine Mack was directly involved in each of these assessments, as were POST-designated subject matter experts. Mack stated she has no concerns about the WCPOA, as the WCPOA exceeds all the requirements of Rules 21, 23, and 24, found on pages C1-C42, F1-F10, G1-G13 and H1-H23 of the POST Manual: [http://www.coloradoattorneygeneral.gov/sites/default/files/uploads/2010POSTManual\\_3.pdf](http://www.coloradoattorneygeneral.gov/sites/default/files/uploads/2010POSTManual_3.pdf) . Director Reece has been actively working with POST since 2006 and is a member of the curriculum subject matter expert team.

Also of note, according to Mack: The Western Colorado Peace Officers Academy is the only Academy in Colorado offering an on-site two week refresher academy (to recertify a peace officer whose certification has lapsed).

\* \* \*

The Western Colorado Peace Officers Academy is unique in this state because of its direct interrelationship with both Western Colorado Community College and Mesa State College. Students who graduate from the WCPOA earn 36 semester hours of college credit directly applicable to an A.A.S degree at WCCC or a baccalaureate degree at MSC. Furthermore, a qualifying student may enter and complete the WCPOA at nearly any point before or during his or her two-year or four-year college career.

The Academy is also unique in that the bulk of its support comes not just from the college but also from the Grand Junction Police Department, the Mesa County Sheriff's Department and the State of Colorado's 21<sup>st</sup> Judicial District. Many of the Academy instructors come from the ranks of these organizations. Furthermore, ongoing guidance and direction is often developed and channeled through the WCPOA Advisory Board, which includes representatives from these agencies and the WCCC Vice President for Community College Affairs. This Advisory Board, with its commitment to partnership, fund raising and human resources, is zealous to help ensure that the WCPOA remains a professional academy. Board members are active in raising their individual levels of knowledge and awareness and that of other community members. As a result, additional support often comes from other segments of the community such as personnel at the Colorado Bureau of Investigation's Grand Junction offices and laboratory.

\* \* \*

The Academy staff promotes standards and values that encourage honesty, integrity, excellence, teamwork, leadership and a sense of community among students. Prospective students are first subjected to the scrutiny required by Colorado law and POST rules for entry into the Academy. Once that has been accomplished, cadets are expected to hold themselves and one another to the highest level of service and integrity.

For example, a cadet failed to disclose his arrest for DUI that occurred between the time of his background investigation and his actual enrollment. When this was discovered by fellow students and reported to WCPOA staff, the cadet was dismissed from the academy

Students are required to participate in two service projects, one for the college and one within the community. A recent cadre of cadets sought to mentor children at-risk in a poorer part of the Grand Junction community. One cadet, however, in a profanity-laced outburst, expressed disdain for children and his own participation in any such project. This brought into question his ability to deal effectively with the many situations involving children that a peace officer might encounter. He was dismissed from the academy.

Academy staff encourages an attitude of "first, do no harm." Training is often scenario-based and reality-based, designed to require student thinking about the situational ramifications of their choices and actions. Training is designed to give students a variety of experiences, to show them that there are other ways to see things, as through a different lens. Cadets are held accountable, especially in their interpersonal behavior, and they are encouraged to develop confidence, not arrogance.

\* \* \*

Interviewed cadets spoke positively of their academy experience; for example:

- It's been great. When I go home I talk about the Academy
- Ninety to Ninety-five percent of the instructors care about our future and our learning process.
- Bill Gardner has been amazing. He takes extra time to assist each cadet. He finds the good in each individual. He does p.t. with us. He has taken the time to know us individually. He stood by a cadet with struggles.
- Arrest control is excellent
- Driving is safe, fun and educational.
- I picked this academy because of word of mouth, and a ride-along with M.C.S.O.
- I looked at the Delta and Glenwood academies, but once I met John (Reece) and Bill (Gardner), I decided.
- When I got out of the military, people told me about this high caliber academy.

These students seemed hard-pressed to come up with any negative comments. One student expressed concern that some of the PowerPoint presentations caused him to lose focus, as they were often lengthy, presented with lights out and tended to be monotone. Another student felt the facilities could be upgraded, with more space and new computers.

Students said they were pleased with and learned the most from a hands-on scenario approach to learning. For example, they got a lot out of the DUI arrest scenario that led to the writing of related reports, grading by a deputy district attorney, and subsequent mock court testimony.

Students were pleased with excellent instructor/student ratios, especially in firearms training. A student also said that their class has come together as a group and was exhibiting teamwork. "We want to make it a better place."

During the interviews with the Mesa State College criminal justice students, at least two of whom had also been through the Academy (and others who planned to attend), some concerns were expressed, not so much about the Academy itself but more about how the Academy fit into the broader college criminal justice programs. For example, some viewed the academy as "off campus," creating poor access to student services such as advising and financial aid. Students felt that all criminal justice-related programs (including the Academy) should be "combined as one." They also saw these programs as tending to be short-staffed (advisors, instructors, etc.) Dr. Alarid's report will no doubt discuss such issues in more detail.

\* \* \*

A "Library Program Assessment" was conducted on behalf of MSC's Criminal Justice program on September 16, 2010. No such assessment has been conducted for the Western Colorado Peace Officers Academy. Library Director Brodak is ready and willing to conduct such an analysis of library resources in support of the Academy program. Brodak also said that a librarian could be assigned as a liaison to the Academy and its students, although no librarian is currently so assigned.

\* \* \*

The Academy office maintains an array of color coded notebooks containing comprehensive information about each Academy class: lesson plans; syllabus; PowerPoint presentations; handouts; examinations; etc. This information is also replicated on computer discs and the network drive. The Academy office also maintains files on each instructor (including work and teaching experience, training, education and instructional certifications); files on former students (by graduating class); and a file of course critiques. Academy classroom, office and storage areas were clean and orderly.

The cadets and their uniforms looked sharp. Cadet classroom conduct and their conversational demeanor was respectful, alert, eager and motivated.

## Recommendations

This reviewer recommends:

- To enhance student (and resource) access, communication and continuity, and help ensure long-range compatibility of the criminal justice-based programs, college and academy staff should weigh the pros and cons of combining the WCPOA and the two and four-year Criminal Justice programs "under one roof."
- Ensure that all college services are readily available to WCPOA students and are not interrupted or discouraged by advisor and instructor overloads or logistical (time and distance) impediments.
- Ensure that all WCPOA instructors continue to improve their fundamental teaching skills, such that they are not relying solely or predominantly on their subject-matter expertise to train and inform the cadets.
- Continue to ensure that instructor POST certifications and State of Colorado vocational teaching certifications are up to date and readily available in each instructor's file.
- Continue to emphasize student integrity, teamwork and high academic standards.
- Continue to emphasize human understanding and community interaction in preparation for the realities of police work.
- Emphasize the development of excellent student oral-verbal, written-verbal and non-verbal communication skills, and the students' ability to recognize the wide range of communication cues from individuals they will encounter as peace officers.
- Ensure that the WCPOA link within the MSC and WCCC web site are always current and accurate.
- Continue to pursue improved and state-of-the-art facilities and equipment for the WCPOA's driver training and firearms training programs.
- Seek improved information access for students and instructors through the Mesa State College Tomlinson Library; pursue a library program assessment for the WCPOA.
- Develop a vision statement appropriate and unique to the Western Colorado Peace Officers Academy.