

February 1, 2008

Dear Mark Dreyfus:

We are writing this letter to express our concern and dismay involving the criminal justice program at ECPI College of Technology (Raleigh location). This letter is an attempt to elucidate our concerns about this issue and to support the efforts of our future fellow classmates who are interested in the criminal justice program at ECPI College.

We have been enrolled in the criminal justice program at ECPI since November of 2006. Since that time we have had many problems and concerns. We have waited to respond, however, until we did some research of our own. Our goal was to attempt to figure out what each side was saying, and to put the situation in context. The following is our understanding of what is happening.

History

- Upon signing up for this school, we had been given misleading and false information. The admissions rep Redacted told us there was a forensic lab in place. However, to our surprise there is no existing lab. We will be completed with our crime scene forensic course on 2/7/08 and we have not had any hands-on experience in this class.
- In June of 2007, Redacted by began as our criminal justice teacher. We spent two consecutive terms with her teaching court procedures and ethics. The knowledge that we obtained from those two courses was self-taught. She was much unprepared, impatient, and unknowledgeable about the information she was teaching. We feel we would have actually learned more by spending those two terms at home reading our books. Redacted by said herself she was unprepared and was not very knowledgeable about the information she was teaching. The information she taught contradicted the books that were given to us with the courses. When we confronted her, she told us that the books were wrong. We paid for these two courses, took 5 hours out of our day, and spent gas money commuting back and forth to school. We feel that since these simple standards were not met we should be reimbursed for those two terms.
- We have contacted and spoken to the *Director of Education*: Redacted *Campus President*: Redacted by and *Academic Advisor*: Redacted by in an attempt to express our concerns. We have had several meetings with them. Their responses were as follows:
 - July 2007 (meeting with Redacted by HELP Committee) said they were working on the forensics lab and it would be complete by our forensic course. Their response to our concern about prior instructor

Redacted by was they would sit in our class to see what the problems were.

- None of the above ever happened
- When the issue came up about the admissions rep lying to get students enrolled in their program- Of course Redacted by HELP Committee Redact were unaware of this behavior, but yet they failed to ever investigate the matter any further.
- Redacted by HELP Committee are hardly ever present past 5:30 p.m., because we are all night students we do not arrive until 5:30 p.m., so if we have questions or concerns, we get the run around or are left to leave a note under their door because they have left for the evening.
- Redacted by HELP Committee told us they are there during the day if we want to set up a meeting. However, we all have full time jobs. We cannot leave work early to meet with them every time we have a question or a concern. This is another reason we chose this school. We were told the faculty would be available to us at any time, and that this was convenient program for people that have jobs during the day. It is not.
- 1/21/08 (meeting with Redacted at 6:30 – 6:45 p.m.) Redacted came to our class to discuss our course credits with us. We had all been given a tracking sheet on the first day of school with a list of all the required courses and the number of credits we needed to graduate, which were 73 credits. However, we have recently noticed that we are scheduled for more classes and will have more than 73 credits upon graduating. Dr. Redact responded by saying that we still needed all these classes because ECPI is in the process of switching over from an A.A.S. program to A.S. program. We were told that we would be graduating in February and now it will be sometime in April or May for most of us. Redacted told us that the tracking sheet that was given to us was from Virginia Beach and that it was wrong. We asked Redacted if we could set up a meeting with you (Mark Dreyfus) due to our concerns, and his response was that he does not even speak with you, and that he would have to relay the message to Redacted the campus president because she is the only person that is able to speak with you. Redacted ended the meeting and said Redacted would get back to us.
- 1/24/08 (meeting with Redacted by 6:00 – 7:15 p.m.) Redacted by told us that the forensics lab was coming but it would not be ready before we graduate. We expressed our concerns again with her about our prior instructor, the fact that she has failed to get back with us with a response, our credit hours, and the criminal justice program as a whole or lack

thereof. Reda 's response to us was that we would need to be "compensated" for the two terms with Redacted by , she told us that when ECPI accepted the criminal justice program they were not ready for it; she sympathized with the way the program has been for us and said that something needed to be done. Redac told us that she was going to get more involved with our scheduling and academic needs. We asked her if she had informed you (Mark Dreyfus) of any of the concerns we have been having. Her response was that she had not, but that she would talk to you and together the two of you would come up with a solution. Redacted told us she would have an answer on Monday 1/28/08.

- 1/28/08 (meeting with Redacted by HELP 6:00- 6:15 p.m.) Redac Redacted by HELP still did not have a solution. They talked to us further about our courses, but there was nothing new. Redacted had not figured out anything with our courses. Redacsaid there was some miscommunication. Reda was supposed to be the one who took care of this matter, but she handed off to Redacted , and once again did not follow through with her previous statements. Redacted told us she would be back on Thursday 1/31/08 with an answer, and that Redacted by would be there as well with a guest speaker for our class.
- 1/31/08 (meeting with Redacted by HELP 6:00- 6:10 p.m.) Redacted by never showed up for the meeting. Redacted by arrived at 6:01 p.m. without a guest speaker. He told us he was on his way to meet with the guest speaker. Reda said since we had been "complaining" so much he was going to try and bring some more guest speakers in for us. Redacted has hardly been involved with the criminal justice night students. However, he has managed to provide the day students with numerous guest speakers, a criminal justice alliance club, a thorough lesson on fingerprinting, and numerous field trips. Unfortunately, he has failed to provide the night class with those same opportunities. Redacted Redacted response was that it was hard to get guest speakers to come during the nighttime because when they are done working they want to go home. Red told us that he was just as frustrated as we are with the forensics lab, and that he was aware of our concerns and that Redacted by and R -- should address our problems. Red did not have a solution and said it was out of his hands. Red ended the meeting at 6:10 p.m., upon his departure we went to the main office to see where Redacted was since she had not showed up for the meeting. Once again, Redacted by avoided us. We were told by Redacted by the career advisor that Redacted had left around 5:30 p.m., at that time we went to the front desk and asked for your (Mark Dreyfus) contact information and received your telephone number.

As you can see from the above events, we are very frustrated and disappointed that this matter has not be resolved. Redacted has not been able to follow through or give us any

insight on where to go from here. We have clearly been misled and given false information about the criminal justice program at ECPI. Frankly, we are tired of Redacted by HELP and Redacted , and we would greatly appreciate it if we could meet with you to get this matter resolved.

Thoughts

Given the above sequence of events, several thoughts run through our minds:

- We are very fortunate to have had teachers such as Redacted (criminal justice teacher- present), Redacted by HELP (previous English instructor), and Redacted Reda (previous criminal justice teacher), who have taken it upon themselves to give the criminal justice night students the education we need to pursue a career in the criminal justice field. If it were not for them, we would have left ECPI a long time ago. We are not asking for any extra perquisites, bells, or whistles, all of these things are what we were promised upon enrolling at ECPI one year ago. We feel that we should be compensated for the unsatisfactory teaching skills of prior instructor Redacted Red , the forensics lab that will not be in place before we graduate, and the false advertisings. We are very disappointed that we have not received any feedback from Redacted whether positive or negative. To just be ignored is an insult. We have tried to follow the right protocol and work up the hierarchy to get some answers, but we have not received any. Despite the lack of communication, we will keep pursuing this matter because we want future students to receive the quality education they need to pursue a career in the criminal justice field. It is our hope that by contacting you, we have exposed some helpful information to you and you now have a better understanding of the unethical conduct that has taken place over the course of our program here at ECPI College of Technology in Raleigh, North Carolina. We hope that you can help us get this matter resolved.

Thank you for your time and we look forward to your reply and a resolution to our problem.

Sincerely,

Please contact:

Telephone : _____ Or Email : _____

Or

Telephone : _____ or Email : _____

Redacted by

HELP
Raleigh Visit Summary – 2/20/08 through 2/22/2008

Campus wide

- Even though the only 2 schedules for night classes are to start at 5:30 or 6pm, they have made their official start time at night 5:45pm. Nothing is starting until 6pm, of course.
- Day classes start late – closer to 8:30ish.
- Instructors seem all over the place – very social – very often not in class. One instructor took me for a “walk” around the parking lot to discuss what turned out to be “international teaching opportunities” – when I mentioned he should stay in class, he said they were fine.
- The above is because in many classes, the instructors are not teaching. They are babysitting and students go through the book and assignments (various comments in the surveys as well as what I saw).
- Faculty are not seemed to be held to any standard – they seem to teach what they want when they want. Additionally, there is no enforcement of policy. Dress, food and drinks in classes, etc.. I was told many classes take “dinner breaks”.
- Overall lack of management and organization

Criminal Justice

Student Surveys

- Overall, many Average Marks
- Redacted by – by far their east effective instructor. Redacted by also.
- Many Poor Scheduling marks
- A lot of Below Averages and Unsats on educational quality
- Extensive lack of hands on

My take

- Redacted by HELP Committee both need to be replaced immediately
- Scheduling – they are running 2 day and 2 night courses to keep the instructors paid. Students in Intro to CJ are taking their next CJ class at the same time.
- Redacted by – a Net instructor assigned CJ course. Not Credentialed OR capable.
- Lab tables are in – no excuse for not doing labs.
- In spite of repeated claims by Blair that the faculty use sharepoint – they do not and are not being told to.

Medical Assisting

Student Surveys

- Overall many Average marks

- Redacted by HELP have any Least Effective Instr comments
- Many Poor Scheduling marks
- Some Equipment/ Lab concerns – not working or not enough

My take

- Redac is new advisor – but it seems that Redacte is doing the scheduling
- Lots of Independent Studies for med classes

Net Sec/CEET/Web

Student Surveys

- Overall many Average marks
- Redacted by HELP Committee have many Least Effective Instructor comments
- Many poor Scheduling comments.
- They want clubs for evening school

My take

- Redacted – like most instructors in Raleigh – puts his class on autopilot – almost self paced.
- Scheduling – actual instructors are not on schedule – Redacted by was assigned to 2 day classes, but is not there in the day (full time at IBM)
- One instructor told me he was told they would be switching back to the official book list – even tough Reda has claimed many times that they were in fact using the official book list.
- Redacted by – Electronics instr – had about 8 students in a class and real dry lecture the whole time – he wasn't even phased by the fact that 3 of them had their heads down sleeping. No one had a book open or anything, the tables were bare.

Collected Syllabi

- Med courses – I do not have access to official curriculum
- NET190 Unix – AAS course –
 - Textbook matches the Syllabus in SharePoint.
 - Objectives are different.
 - Course has 15% of grade for attendance – maximum allowed is 5%.
- IST120 Computer Applications
 - Listed on Syllabus as 2 credits – it's 3 credits
 - Still teaching office 2003 – diff book.
 - Objectives much different than what's in SharePoint, and very basic

- 10% of grade is attendance and 10% is professionalism (?) for a total of 20% participation. Max allowed is 5%.
- BIO120 Biology
 - Different textbook than in SharePoint

MEMORANDUM

CONFIDENTIAL

To: Redacted by HELP
Director of Academic Affairs
ECPI College of Technology, Virginia Beach Campus

From: Redacted by HELP Committee
Associate Dean for Criminal Justice
ECPI Colleges

Date: February 22, 2008

Re: Assessment/Visit to the ECPI Campus, Raleigh, North Carolina

BACKGROUND:

Pursuant to a request from Mark Dreyfus, an onsite visit to the Raleigh Campus was conducted from February 20, 2008, to February 22, 2008. I was asked to perform the following tasks during this visit:

- Meet with the Raleigh Criminal Justice faculty;
- Oversee and insure the correct instillation of computer software applicable to the ECPI Criminal Justice program and demonstrate the application of that software to the Raleigh Criminal Justice faculty;
- Perform classroom lectures and classroom laboratory exercises with the Criminal Justice students on the Raleigh campus;
- Generally observe and report back on the status and quality of the Criminal Justice program on the Raleigh Campus.

SUMMARY AND RECOMMENDATIONS:

The following memorandum constitutes a report on my visit to the Raleigh campus. I have provided both a chronological and subject matter based recap of that visit. However, for convenience, I do offer this initial list of recommendations in summary fashion:

1. That all future hiring of criminal justice faculty for the Raleigh Campus should be conducted under the supervision of the Virginia Beach Campus. This should include interviews of, and teaching demonstrations by, prospective candidates via the VCOM system. The supervision of the Beach Campus is needed to ensure that only faculty members who possess the required requisite skills, knowledge, experience, and professional and academic credentialing in criminal justice will be hired. The teaching demonstrations must include evidence of an appreciation for active/collaborative/"hands on" learning modules applicable to the curriculum;
2. That regular audits be conducted of the curriculum Sharepoint system to ensure the utilization of that system by the Raleigh adjunct and full-time CJ faculty members;

3. That regular audits be conducted of the course materials and textbooks used in the Raleigh CJ classes. It is imperative that such audits involve more than a simple request and submittal of documents by faculty members. A survey of CJ students (see point #4, below) should also be utilized to ensure the veracity of any such faculty report;
4. That regular student surveys should be conducted (via confidential email transmitted directly to the Virginia Beach campus) to determine what the student perspective is on the Criminal Justice program on that campus. This should include questions regarding: (a) curriculum, (b) active and collaborative learning opportunities, (c) faculty, (d) admission process, (e) externship process, and (f) career placement process;
5. That the Raleigh Campus administration and faculty be required to undergo training on effective class scheduling and classroom utilization;
6. That the Raleigh Campus faculty be required to undergo training on active and collaborative learning to facilitate the implementation of "hands on" activities and laboratory exercises in CJ classes;
7. That immediate steps be initiated to facilitate externship for the Raleigh CJ students. It is embarrassing that this is the first term that the students have externships;
8. That Admissions be required to meet weekly with the CJ faculty to facilitate training on the program's content;
9. That Career Services be required to meet weekly with the CJ faculty facilitate training on the program's content and develop ideas for future externship sites and potential placement sites;
10. That until qualified faculty can be hired, Raleigh CJ classes be synched (via VCOM) with the Virginia Beach Campus [for CJ technology classes (Redac) and law classes Redacted and the Innsbrook campus [for law enforcement classes Redacted].
d b

CHRONOLOGY OF VISIT:

Wednesday February 20, 2008:

CJ100 Introduction to Criminal Justice Classroom Visit:

- We arrived on Campus just prior to 12pm.
- I went directly to the classroom location.
- I visited the classroom and reviewed a film with the students and listened to class discussion.
- I then engaged the students in a discussion on the purpose of criminal justice positions in the "grand scheme" of reducing criminal recidivism and curbing juvenile crime. We also discussed career goals and career paths.
- I provided an overview of the activities for Thursday's Research Methodology Day Class.
- The students invited me to a Bake sale on Thursday at 11am.
- Redacted by HELP Committee *greeted me in the classroom upon discovering my presence in the classroom.*

Post CJ100 Classroom Visit / Afternoon:

- I met with Redacted (CJ instructor) to discuss the exercises/ labs planned for the day class on Thursday. We further discussed the lab activities that I would facilitate on Wednesday evening in Redacted by Investigations' class and Thursday evening in Redacted Computer Investigations' class. Finally, we discussed the need for details to be worked out with R -- Redacted for his visit next week. He has planned an exercise for the Wednesday Investigations class and an activity for the Thursday evening Drugs Class.
- Redacted by stopped in to check with me on any issues that I was having and discuss the situation.
- Redacted stopped in to check with me on any issues that I was having and discuss the situation.
- Redacted by *warned me about (don't know the last name) and (don't know the last name, but see below) being the main students who have complained about CJ in the night program. I don't know the students on this Campus. This was slightly awkward but I decided to not try to "walk on eggshells" and simply be myself during my lecture and labs planned for later that night.*

CJ200 Investigation Principles Classroom Visit

1. I met with the instructor for thirty minutes prior to class.
2. Redacted (CJ night instructor) appears to be a very bright young woman. She is attending Redacted for her PhD and has a strong research background from what she said. She seems to like criminal justice, however I have the feeling (I do not know this for certain) that she does not have a lot of field experience.
3. Red mentioned her desire to learn ComPhotoFit, so I added it to my agenda for the night (however, subsequent events made this observation suspect, see below)
4. I introduced myself to the students in the Investigations class. These are the same students I had on VCOM last Tuesday. They remembered me and were very nice and eager to learn.
5. The students immediately began complaining that they didn't know anything (as they did the first night I met them on VCOM), so I told them that we would go over CJ professional certifications and professional development. We discussed these items for approximately 40 minutes. I also discussed externships and volunteer opportunities. The students expressed disappointment that they didn't already have the information. I asked them to focus on their professional futures and calmed them down. We began discussing career game plans and I passed out 3 professional development handouts to kick off their "game plans". I left handouts with Red as well.
6. The next topic I covered was certifications. I immediately mentioned the need to acquire certifications related to the field such as firearms certifications, CPR, AED and FEMA certifications. I then took them to the FEMA website and walked them through how they can take the FEMA certification classes for free (in the comfort of their homes or as a group on campus) and then take the exam online. They absolutely loved the idea.
7. I then began lecturing on pictorial documentation and discussed the three forms of pictorial documentation. We discussed videography, photography and sketching. We further discussed investigative tools and maintaining the integrity of a crime scene. We then discussed search patterns utilized by patrol officers and police investigators.
8. I staged a small crime scene in room 204 and asked the students to form teams and search the crime scene based on the search pattern to locate the three items of evidence in the crime scene. The students were required to create a rough sketch of the crime scene. The investigative search and rough sketch were completed in a time limit.
9. I spent some time discussing eyewitness and victim flaws in the description of offenders. This information was provided to prepare the students for the demonstration of ComPhotoFit which is utilized to create suspect composites.

Student Reaction:

1. The students were very pleased with the activities for the night. I decided to step out of the classroom at 8:00 p.m. to provide the instructor with time to continue her lesson plan.
2. The students expressed anger that tonight was the first "hands on" night that they had in their entire program. They appear very upset about the situation.
3. By the end of the night, I was able to get to know the students and their names. They thanked me and _____ (see above – one of the students that the Campus President had "warned" me about) came up and **personally thanked me in the restroom and told me that I made a difference in her life tonight.**

Thursday February 21, 2008:

CJ136 Classroom Visit:

1. I introduced myself to the class. I had met some of the students in the CJ100 class prior to today's visit.
2. I entered the class under the impression that these students didn't have any concerns so I prepared to teach a few research concepts. However the students immediately expressed concerns about the degree and a future BS degree. This was followed by equal concerns regarding careers and externships. Based on these concerns:
 - (a) I decided to provide the day students with the same professional development workshop that I provided to the night students on Wednesday. I discussed the importance of externships and the need to build a resume. I produced some handouts developed to ease the students into the resume development process. The handouts explore the items which should be listed on a Criminal Justice resume, and some formatting tips. I also discussed the "do's and don'ts" for CJ interviews.
 - (b) I was very pleased that the majority of the class was happy. **However, one student cried. I asked her why and she said: "because no one ever told us all this stuff."** I felt pretty awful about it so we continued our discussion for an hour.
3. Next we discussed the FEMA certifications. I walked them through the website and gave them the sequence of certifications to take. I also encouraged them to form a CERT (Community Emergency Response Team) for the school (similar to the team at the Beach campus) or join a local group. I added that the training is free and it is great experience that is extremely valuable on a resume for law enforcement. In response, the students asked if they could carpool to training at the Beach Campus. I told them that although that is possible, it would be even nicer if they created these activities in their community to protect their own neighborhoods. I don't know if I fully sold them on that idea. **Some of them have decided that they want to pursue the BS at the Beach campus.** I did offer a compromise which is to join my Chapter of the American Criminal Justice Association. I gave each of them membership applications. This will get them involved in my chapter, link them to the website, get them invited to regional conferences, national conferences and they will receive journals in the mail and network with CJ professionals. They loved this idea and the \$36 fee didn't scare them.
4. At this point, I finally had an opportunity to lecture. I engaged them in a lecture/discussion on the purpose of crime analysis. It became really interactive and they took notes. **They told me they loved it and they said that "they were really learning."** **One female student asked me if I wanted to move to North Carolina. I laughed and kept teaching.**
5. Next, I discussed the "Seven Step Research Process" and provided them with handouts with pictorial diagrams to assist in the learning process (this is handy for field research and research projects). **At this point, a male student asked me if I would consider being their teacher since I seem to know "a lot."** **Because, Redacted had left the room, I said that they did have a teacher and that I was happy where I was.**

6. I then discussed eyewitness and victim testimony and descriptions and we moved on to ComPhotoFit. I had the students assist me in constructing a female composite. They all got really involved and loved the software **but complained that their campus doesn't have "that stuff."** So, I was really happy to tell that I was using their computer so they could use this software as well and construct wanted poster samples for their (job search/professional) portfolios.
7. The next lecture was on data and data integrity.
8. **After Redacted left the room, the students stated that the only SPSS thing they had done was the tutorial because Redacted didn't know how to use it.** So, I decided to help them load their files. I gave the students a handout and then walked them through the data set loading process with a projector (SPSS Lab 1). I assisted those who needed help. Redacted came in the room and began assisted students after the second data set was loaded. **I think that he can do this himself now.** I apologized to the student for my abundance of handouts for the day but I like to give people instructions on how to do everything. They loved it.
9. Next, I taught them how to create frequency tables and determine the measure of central tendency with a variable from a data set. I provided a lab sheet in case they forget after I leave (All of this is in Sharepoint).
10. A male student then asked me again if I would move to North Carolina and become a teacher for their campus because this **was the first time in 7 months that they had done anything. I told him that it was still early in the term and he would be doing more labs.** Plus, he had many more courses ahead of him with hands on activities coming. And I said that I may come to visit in the future. The class was pleased with that idea.
11. I provided them with a Mapping 2 Lab sheet. This is an online lab (also available on Sharepoint). I told the students that they can do it at home but it will introduce them to mapping principles. **I had to at least give them this because Arcmap has not yet arrived on this campus so I can not train the students or faculty on this software.**

CJ227 Classroom Visit:

1. I arrived on Campus at 3:45 p.m. to set up a scenario for the students. Red reserved Room 206 for me. I decided to have the students synthesize the principles in CJ105 (Criminal Law), CJ125 (Criminal Procedure), CJ110 (Law Enforcement Operations), CJ200 (Investigations), and CJ225 (Crime Scene Management) into one exercise along with principles in the Computer Investigation course.
2. I prepared a digital crime scene. I developed a scenario involving a drug distribution network and placed a laptop in Room 206 with cell phone numbers on the screen. I then randomly placed ten floppy diskettes in the room with information which I erased in Room 206. Finally, I randomly placed 6 CDs with maps of drug distribution sites in the room.
3. I briefed the students on the scenario and again reviewed the principles of digital media and investigations.
4. We then discussed the importance of having reliable informant testimony. The address for the "scenario" and the information for the exercise was based on a trusted "informant."
5. We discussed the proper way to complete a search warrant and the process of assessing a scenario and preparing for an investigative raid involving digital media.
6. The students completed the search warrants and were approved by me after completed a risk assessment of the scenario and drafting a list of resources necessary to conduct this raid and analyze any digital media located incident to the seizure.
7. The students processed the "warehouse" and sketched the location. Next they seized the floppies, CD's and took notes on the information on the laptop screen. A crime scene report was drafted as well as an IBR (Incident Based Report). The students then completed Drivespy data retrieval for the deleted files on the floppy drives to complete the requisite multi-evidence forms provided.
8. The students were informed that the entire lab packet could be placed in their portfolios.

9. *The students became upset when we left but I left business cards for them to keep in touch.*

STUDENT OBSERVATIONS:

Day Students:

1. I was under the impression that the Day students did not have any issues with their education. I was wrong.
2. The day students personally like Redacted but feel that they are missing out. They loved the CJ136 lecture and stated that it was the most "hands on" they had ever had at the school. They "don't want to get Red n trouble," but they are really frustrated.
3. These students asked if they could join the ACJA Chapter (Nu Delta Sigma – the Beach Campus chapter). I encouraged them to form one with Redacted and they refused. So I provided applications.
4. *The students informed me that they will carpool to Virginia Beach to attend any workshops that we schedule because they are eager to learn things and they said that they will even stay in hotels if they can have training and labs.*
5. *The students then asked if they would be allowed to go to Virginia Beach for the BS degree.*
6. I was able to hold the class until slightly after 1pm because they wanted to keep learning. When I told them that class was over, they said that they would stay late for another lab.
7. *A student cried when I passed out business cards and said goodbye to them. They pleaded with me to come work in North Carolina.*

Night Student Audit:

1. Night students are unaware of the existence of externships.
2. Night students say that they do not know who their career advisor is.
3. The night students informed me on Wednesday night that they just made appointments with someone to learn how to make a resume and they are graduating within the next one to three terms.
4. The night students state that they have never had a "hands on" project prior to my arrival.
5. The night students lack career and professional development training.
6. The night students come to school whenever they feel like arriving. School does not start at 5:30pm. Instructors start classes at around 6pm each night (based on my observation from walking around).
7. The students (CJ and non CJ) have no activity. During my rounds of walking down the hallway I saw students in sedentary positions working out of books while instructors worked on the instructor PCs or laptops, which I can only assume were personal computers.
8. Instructors fail to use the approved curriculum from Sharepoint. The CJ227 class was installing operating systems, which is clearly a Network Security activity, not criminal justice. The instructor was doing labs from the textbook which are not part of the approved curriculum. The curriculum is in Sharepoint. I mentioned this to him Redacted by in email prior to the VCOM class during the first week of the

term and during my visit. I also noticed that CJ136 was not using the SPSS or Mapping labs from Sharepoint. I had Red print them and make copies so that I could run through them with the students. They loved the labs. This is a hands on activity that is readily available that they are just failing to comply with!

9. Redacted by HELP Committee

10. Redacted by HELP Committee

11. The night students expressed concern about what would happen to them once I left. They stated: "What will happen to us after tonight?"

FACULTY OBSERVATIONS:

CJ Faculty Audit:

1. Redacted by HELP Committee

2. Redacted by HELP Committee

3. Redacted by HELP Committee

Faculty Training Issues:

1. In sum, faculty training was impossible in Raleigh:
 - Redacted by left the Campus shortly after day classes each day, eliminating any ability to conduct training after class with him on software. I showed his Day students how to use SPSS and ComPhotoFit. The students took notes on each step and I walked around to assist them. Even though he was present, Red did not take notes on either program. I am not comfortable believing that he will successfully be able to work the software without student assistance.
 - Redacted by arrived shortly before class each night, eliminating any ability to conduct training prior to class with her on software. I showed the Night students how to use ComPhotoFit. The students took notes on each step. Even though she was there during my presentation, Reda did not take notes. I am not comfortable believing that she will successfully be able to work the software but I may be incorrect.
 - Redacted by appeared solely interested in Drivespy but assured me that he knew how to use it. I will have to take his word on this because he said that he introduced the software to the students prior to my arrival. Please see my observations above regarding his ability and credentialing to teach a CJ course.
2. Additionally, I introduced both the day and night population to the FEMA Certification Programs that we utilize for CJ students. The students loved the idea and I showed them how they can do the training in groups on campus, lead by an instructor or a club member or alone in the privacy of their homes. **Neither Redacted by took notes on this training.**

CAMPUS ADMINISTRATION OBSERVATIONS:

1. The Raleigh Campus Environment felt borderline hostile to both Redacted and me. It was obvious from the moment that we arrived that people knew why we were there and that they didn't want us there. Red and I were repeatedly followed around the building. The following are random observations that I would offer in support of this conclusion:
 - We were constantly watched while outside. For example, Red reprimanded Red for where he was smoking outside (actually within a few yards of the campus "smoking gazebo".) This was very disturbing because it was unnecessary to scrutinize every movement we made since we came to assist them.
 - The faculty were very resistant. They did not seem to want to cooperate. The faculty simply sat down while I taught or made a few copies. There was zero teamwork.
 - The communication between Reda and I and the faculty and staff was strained and passively hostile.
 - The environment was such that it was impossible to leave folders, notepads or binders unaccompanied in a room for fear that they would be viewed, copied, or stolen. In all of my experience in Criminal Justice, I have never felt such a feeling of insecurity among co-workers.
2. Redacted by were extremely nervous with us around. Certain details regarding our interaction (and our interaction with other Raleigh staff members) should be noted:
 - Reda pulled me into a room when Red walked away the first day we arrived to ask me a series of questions. This was extremely uncomfortable. She asked me why I was really there... why I had been sent... what was going on... I simply replied that I was sent to do labs with the students.
 - Twenty or thirty minutes after Reda pulled me in a room to "chat", Red pulled me into a room to "nicely" inquire about what I would be doing while I was in Raleigh. I truly

felt a bit like a suspect in a crime. They seemed to be under the impression that as a Dean I should know more about what was going on than I let on.

- Later Wednesday night I was asked why I was there again by faculty members who would come individually while I was trying to answer emails in a classroom (working alone). I just told them I came to visit the campus.
 - The librarian came to ask me questions. This is when I began to realize how bizarre the campus was and that the environment was borderline hostile.
 - Finally, on Thursday Red pulled me aside to confront me about Re administering surveys on Wednesday night to students.
 - He said that the faculty were very angry and **he compared Re to a terrorist based on the warnings that they were giving college students** on television. He said that the faculty were claiming that Re did not announce himself. I knew for a fact that this was not true because Re interrupted a class I was teaching to do a survey. **So, either Red or the faculty were lying.**
 - He then said that as a CJ person I should talk to him so that he doesn't continue this behavior. He then asked me what Re was up to. I told him that I had no idea. I restated that I was here to do labs for the students and that Re was my boss and he brought me down to Raleigh. Reda came in and asked but again I didn't say anymore than agreeing to mention the concern about identifying himself when entering a classroom.
3. Red pulled me out of a classroom on Thursday afternoon to tell me about a textbook issue he was having with Mr. Dreyfus based on a Logic Design book on the official textbook list that used Cobalt which is an old programming language. I told Red that my program doesn't use the book so I don't know anything about it. He said that his web expert found a book using Visual Basic so they switched to that book. But the new book isn't on the official textbook list.
4. I asked Red for tape and to point me in the direction of the copy machine. He took me downstairs and we ended up passing Redact office. He said, "Oh, she's gone". I asked why that mattered and asked where the copier was. He took me to the copier and then disappeared. I finished my copies and took the elevator back to the classroom I was trying to use as a worksite. Red appeared and escorted me to the elevator. He said that he and Reda needed me to talk to Admissions reps (see below).

CAMPUS ADMISSIONS DEPARTMENT OBSERVATIONS:

Red instigated an interview between me and members of the Admissions staff (see above). The admissions reps filed in one at a time and then complained that the commercials "we" make are causing the CSI (*Crime Scene Investigation* – aka popularity of the Television show problem). They then fired away with a round of questions and requested documentation on the program. I wasn't prepared for this, so I didn't have anything for them. However, they stated that they toured students through the lab. I immediately criticized this and cited the following reasons:

- a. Crime Scene Management is a small portion of the program and the field. A tour of the lab is unnecessary and misleading.
- b. The Admissions staff should know enough about the program's math and science requirements to scare most people away from CSI once they hear it.

I am concerned regarding the product knowledge of the Raleigh Admission's staff for the following reasons:

- a. After two years, they still don't know the basics of the CJ program;

- b. They didn't know about externships;
- c. There is clearly no communication between Admission and the CJ faculty;
- d. They don't visit CJ classrooms with prospective students;
- e. They don't know what students do in the classroom.

CONCLUSION AND FINAL COMMENT:

- My Summary and Recommendation are recited above.
- After two days on the Raleigh campus, my trip ended like this: On Thursday, Redacted by pulled me out of the classroom to discuss training with his CJ faculty. He felt it would be best if we *didn't* conduct training in the morning and simply headed back to Virginia on Friday.