

# **UNDERGRADUATE CRIMINAL JUSTICE PROGRAM**

## **Academic Program Review 2006**

Bachelor of Science in Criminal Justice  
School of Criminal Justice  
College of Education and Human Services  
Ferris State University  
Big Rapids, Michigan

**Academic Program Review  
2006  
Bachelor of Science in Criminal Justice**

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**Executive Summary**

In 1972, the undergraduate program in Criminal Justice was founded. The program has grown extensively during the past thirty-four years from a starting class of fifty-two students to almost five hundred students on campus and just under two hundred fifty off campus today. The enrollment has grown as the quality and breadth of the program has become better known across the Midwest. The growth in the number of students has resulted in an ever increasing and adapting undergraduate Criminal Justice program. The program originally began as a two-year program that accepted students with two years of college credit. The original focus of the program was law enforcement. Today, the program is a four-year degree that has three tracks: law enforcement, corrections, and a generalist overview of the criminal justice system. The primary goal of the Ferris State University Department of Criminal Justice is to provide the students with a marketable knowledge in the field of criminal justice. The students should not only possess a baccalaureate degree but also the ability to transition as a practitioner or continue in graduate studies.

The rapid growth in enrollment in the Criminal Justice program led to problems in the early to middle 1990s. The undergraduate Criminal Justice program functioned well during the 1980s. However, by the early 1990s, the enrollment growth strained the resources of the program. Faculty-student ratios were far above manageable levels and were at points two or three times the recommended levels. Faculty members were stressed by the demands of advising large numbers of students and having teaching overloads. In order to manage the expanding enrollments, admission standards were imposed. This resulted in a drop of overall student

enrolled in the program from approximately eight hundred to five hundred and fifty. During this time, the advisory committee also recommended to the administration that more resources, especially in the form of new faculty lines, be provided to ensure a quality education for Criminal Justice majors.

In 1997, the administration approved the allocation of additional resources for the undergraduate Criminal Justice program. Three additional faculty lines were provided. In addition, a new track that focused on a general overview of the criminal justice program was approved. These additional resources allowed the program to provide quality services and instruction to the undergraduate Criminal Justice students. Since then the criminal justice undergraduate program has been expanding. A criminal justice minor was developed and approved. An inter-departmental forensic science minor was also developed and approved. The forensic science minor focuses on biology, chemistry, and criminal justice courses. An effort is underway to develop a forensic science major, which would incorporate biology, chemistry, physics, and criminal justice courses.

The Criminal Justice program has also expanded to provide courses in the generalist track at six satellite campuses. The 2001 academic program report revealed that the undergraduate program was offered in Flint, Grand Rapids, and Lansing. Over the last five years the program has expanded to three more cities, Warren, Bay City area, and Livonia. These programs are offered in cooperation with the local community colleges. The first eighty-five credits of course work are provided by the local community college where the students earn the Associate degree. The final thirty-five credits are provided by Ferris State University at the local community college. This means that the community college will continue to work with the student for one additional year and Ferris will obtain students that would otherwise miss the Ferris Opportunity.

The program has been very successful, attracting students that would never come to Big Rapids due to various reasons; finances, family obligation, work, personal community commitment, etc. This has been a “win-win” situation for both academic institutions. While these programs offer greater outreach for non-traditional students, they have once again stretched the resources of the undergraduate program. There is the issue of quality and rigor in the advising and instruction delivered by full time faculty versus adjuncts. One full-time non-tenure track position was created that focused on advising instruction for these off-campus programs. As these off-campus programs continue grow, there will be a greater need for additional full-time faculty who will be assigned to teach and advise students at these off-campus sites. This will ensure both the success of these programs as well as maintaining the high level of quality provided to students in the undergraduate Criminal Justice program.

Off-campus growth is a real concern of the criminal justice faculty, who are concerned that with the rapid growth of the off-campus programs and the use of primarily unsupervised adjuncts the reputation will jeopardize the criminal justice program. It is the faculty’s opinion that when they agreed to expand the program off-campus sufficient tenured faculty would be added to address this concern. To date, only one non-tenured employee has been hired. Additionally, more resources are required for the precision driving component of the law enforcement track. Currently, university parking lots are utilized during the summer months to provide training in driving for students in the law enforcement track. State of the art driving facilities are needed. Faculty suggest that the exorbitantly high drop out rate from the freshman to the senior year should be aggressively addressed. Finally, a larger student computer center for the College of Education and Human Services is required. The current student computer center has only fourteen terminals, not enough for a typical class to utilize. Therefore, faculty are



hampered by this lack of available terminals. It should be noted that the College of Education and Human Services has one of the largest student enrollments at the university but has one of the smallest student computer centers.

While there are problem areas, overall, the undergraduate Criminal Justice program is providing quality education to students and is well regarded in the State of Michigan. The survey results of current students, graduates, advisory committee members, and employers all illustrate the point that the undergraduate program is providing quality education and is well respected. The survey results are presented in the next section. Finally, the program has stabilized with on-campus enrollments in the five hundred range while off-campus continues to increase hovering at approximately two hundred fifty. The recommendation of the Program Review Committee is that the undergraduate program in Criminal Justice be continued. It is also the recommendation of the program committee that the administration at Ferris State University continue to provide resources that will ensure the continued growth of the program.

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***Survey Results***

An overview of the survey results are presented for the areas of current undergraduate Criminal Justice students, graduates of the undergraduate Criminal Justice program, advisory committee members, employers of alumni of the program, and full-time Criminal Justice faculty. The full survey results are presented in the appendices.

*Survey Results of Current Students Perception of the Undergraduate Criminal Justice Program (see Appendix A).*

Currently, there are over seven hundred on-campus and off-campus students in the undergraduate Criminal Justice major. Due to financial constraints, only a sample of current undergraduate Criminal Justice students were surveyed. During the 2007 Winter semester, a survey was administered to approximately two hundred-fifty students who were enrolled in an undergraduate Criminal Justice course on campus. The survey was administered during class time, and all students were informed that the survey was voluntary. The students were also informed that their survey responses would be anonymous. The survey asked forty-one questions concerning the Criminal Justice undergraduate program. It is estimated that over 95% of the students asked to take the survey did so.

About 97% of the respondents are full-time students. This is consistent with the type of student that enrolls in the undergraduate Criminal Justice program. Most Criminal Justice majors at Ferris State University are young, traditional, full-time students. Each academic class ranking (freshman 2%, sophomore 25%, junior 29%, and seniors 43%) is represented in the

survey results. About 37% of the students surveyed are enrolled or intending to enroll in the law enforcement track. Of the students surveyed about 12% are enrolled in or planning to enroll in the corrections track and another 35% are enrolled in or planning to enroll in the generalist track. About 17% of the respondents were non or pre-criminal justice students at the time of the survey. Thus, the results indicate that having three unique tracks in the Criminal Justice program is better than a single track for meeting the needs of the diverse Criminal Justice student body.

The vast majority of the surveyed students are satisfied with the undergraduate Criminal Justice program and the faculty. About 89% marked either excellent or good when asked about the quality of the undergraduate Criminal Justice major at Ferris State University. Approximately 2% of the surveyed students marked the program as poor. Additionally, approximately 89% felt that the overall quality of the Criminal Justice faculty was either excellent or good. Only 2% of the students felt that the overall quality of the faculty was poor. Most of the respondents are satisfied (71% excellent or good) with the quality of career advising as well. The majority of the students (83% excellent or good) indicated that the degree requirements were clear. When asked if they could start over again, 66% indicated that they would choose Ferris State University. Similarly, when asked if they started over, 78% indicated that they would select Criminal Justice as their major. About 45% of the students indicated that they selected the Criminal Justice program at Ferris State University because of its reputation. The survey results of current students indicate that a quality program (77% excellent or good) is being provided via a high quality of instruction (85% excellent or good). Moreover, most students are aware of the quality program that is being provided to them.

Notable improvements have been made since the last academic program review. During the 2001 academic program review four problems areas were noted. The first was with advising.

During the 2001 academic program review just over 50% marked either excellent or good when asked about the availability of their advisor and the willingness of their advisor to help. With additional attention to this issue (including the use of graduate work students who act as advisors and mentors) the survey results drastically improved when asked about availability of their advisor (74% excellent or good) and the willingness of their advisor to help (80% excellent or good). The problem appeared to be rectified. About 31% of the respondents meet every semester with their Criminal Justice advisor. Nonetheless, over 50% never meet or only occasionally meet with their Criminal Justice advisor. This is consistent with the 2001 survey, indicating a need to have faculty stress more frequently in the classroom the importance of meeting with an advisor. The second problem area was with quality of non-classroom (pistol range, driving range, defensive tactics, etc) facilities. Of the students who responded to the quality of the non-classrooms other than with an “unknown” response (n=100), 72% indicated they were excellent or good with only 5% indicating poor facilities. This is in contrast to the 2001 survey where only 25% of the surveyed students marked either excellent or good when asked about the quality of non-classroom facilities, such as driving ranges, pistol range, etc. Much of this difference is due to the investment in the remodeled law enforcement academy facilities located in the Southwest Commons. The third problem area is the quality of library holdings in the field of criminal justice. Only 41% of the surveyed students feel that the current library holding are excellent or good, an increase from the 2001 survey. However, if those respondents who marked the “unknown” category are eliminated, 64% of the students surveyed responded with excellent or good. The fourth problem area is in the area of professional activities and clubs in the field of criminal justice. Twenty percent of the respondents were “unaware” of the offerings in this area during the 2001 survey. This survey revealed a decrease of “unaware” students to 13%. This

decrease maybe a direct reflection of the Criminal Justice faculty who promote and insure that students are informed of the different opportunities and professional organizations available to Criminal Justice majors, such as Lambda Alpha Epsilon, a criminal justice professional group or Minorities in Criminal Justice.

Overall, the survey results of current students majoring in Criminal Justice at Ferris State University are positive. The majority of students are satisfied with their academic experience. Most students have positive views of the faculty and the services they are provided. These results support the conclusion that the undergraduate Criminal Justice program is meeting its objectives, mission and should be continued. Faculty and administration are addressing the few problem areas primarily noted and more poignant in the 2001 academic review through additional resources and communication with the students.

*Survey Results of Graduates of the Undergraduate Criminal Justice Program (see Appendix B).*

In the 2007 Winter semester, a survey was mailed to two hundred graduates of the undergraduate Criminal Justice program from 2001 to 2006. This time frame was selected since the last program review was submitted in 2001 and the most recent class graduated in 2006. Alumni addresses were obtained from the Alumni office. There were more than two hundred individuals who graduated during the selected time period. Due to financial restraints, a sample was done. Forty-two surveys were never delivered because the alumni had moved from the last provided address. This reduced the base population of those surveyed to one hundred-fifty-eight. A total of sixty-one usable surveys were returned, a response rate of 39%. This response rate is similar to that of the 2001 program review, 36%. In addition, a response rate of this level was expected since no follow-up mailings were done and most of the respondents are working full-time.

Ninety percent of the respondents are Caucasian. About 70% are male, and most are single (57%). In terms of the track they graduated from, 79% were from the law enforcement track, 3% from the corrections track, and 18% from the generalist track. Most of the respondents live in a city. About 87% of the respondents are employed full-time, 8% are employed part-time, and 4% were unemployed at the time of this survey. The salary range of the respondents is from under \$20,000 to over \$60,000. Seventy-seven percent earn between \$30,000 to \$60,000. About 77% of the respondents are very satisfied or satisfied with their pay. Therefore, it appears that the program allows individuals to pursue careers that pay middle class or higher wages.

There appears to be a demand for the degree. After graduation, it took less than one year to obtain employment for 88% of the respondents. Most of the respondents are happy with their current job. Approximately 80% indicated that they are not looking for another job. Most are

happy with their career choice. When asked if they wish they had majored in something other than Criminal Justice, 79% marked no. Most of the respondents indicated that they work in the criminal justice field because it is interesting rather than for making money.

The vast majority of the respondents are satisfied with the quality of the undergraduate Criminal Justice program and the faculty. One hundred percent of the respondents indicated that they were very satisfied or satisfied with their overall experience. Ninety-eight percent were very satisfied (54%) or satisfied (44%) with criminal justice experience with only one person being very dissatisfied. These results are up (93%) from the 2001 survey. Over 95% indicated that they thought that the interaction with faculty and quality of instruction in their major was either excellent or good. The majority of the respondents felt that their Criminal Justice education provided them with skills to grow and learn (93% strongly agree or agree), to deal with different types of people (85% strongly agree or agree), to adjust to new job demands (89% strongly agree or agree), to help them express ideas (80% strongly agree or agree), and to help them obtain employment (89% strongly agree or agree). They also ranked their academic and social experiences as high while at Ferris State University (i.e., over 93% thought that both were either excellent or good with the remaining listing a fair response). About 67% indicated that their degree in Criminal Justice from Ferris State University is of high quality. Only one respondent (1.6%) marked that the degree was of low quality. When asked if they wished that they had received their degree from another university, 97% indicated no. Forty-six percent of the respondents marked that others view the Bachelor's degree in Criminal Justice from Ferris State University as a high quality degree. Only two respondents (3.3%) indicated that others thought of the Ferris degree as of low quality. Approximately 67% of the respondents indicated that they were often challenged to do the best they could during their studies in Criminal Justice

at Ferris State University. Only 3% (n=2) felt that they were seldom challenged to do their best. Additionally, most of the alumni who responded are satisfied with the quality of advising provided to them. Over 73% of the respondents felt that availability of their advisors has been either excellent or good, and over 73% thought that their advisor had been willing to help.

The survey results of the alumni of the undergraduate Criminal Justice program are positive. The results support the conclusion that a quality education is being provided in the undergraduate Criminal Justice program. Most of those who responded have positive views of their experiences at Ferris State University. They feel that the education they received has prepared them for their careers. They have positive perceptions of the faculty as well.



*Survey Results of Members of the Criminal Justice Advisory Committee Concerning the Undergraduate Criminal Justice Program (see Appendix C).*

A survey was mailed to the twenty-four members of the Criminal Justice advisory committee. A complete listing of the members of the Criminal Justice Advisory Committee and their affiliations is provided in Appendix D. A total of thirteen surveys were returned. This is a response rate of 54%. The survey results from the advisory committee members are positive. One hundred percent of the respondents “strongly agree” (85%) or “agree” (15%) that there is a need for an undergraduate education in the field of criminal justice. Sixty-two percent of the respondents indicated that they “strongly agree” that a criminal justice employee should possess a Bachelor’s degree. The remaining respondents (38%) “agree” with this statement. Of the respondents 69% “strongly agree” that a Bachelor degree enhances the chances for a promotion. The remaining (31%) “agree” with this statement. Seventy-seven percent of the respondents “strongly agree” or “agree” that offering courses in the understanding of the theoretical background of crime reflect the needs of the criminal justice field with the remainder remaining neutral. A greater consensus is noted when asked if offering ethics courses reflects the needs of the criminal justice field, 85% (n=11) “strongly agreeing” and 15% (n=2) “agree”. A vast majority either “strongly agreed” or “agreed” that offering classes in critical thinking and problems solving skill reflects the need of the criminal justice field. Similar results were indicated as to the need to offer courses in legal issues and liability (69% “strongly agreeing” and 31% “agreeing”). One hundred percent (83% “strongly agree” and 17% “agree”) of the respondents indicated that Criminal Justice at Ferris offers courses that represent job skills and knowledge required for successful entry level employment in the criminal justice field. Lastly, 69% of the respondents strongly agreed and 31% agreed that Criminal Justice Department at

Ferris provides its students with a deeper understanding of diversity and varied perspectives necessary for a successful career in the criminal justice field.

Overall, the survey results from the advisory committee members provide support that the undergraduate Criminal Justice program provides a quality learning experience for students. The results indicate that the student's marketability and opportunity for advancement within the criminal justice field are enhanced by obtaining a Bachelor of Science in Criminal Justice at Ferris State University and that there is a demand in the criminal justice field for graduates of the program.

*Survey Results of Employers of Alumni of the Undergraduate Criminal Justice Program (see Appendix E).*

Since there is no accurate list of agencies that have hired Ferris Criminal Justice majors, a survey was sent to agencies believed to have hired one or more alumni from the undergraduate Criminal Justice program during the past five years. Surveys were sent to fifty criminal justice agencies throughout the State of Michigan, including sheriff departments, local police agencies, the state police, local correctional facilities, state correctional institutions, probation departments, and parole offices. A total of nineteen usable surveys were returned, a response rate of 38%.

The survey results from the employing agencies are also positive. When asked to rate the verbal communication skills of the Criminal Justice program graduates they had hired 74% of respondents marked “excellent” or “above average”. When asked about the written communication skills of the graduates, 68% indicated “excellent” or “above average” and 26% marked average. About 58% rated either “excellent” or “above average” the vocational skill (i.e., job task related skills, such as driving, first aid, etc) of the Ferris State University Criminal Justice graduates. Approximately 16% of the respondents indicated that the social and human relation skills of the graduates were “excellent”, and 53% indicated that these skills were “above average”. Only 5.3% (n=1) indicated that graduates hired in the past five years had “below average” social and human relation skills. Over 21% of the respondents stated that the “ability to learn” of the Ferris State University Criminal Justice hires was excellent, and 53% stated that it was above average. Over 68% felt that the academic knowledge of Ferris Criminal Justice graduates hired during the past five years was either “above average” or “excellent”. When asked to compare the graduate of the Criminal Justice program at Ferris State University to

graduates from other schools, 42% indicated that they were “above average”, and 16% stated that they were “excellent”. Finally, when asked if they would recommend the graduates of the program to other agencies, 80% indicated “yes”. Only 20% marked “maybe”, and no one indicated “no”.

Therefore, the survey results are very supportive of the conclusion that the Criminal Justice faculty at Ferris State University are providing a quality education that is desirable to employers in the criminal justice field. This is evidenced by the number of respondents willing to recommend graduates of the Ferris State University ‘s Criminal Justice program to other agencies. It is also evident in that most of the responding employers feel that the various skills of graduates from the Criminal Justice undergraduate program are above average or excellent.

*Survey Results of Faculty and Staff of the Undergraduate Criminal Justice Program (see Appendix F).*

The faculty of the School of Criminal Justice was surveyed in the winter semester of 2007. Thirteen of the fourteen faculty were available for the survey. A total of nine surveys were returned, a response rate of 64%. The results indicate both positive and negative aspects associated with the undergraduate Criminal Justice program.

The faculty and staff feel that a quality education is being provided by the undergraduate Criminal Justice program. Over 55% indicated that the program did either a good or very good job of emphasizing the communication skills of students. About 56% of the respondents marked that the written skills of the program graduates are very good or good. Similarly, 67% indicated the social/human skills of the program graduates were good. Approximately 11% indicated that the desire of the typical Criminal Justice student to learn was acceptable, and 56% indicated that it was good. Over 100% marked that the program did a good or very good job in providing students with practical job knowledge. Over 67% of the respondents felt that the advising provided to Criminal Justice students is either good or very good. All of the respondents indicated that the quality of instruction provided to students in the program is good (33%) or very good (67%). About 89% stated that the opportunities for interaction between faculty and students was good or very good. All who responded to the survey indicated that the overall quality of the Criminal Justice program was either good (44%) or very good (66%).

In the 2001 program review survey faculty and staff had concerns, it was with resources outside of the program. When asked about the Criminal Justice library holdings at the main Ferris State University library, 22% indicated poor, 44% indicated fair, and 33% indicated acceptable. None of the respondents felt the Criminal Justice library holdings were good or very

good. A drastic difference was noted in this 2006 survey with all respondents indicating either good (57%) or acceptable (44%) when asked about their perception of the Criminal Justice library holdings at the main Ferris State University library. When asked about the quality and size of classrooms in Bishop Hall (i.e., the building housing the Criminal Justice program), over 33% marked either poor or fair, 33% marked acceptable and 33% listed good or very good as their choice. This is a vast improvement over the 2001 survey where no one responded with a good or very good and over 75% listed the classrooms and poor or fair. When asked about the quality of the facilities used by the undergraduate Criminal Justice program (e.g., driving range, firearms range, Bishop Hall computer lab, etc.), no one suggested that they were poor. About 33% marked that these facilities were fair, 22% rated them as acceptable, 33% as good and only one person indicated that the facilities were very good. The majority of the Criminal Justice faculty and staff (i.e., 66%) view the office equipment (e.g., computers, space, etc) as good or very good with 33% choosing acceptable. On the other hand, 66% of the respondents indicated that the degree of professional development provided (e.g., training, travel funds, etc.) is acceptable or good and 33% noting this support to be fair.

The survey results of the faculty and staff support the position that the undergraduate Criminal Justice program is geared towards providing students with a well-rounded education. Nevertheless, there are concerns among the faculty and staff about reliance on adjunct instructors to handle the current growth of the program. Since these concerns are outside the direct control of faculty, these problem areas need to be addressed by a joint effort between the Criminal Justice faculty and the administration.

### **Conclusion for the Survey Results Section**

The survey results indicate that there is common agreement among the populations surveyed concerning the undergraduate Criminal Justice program.

- First, there is a high degree of satisfaction with the Criminal Justice faculty and the services they provide.
- Second, there is a positive perception of the academic rigor required and the skills provided by the program.
- Third, there is a demand for graduates from the program.
- Fourth, there is a need to better inform students of the advising service offered and the importance of meeting on a regular basis with an advisor.
- Fifth, there is a perception that several instructional facilities need to be improved, computer resources, classrooms in Bishop Hall, and driving range facilities.

Overall, across all the different groups surveyed, there is a high degree of satisfaction with the undergraduate Criminal Justice program. Seventh the strength of the program's foundation is formed in the certification of the programs. Finally, the survey results strongly support the position that the undergraduate Criminal Justice program continue and the faculty and staff be commended for their efforts.

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**Program Profile**

*Historical Overview of the Program*

In 1972, the undergraduate program at Ferris State University was created. Since the program was only open to students with an associates degree, the original program only provided courses at the junior and senior levels. A program designed to complete the education of students from community colleges was continued until 1978. When the undergraduate Criminal Justice program was expanded to include all four levels of educational experience (i.e., freshman through senior level). This resulted in an increase of students enrolled in the Criminal Justice major at Ferris State University.

The founding faculty member of the program is Dr. Robert Parsons, retired in 2002 after thirty-two years at Ferris State University. Dr. Parsons was a full professor of Criminal Justice as well as the Director of the Michigan Police Corps. In 1973, Dr. Terry Nerbonne joined the Criminal Justice faculty. Dr. Nerbonne is currently a full professor of Criminal Justice at Ferris State University and is also the program coordinator for the Michigan Commission on Law Enforcement Standards. Dr. Alan Lawson became the third faculty member of the Criminal Justice program in 1973. Dr. Lawson retired in 1999 as a full professor of Criminal Justice. Even though the program continued to grow, no new faculty were added to the program until 1986 when Dr. David Steeno was hired. Dr. Steeno is currently a full professor of Criminal Justice at Ferris State University. In 1987, Dr. Frank Crowe and Professor James Rowell were hired. In 1999, Professor Rowell retired. In 2000, Dr. Crowe was promoted to the Director of



the program. Dr. Crowe is also the program coordinator for the Michigan Corrections Officers' Training Council. Professor Kim Weaver was hired in 1991. In 1994, Professor Weaver left Ferris State University. In 1992, Dr. Jerry Krause joined the faculty. In 1997, Dr. Krause left Ferris State University. In 1996, Professor Michael McMorris was hired as a faculty member, and Dr. Velmar Burton was hired as the program's department head. Dr. Burton left Ferris State University in 1999. Professor McMorris was promoted to associate professor of Criminal Justice in the fall of 2002, but left Ferris State University in 2005. In 1997, due to the increases in enrollment and the inception of the generalist track and the graduate program, Dr. Shannon Barton, Dr. Alan Clarke, Dr. Nancy Hogan, and Dr. Eric Lambert were hired. Dr. Barton, Dr. Clarke, and Dr. Lambert tendered their resignations at the end of the 2001 Summer semester. Dr. Barton accepted a position at Grand Valley State University. Dr. Clarke accepted a position at the University of Wisconsin at Parkside. Dr. Lambert accepted a position at the University of Toledo. Dr. Hogan is an full professor of Criminal Justice at Ferris State University. Dr. Rhonda DeLong and Dr. Steve Poland joined the Criminal Justice faculty in 2000 as assistant professors. Dr. Poland was promoted to associate professor in the fall of 2005. In the 2001 Fall Dr. Russell Lewis accepted a position as an associate professor later promoting to full professor in 2004 and Cecil Queen as an assistant professor of Criminal Justice promoting to associate professor in the fall of 2006. The founding faculty member Dr. Parsons retired after the summer semester of 2002. Gregory P. Vander Kooi filled Dr Parsons' position in the fall of 2002, earned his PhD. in December of 2006 and has been promoted to associate professor starting in the fall of 2007. Also in the fall of semester 2002, Dr. Calvin Edward joined the Criminal Justice faculty and Dr Eric Lambert rejoined the Criminal Justice team. All three accepted the rank of assistant professor. Both Dr. Edwards and Dr. Lambert tendered their resignation at the

of 2002/03 academic year, both having accepted administration positions at other universities. Michael Klemp-North was hired as a one year temporary instructor focusing on the correction track in 2003 and was renewed each year until he was offered a tenure track position in the fall of 2007. Dr. John F. Kennedy was offered an assistant professor position in the fall of 2004 and tendered his resignation at the end of the 2004/05 academic year. Frank Elo retired as the Warden of Geo prison in Baldwin, MI to accept a position as a one year temporary instructor in the fall of 2004 and continues in that capacity today. Michael Sumeracki and Thomas Martinelli were hired to advise and teach in the off-campus programs, primarily focusing in the South Eastern part of Michigan, Mr Martinelli resigned after the 2004/05 academic year. Steven Reifert was hired in the fall of 2006 as an assistant professor. Dr. Kathleen Barry the latest addition to the Ferris faculty will start in the fall semester of 2007

Besides the growth and changes in faculty, the program has also changed in terms of location and course offerings. From the date of its inception in 1972 until 1985, the Criminal Justice program was housed in the Department of Sociology and Psychology, School of Arts and Sciences (now the College of Arts and Sciences). In the summer of 1985, the Criminal Justice program moved to the College of Education, where it has remained to date. In 2000, the College of Education changed its name to the College of Education and Human Services. In 1999, the Department of Criminal Justice became the School of Criminal Justice. The title of School was bestowed on the program not only due to its size in terms of students and faculty, but also because of the quality education it provides. The Criminal Justice program has also grown in the number and types of course offerings. Originally, the program focused only on the area of law enforcement. In 1976, the program focus was expanded. From 1976 to 1986, a track in security administration was offered in addition to the law enforcement track. The security administration

track was not ended because of low student enrollments but due to a lack of resources, particularly a full-time faculty member with expertise in the area. In 1987, the undergraduate Criminal Justice program was expanded to include a track which focused on the field of corrections.

In 1997, the graduate program and a generalist track were established. The graduate program leads to a Master of Science in Criminal Justice Administration. The generalist track provides an overview of the criminal justice system. Additionally, the generalist track allows students to select a concentration area in which they are interested in, such as Accounting, Spanish, Forensic Science, etc. In 1999, minors in Criminal Justice and Forensic Science were created. Additionally, the School of Criminal Justice has established off-campus sites in Flint, Grand Rapids, and Lansing, Michigan. These off-campus sites offer the last two years of the generalist track in conjunction with the local community colleges (Mott Community College, Grand Rapids Community College, and Lansing Community College) who offer the first two years of classes. Due to the success of the off-campus program, the program was expanded in 2004 to include Delta Community College, Macomb Community College, and Schoolcraft Community College. In 2004, the Michigan Commission on Law Enforcement Standard (MCOLES), the state regulating agency for licensing law enforcement officers, requested that the delivery of the law enforcement be condensed from the two-year delivery to a one-year delivery. This was a major change that was coupled with a commitment by administration and faculty to inject the law enforcement academy with Problem-Based Learning (PBL) pedagogy. New facilities were committed to this endeavor. Four primary instructors (Dr. Steeno, Dr. Nerbonne, Dr. Vander Kooi, and Mr. Queen) were charged with and accepted the task of learning PBL, writing new curriculum, and delivering the MCOLES objective in a one-year format. To date

this change has proven very challenging, successful and beneficial to the students. Clearly the program and its personnel has changed and grown over the past decades. While there have been changes over the years, there has been two consistent outcomes. First, a quality education has always been provided by the undergraduate Criminal Justice program. Second, the recognition of Ferris State University Criminal Justice as a quality innovative program continues to grow in the State of Michigan.

### *Purpose of the Undergraduate Criminal Justice Program*

The Criminal Justice program's main goal is to provide a quality education to students which will improve the students' analytical and cognitive skills, and prepares them for a career in the field of Criminal Justice. The program's goal is in line with the mission of Ferris State University. The program also strives to provide students with good verbal and written communication skills. Communication skills are highly sought out in the field of criminal justice. The Criminal Justice faculty, through its PBL pedagogy, also focuses on teaching problem -- solving skills to students. Finally, the program provides a comprehensive knowledge in the field of criminal justice so that students will succeed in their careers.

In order to meet these and other goals, the program has adopted several strategies. The first strategy is to be flexible and incorporate new information and techniques that arise in the field of criminal justice education. The second strategy is to encourage Criminal Justice faculty to grow professionally. Faculty frequently attend professional conferences and workshops, and publish in their field of expertise. The third strategy is to utilize the input of advisory committee members. The members of the advisory committee are actively working in the field of Criminal Justice. Thus they provide valuable insights to new developments, trends and needs in the field of criminal justice. The final strategy is to allow input from students. This is accomplished via two methods. The first is through "approachability" of Criminal Justice faculty. Faculty typically maintain an open door policy and are willing to discuss issues that students have concerning the program and the university. The second method is by the Dean's student advisory committee. Students serve on this committee and meet on a regular basis with the Dean of the College of Education and Human Services. Students are encouraged to submit concerns

and questions to fellow students who serve on the committee. The aforementioned strategies allow for quality education that constantly grows and changes in.

The three tracks in the undergraduate Criminal Justice program are presented in Appendix G. All the students pursuing a baccalaureate degree in Criminal Justice at Ferris State University take the same “Pre-Criminal Justice” sequence of courses which lead to an Associate of Arts degree. This “Pre-Criminal Justice” sequence of classes is largely comprised of General Educational requirements and the four Criminal Justice foundation courses. The four Criminal Justice foundation courses are:

- Introduction to Criminal Justice (CRIM 110)
- Introduction to Corrections (CRIM 111)
- Supervision and Management in Criminal Justice (CRIM 220)
- Delinquency Prevention and Control (CRIM 260).

After completing the “Pre-Criminal Justice” program, students then select one of the three upper level tracks offered in the undergraduate Criminal Justice major: corrections, generalist, or law enforcement. The curriculum has changed from the last review. Organizational Management (Crim 305) was changed to Ethical Issues in Criminal Justice (Crim 305), required for all three tracks. The corrections track requires the student to complete at least 120 semester credit hours. The generalist track requires the student to complete at least 120 semester credit hours. The law enforcement track requires the student to complete at least 133 semester credit hours.

#### *Program Compatibility With the Mission of Ferris State University*

The undergraduate Criminal Justice program strives everyday to meet the mission of Ferris State University. “Ferris State University is dedicated to the ideal of combining career-

oriented professional and technical education with a strong program of education” (2000-2002 Ferris Catalog, p. 12). Both academic and technical knowledge and skills are provided to students in the program. Students are provided analytical reasoning skills that will allow them to learn and grow in their chosen fields. A well-rounded general education is required of students in the program. Besides the general education requirements, students are required to take additional upper level courses in multiple areas outside their academic major. This is done to ensure a well-rounded graduate who possesses cognitive skills and knowledge not only within the discipline but also across a wide array of disciplines.

In addition, technical training is incorporated into several different areas in order to provide students with marketable job skills. For example, the law enforcement track is recognized by the Michigan Commission on Law Enforcement Standards. When students graduate from the law enforcement track, they are Michigan Commission on Law Enforcement Standards licensable. This means that if they pass the physical and written tests from the Michigan Commission on Law Enforcement Standards, they can be hired by a law enforcement agency and are not required to attend a law enforcement training academy. This is a highly marketable asset for students seeking employment with mid-size and small law enforcement agencies. Similarly, the corrections track is recognized by the Michigan Corrections Officers’ Training Council. Graduates from this track are in great demand in the field of corrections, as evidenced by the waiver of several civil service tests by the Michigan Department of Corrections for graduates of the corrections track. The generalist program allows students to obtain technical education in areas of their choice, such as accounting, management, and computer information systems. All of these fields are in high demand in the field of criminal justice. In addition, many graduates of the generalist program pursue graduate studies or professional education, such as

law school. The undergraduate Criminal Justice program provides a quality educational experience that is well received in the job market. The program, according to a 2004/05 graduate follow-up this survey conducted by Institutional Research and Testing, has a ninety-eight percent placement rate for its graduates. The survey results of employers validates that the graduates of the program are in demand and are well regarded with in the criminal justice field. The survey of graduates of the program also supports the position that their education helped them in their chosen career. In summary, the undergraduate Criminal Justice program is consistent with the mission of Ferris State University and is successful in positioning students to work in the field of criminal justice upon graduation.

#### *Program Integration*

The undergraduate Criminal Justice program has integration with other departments at Ferris State University and with other colleges. The program uses the resources offered by other Colleges and Departments to ensure a well-rounded, quality education. All of the criminal justice students, regardless of the academic track they choose, are required to take courses outside of their major. Criminal Justice students either take or are allowed to take courses offered by the College of Business, such as Introduction to Business (BUSN 122), Business Law (BLAW 221), Introduction to Computer Systems (ISYS 105), management courses (MGMT 301, 305, 373, 374, 375), and accounting courses (ACCT 201, 202). Additionally, Criminal Justice students either take or are allowed to take numerous courses offered by the College of Arts and Sciences, including in the areas of art, biology, chemistry, communication, foreign languages, English, history, humanities, literature, mathematics, music, political science, social



work, sociology, and theater. Furthermore, students in other majors take Criminal Justice courses.

Many of the courses outside of the major were designed specifically for Criminal Justice majors, such as Advanced First Aid (HLTH 425), Justice and Literature (LITR 286), Crime and Violence in Literature (LITR 343), and Social Services in Corrections (SWCK 265).

Additionally, the forensic science minor is a joint effort between the School of Criminal Justice, the Biology Department and the Department of Physical Sciences. Of the twenty-two hours required for the minor, ten are taught by the School of Criminal Justice (i.e., CRIM 110, 301, and 391), six are taught by the Biology Department (BIOL 207 and 307), and six are taught by the Department of Physical sciences (CHEM 207 and 307).

This inter-departmental cooperation is also part of administering the Justice Learning Community. The Justice Learning Community is a joint effort by the College of Education and Human Services and the College of Arts and Sciences. Using the concept of justice as a unifying theme four courses are team taught by Criminal Justice, English, and Sociology faculty to a group of eighty students. Specifically, Introduction to Criminal Justice (CRIM 110), Introduction to Sociology (SOCY 121), English 1 (ENGL 150), and Ferris State University Freshman Seminar (FSUS 100) are taught in the Justice Learning Community. It is a very attractive and successful opportunity for new students to learn. In summary, there is cooperation between the School of Criminal Justice and other Colleges and Departments at Ferris State University.

There is also cooperation and integration between the Criminal Justice program and other colleges and universities. The program regularly admits students who transfer from other educational institutions, especially from community colleges. The Ferris state University's

faculty work hard to ensure a smooth transfer of credits for these students. In addition, there are agreements between the School of Criminal Justice and six community colleges in the State of Michigan to offer a baccalaureate degree in Criminal Justice. In collaborative agreements with Grand Rapids Community College, Mott Community, Lansing Community College, Delta College, Macomb Community College and Schoolcraft College, students can earn a BS degree from Ferris State University, School of Criminal Justice without leaving home. The three plus one program allows the student to complete 85 credit hours at their community college and 35 hours from FSU to complete the degree. This means that the community college will continue to work with the student for one additional year and Ferris will obtain students that would otherwise miss the Ferris Opportunity. The program has been very successful, attracting students that would never come to Big Rapids due to various reasons; finances, family obligation, work, personal community commitment, etc. Specifically, agreements have been reached with Grand Rapids Community College, Lansing Community College, Delta Community College, Macomb Community College, Schoolcraft Community College and Mott Community College.

The Ferris State University criminal justice faculty are also involved with related criminal justice institutions. Many of the faculty are members of professional associations, such as the Academy of Criminal Justice Sciences, the Society of Criminology, Southern Association of Criminal Justice, the Midwestern Association of Criminal Justice, the American Society of Law Enforcement Trainers, the Western Social Science Association, the Justice Research and Statistics Association, and the Michigan Bar Association. Criminal Justice faculty frequently attend the annual meetings of these professional associations and present papers. The Criminal Justice program is also involved with the Michigan Commission on Law Enforcement Standards

and the Michigan Corrections Officers' Training Council. In conclusion, a high degree of collaboration and integration exists between the undergraduate Criminal Justice program and other departments at Ferris State University, as well as other colleges and criminal justice professional associations and institutions.

### Resources of Program

The most valuable resources of the undergraduate Criminal Justice program are the faculty and staff. There are currently thirteen full-time faculty members. In the fall of 2007, with the addition of Dr Kathleen Barry, there will be fourteen full-time faculty. All but two of the faculty members have a terminal degree or are ABD. The two faculty without terminal degrees are non-tenure status one-year contractual instructors. All of the Criminal Justice faculty have been involved in a wide range of professional activities, such as teaching in the Michigan Police Corp, publishing in peer reviewed journals, presenting at professional conventions and doing professional consulting. The accomplishments of the faculty are illustrated in greater detail in the resumes/vitas presented in Appendix H. the primary focus of full-time Criminal Justice faculty is to teach a wide variety of academic courses, advise upper-level students, and conduct graduation clearances. Criminal Justice faculty also serve on various university, college, and departmental committees.

The full-time director of the School of Criminal Justice is Dr. Frank Crowe. Who continually strives to improve the quality of education provided to the students, the professional development of the faculty, and expanding the Criminal justice program. Sue Pennock is the full-time departmental secretary. Teresa Brown is a part-time secretary with the program. Both Mrs. Pennock and Mrs. Brown work tirelessly helping large numbers of students. The students

speak highly of Mrs. Pennock and Mrs. Brown. Overall, the faculty and staff are the “heart and soul” of the Criminal Justice program, and the success of the undergraduate Criminal Justice program is due to their efforts.

### Enrollment

The enrollment trends for the undergraduate Criminal Justice program are presented in Appendix I. Enrollment in the program has remained consistent for the past five years for the on campus program. There have been over five hundred students enrolled in the undergraduate Criminal Justice major during each of the past five years. Enrollment for the off-campus program has increased 157% increasing from 86 students in 2002/03 to 206 students in 2006/07. The undergraduate Criminal Justice generates high level of student credit hours. Since 2001, the program has consistently generated 7000 to 8000 credit hours and in the fall semester 2005 produced 8647. The Student Credit Hours (SCH) for the academic years of 2001-02 to 2004-5 average is 7378, the Full-Time Equated Faculty (FTEF) for the same academic years equals 16.16 which creates a SCH/FTEF of 456.56. There have also been efforts to increase enrollment through various recruitment efforts in both on-campus and off-campus. Some of these efforts include attending job fairs, creating brochures and publications that highlight Ferris State University's Criminal Justice Department. The major obstacle has been the poor labor market. The poor labor market has led many criminal justice agencies to increase their educational hiring standards/requirements. However, many of the employment opportunities exist outside of state of Michigan. According to MCOLES there are approximately 1900 fewer police officers in the state of Michigan since 9-11-2001. Ferris law enforcement graduates are heavily recruited by other states. According to the US Department of Labor bureau statistics the future job outlook for

police, corrections, probation, parole, security social, human services, judges, magistrates and lawyers are expected to grow “as fast as average”. The economic recession that Michigan has been for last five years and is still experiencing today, has limited employment for graduates; they are still enjoying a 98% placement rate. The faculty within the Criminal Justice Department believes that the job market will improve over the next five years in Michigan. As an Anecdotal example Kalamazoo public safety has been averaging about 10 hires over the recent past years, they are expecting to have to hire 110 new police officers in 2009/10. This is the one example over the faculty believe is a tipping point and that the job market will be rebounding dramatically.

With the current resources and faculty, the maximum capacity of the program is estimated to be 550-600 students. One area that is increasing is the number of majors is the undergraduate Criminal Justice program off-campus. Since all full-time faculty are needed to teach classes on-campus, this means the need to hire additional full-time faculty members is paramount. These programs represent a market not previously tapped by the university. These are students who are unable to attend classes at the main campus in Big Rapids, but who are interested in completing a baccalaureate degree in Criminal Justice. With the expansion of the off-campus program additional resources and faculty are needed. As these off-campus programs continue to grow, full-time faculty members are needed to coordinate and teach in them in an effort to maintain the Ferris State University’s culture and standards at the various off-campus sites.

In summary, the enrollment for the program has been consistent for the past five years, with over five hundred students enrolled in the major on campus (appendix I). There is currently sufficient staff to meet the needs of the five hundred plus on-campus majors. However, the

efforts to recruit more students to the major by entering into partnerships with community colleges in the State of Michigan created need for additional resources, particularly a full-time faculty position. While the off-campus programs have created a win-win-win (student, community college & Ferris), it has also raised several concerns. First, the program is heavily reliant on adjunct faculty and few tenure track faculty have participated. While administration has provided our department with three (3) full time temporary faculty additional full time faculty and perhaps tenure track would make the program stronger. Second, quality is always a concern when moving programs off campus. The School of Criminal Justice does have one tenure track faculty serving as the overall administrator (part time basis) for the program including recruiting, advising, auditing and graduate clearances, but the numbers are increasing to the point of needing more support. As in the Ferris tradition, adjunct faculty must have the proper degree, but also must have the professional experience to make the classroom come to life illustrating theory with true-life stories.

### Recommendations

Three simple recommendations can be made for the program.

- First, the undergraduate Criminal Justice program needs to continue. It is a successful program that provides students with a quality educational experience. The various skills that Criminal Justice majors learn are in demand by numerous employers throughout the State of Michigan and nation.
  
- Second, the administration needs to provide additional funding to address the concerns with the physical plant and outside facilities utilized by the program.

The Bishop Hall classrooms, the restrooms, the driving range, and the Bishop Hall computer lab, are all inadequate, particularly in light of the number of students who are enrolled in the undergraduate Criminal Justice program. As well as continued improvements of the Law Enforcement Academy located in the Southwest Commons. With improvements in these areas, a very good program could be further enhanced. In addition, other academic disciplines in the College of Education and Human Services would benefit from these improvements, since they utilize the Bishop Hall classrooms and computer lab.

- Lastly, the administration needs to be aware of the future need for a full-time faculty position to coordinate the off-campus Criminal Justice offerings, as well as full-time faculty to teach at these locations. These positions are needed to ensure that quality educational experiences are provided to students enrolled at the various off-campus sites.

In closing, the undergraduate Criminal Justice major is a very progressive program servicing the needs of its students by the continual efforts of the faculty and staff with the support of the administration.

**DEPARTMENT HEAD'S ANALYSIS OF THE PROGRAM**  
**Baccalaureate Degree Program in Criminal Justice**  
**School of Criminal Justice**  
**College of Education and Human Services**  
**Ferris State University**  
**Big Rapids, Michigan 49307-2737**

Program Overview:

Faculty, Staff, Students and Graduates

The School of Criminal Justice was launched in the fall quarter 1972. Since then, over 3000 baccalaureate degrees have been conferred. The program continues to attract high quality students who desire a career in criminal justice. Since the program continues to grow on its own reputation, little advertisement has been necessary. I believe this is largely attributable to two factors: Outstanding faculty/staff and students/graduates.

Faculty drive the program with creative ideas, research and teaching innovations. The faculty work on curriculum review, teaching and learning, instructional support, assessment and retention. All Criminal Justice faculty have private offices equipped with high-speed desktop computers, telephones and appropriate office furniture for meeting with students and conducting their course planning, research and committee work. Faculty participation in statewide, national and international professional and scholarly organizations is encouraged. Such professional development opportunities are financially supported through Timme grants, faculty development funds, research grants and sabbatical leaves.

Currently there are ten tenure track faculty within the department with one more starting in the fall 2007 semester. That leaves the department one faculty member short. With the large enrollments and being short staffed, faculty continue to work overloads. Summer 2007 everyone



was on a five credit overload. In fall 2007 everyone but two faculty members will be teaching an overload. This has been fairly consistent over the past few years. Since our productivity has been very high, we were awarded a tenure track faculty position two years ago by the VPAA. Concern is expressed since such heavy work assignments can hurt morale and lead to burnout.

In my opinion, faculty interact extremely well within the department, college and university. There is a collegiality among them that promotes collaboration and team work. In addition to being excellent in the classroom, faculty is extremely student approachable. I believe the student academic, career and sometimes personal counseling and advising is a value we all share and prioritize very high. I believe our CJ faculty is second to none. Not only do they have the required educational credentials, but they all have excellent professional backgrounds. As a matter of fact, three are still certified police officers and two are licensed practicing attorneys. This unique blend assures being in step with the Ferris State University Mission Statement, "FSU will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education."

Staff is also extremely efficient, competent, productive and competent in their many duties. This is a very high volume office with very high student demands. With 713 undergraduates and 52 graduate students at eight sites around the state, they have many contacts with our students all around the state. Both secretaries have adequate working space areas, equipment and work together extremely well. A director, Secretary III and a 28-hour part time secretary administers the program. Considering the size of the program, administrative costs are extremely low.

The needs and expectations of our student body are perpetually evolving and efforts to explore, assess and analyze them are ongoing. The Student Affairs Division sponsors

professional development sessions to help us remain current in this area. Student surveys, student satisfaction interviews, department performance indicators and face-to-face meetings with students helps the department remain current.

The program is committed to provide acquisition of needed skills and knowledge, open accessibility, flexibility in scheduling and responsive services to meet the needs of our students. Community service projects, learning centered courses and political engagement is encouraged. Curriculum, instruction and assessment are key ingredients in providing our students with such services.

Students are encouraged to join Lambda Alpha Epsilon, a professional Criminal Justice fraternity, and Alpha Phi Sigma, an honors Criminal Justice fraternity. Both have strong enrollments. Both, stress community service and have done very well in regional and national competitions.

The School of Criminal Justice maintains strong relations with its graduates. Our graduates provide us with valuable information concerning the adequacy of programs and the quality of services. Alumni input is sought through the College of Education and Human Services newsletter and department-based emails. Many of our graduates are now in command and/or high level administration positions and assist us in getting high quality internships for our students as well as jobs. Many of our alumni have returned to the university to make presentations before our student body. We also have a very active Alumni Board.

#### Programs/Curriculum

The Criminal Justice baccalaureate degree program provides a quality education that prepares young men and women for a professional career in the Criminal Justice system in

Michigan and other states. There are three curriculum options: Corrections, Generalist and Law Enforcement.

The Corrections track is certified by the Michigan Correctional Officers' Training Council and prepares students for a career in the treatment and control of adult and juvenile offenders. Opportunities in casework as a probation officer, parole agent, juvenile caseworker, correctional institutions and halfway houses are several of the career paths in this track. The program has had low enrollment over the past few years, but new strategies are being implemented.

The curriculum was rewritten last year reducing the number of hours to graduate from 128 to 120. Also, many of the upper level mandatory courses were deleted from the program giving the student more flexibility in designing academic programs that could now include minors. In addition, an ad hoc committee has been formed to incorporate the 160-hour Jailer Training program in the curriculum to make students certificate-ready for employment in county correctional facilities. This year an experimental class in probation and parole was designed and implemented. It is sure to become part of the mandatory courses for this track.

The generalist track has had strong enrollment and the curriculum was rewritten last year reducing the number of hours needed for graduation to 120 from 128. The concentration areas of study were also removed giving the student more flexibility in designing their classes and also giving them an opportunity to declare minors. The graduate assistants prepared a booklet listing all of the possible minors available at Ferris State University.

Students in the track have been successful in gaining employment at police departments, corrections agencies, and various support agencies. Some have entered law school or graduate school.

This program has been launched off campus and is now being offered at six different sites around the state. We have articulation agreements with Grand Rapids Community College, Mott Community, Lansing Community, Macomb Community College, Schoolcraft College and Delta College. This initiative first started eight years ago and was successful from the very beginning. The following year, with the President's strong support, we moved to Flint and then Lansing the third year. Next, came Macomb, Schoolcraft and Delta. All of the programs are doing extremely well (Attachment A illustrates the school year 2006-2007).

This has been a very exciting new endeavor for the program and has really paid off. In 1884, Woodbridge Ferris had a dream to establish a school in northern Michigan that would give students opportunities to learn knowledge, skills and strategies necessary to succeed in careers. Eight years ago the program decided to extend that dream by taking it around the state.

This has provided our program with a tremendous amount of visibility and has also provided the "Ferris Opportunity" to students that would have been unable to realize it since they could not come to Big Rapids for various reasons. Before venturing to each site a very thorough feasibility study was conducted by the University Center for Extending Learning.

The results were as we expected and listed as follows:

- A great deal of police officers start their careers with an Associates degree and then decide to return for a bachelors degree.
- Many potential students have family commitments and can not leave the area.
- Non-traditional students have jobs that tie them to the community in which they live.
- Financial challenges.

We are presently preparing to launch our seventh site at Oakland Community College. The results of the feasibility study conducted by UCEL were very optimistic. The program should be offered at OCC commencing Fall 2008.

St. Clare Shores Community College is very interested in a collaborative program as is Montcalm Community College (Ionia branch). However, more resources would be needed to add those two programs to our department. Although the programs are staffed with adjunct instructors, the quality of the classes are very good. However, there are significant administrative challenges due to our limited resources.

The Law Enforcement track is designed for the student that wants to be a law enforcement officer in the criminal justice system. This program option includes the entire basic training required by law in the State of Michigan. It is certified by the Michigan Commission on Law Enforcement Standards (MCOLES).

The unique component of this program is that the actual “police academy” is part of the curriculum and once the student completes the program, they can pursue job opportunities in policing. Due to the certification component, this track requires 134 hours for graduation.

This program has been completely redesigned since up until last year the MCOLES certification classes would be taken the last two years of the students bachelor’s program. The certification courses are now offered in the senior year of the program. The entire program is based on the Problem-based Learning Model. This pedagogy states that learning occurs when the student deals with problems that simulate work-related situations and integrate many content areas and skill requirements. In other words, by working through scenarios, the student will not only acquire new skills (knowledge), but will do so while building generic problem-solving and critical thinking competence.

Because of the traditional successful reputation of this program, two years ago the President provided the program with a learning community environment in Southwest Commons. The entire space (four class rooms and five sublet offices) was remodeled to accommodate the needs of the academy. Ferris' Law Enforcement program is well regarded around the nation and during the spring, many police departments come to campus to recruit.

To further illustrate the very favorable reputation of our program, from 1999 until 2004, the program was the home of the Michigan Police Academy. Our program was selected to be the site by our Governor. A federally funded program through the Department of Justice, and there were six successful police academies funded which produced 114 police officers. Unfortunately, the federal program was discontinued with a shift in allocations from law enforcement to homeland security.

In addition to the major curriculum changes in all three tracks, two new courses have been designed to meet the needs of our students if better preparing them for a career in Criminal Justice. Three years ago we dropped an upper level Criminal Justice Management course and replaced it with, Ethics in Criminal Justice (Fall 2005). This course is mandatory for students in all three tracks.

The second new course covers Probation and Parole (Corrections in the Community, Winter 2007) and is designed to better prepare the corrections track student with more knowledge in correctional casework in the community. This course provides an overview of the "community corrections" subsystem in the United States. It examines the various components (probation, parole, intermediate sanctions and diversion programs) of corrections and provides a perspective on how they are connected with other criminal justice elements.

Also, since our last Academic Program Review (2001), three new minors in Criminal Justice have been added to the department. Once again, an opportunity presented itself with the new majors being offered in the College of Arts and Sciences and a minor in Criminal Justice would serve make their students more marketable.

The first minor added was in collaboration with A & S and consists of four core courses in criminal justice and six hours of additional criminal justice or psychology and/or sociology courses (18 semester hours).

The second minor added was in partnership with A & S and is a 26-hour Forensic Science minor. This has been an extremely popular minor for both criminal justice students as well as natural science students.

The third minor was in collaboration with the College of Business and is an 18-hour program in Homeland Security---Digital Security and Forensics. Once again, this has been a very popular minor for both criminal justice and business students.

For the past five years our Student Credit Hours (SCH) has been very consistent as indicated as follows ( FSU Productivity Report):

2001-02	475.59
2002-03	412.40
2003-04	455.49
2004-05	470.00
2005-06	447.67

The program offered its first Criminal Justice Summer Camp last June for high school students age 16 to 19 who are interested in a career in criminal justice. This is a wonderful recruitment tool since it also introduces the students to college life at Ferris State University. Campers begin with team- and trust-building exercises on Ferris' rope course and then are engaged in such activities as mock crime scene investigations, defensive tactics, visiting courtroom and driving the skid car. They are also involved with academic-style courses on constitutional law and ethics. They reside in a residential hall for the week long program.

Our Criminal Justice Executive Advisory Board meets annually, but is a very actively engaged resource. The board is comprised of seven alumni, 16 workplace representatives and eight academic members for a board of 31. They are very active in supporting the program and have provided great assistance in curriculum review, internship placement, jobs and returning to campus to make presentations for our students.

Overall, the program is stronger than ever. Our program is most definitely in compliance with the Ferris' mission, has a national presence and has a high degree of respect from our industry, employers, government and others in society. Student enrollment continues to grow (Attachment B—Enrollment Profile) and there is a very high demand for our students around the country. Over the last three school years, the program has conferred more degrees than any other program at Ferris State University (Attachment C---Degrees Conferred---Ferris Fact Book) and for the past two years we have attracted more transfer students (Office of Institutional Research and Testing) than any other program at Ferris as well. With the changes made in our curriculum in all of our programs, the program continues to be state of the art and fills employer needs. Lastly, members of the criminal justice faculty are well respected by students and colleagues around the university. All are engaged in professional and/or scholarly work.



### Future Goals

- Continue to increase enrollment and retention by seeking other methods of recruitment beyond Dawg Days, high school visits, working with admissions, job fair, and prospective student/parent appointments.
- Continue to meet student needs and expectations by listening.
- Continue to enhance quality by emphasis placed on curriculum, instruction and assessment.
- Continue to promote the use of existing and emerging technologies and explore different course delivery models.
- Continue to seek new partnerships with other universities/colleges and state/federal agencies
- Continue to support faculty involvement in professional development, research and service activities at the university, state and national levels.
- Increase resources.

### Resource Allocations

- Due to the rapid expansion of the off-campus program, additional personnel will be needed if we are to continue collaboration projects with community colleges around the state. Since the off-campus programs are staffed by adjunct instructors, to maintain the quality of the program tenure track faculty are needed (Currently, the program does have two one-year temp. positions and seeking a third).

- Faculty have been working too many overloads the past several years which would indicate a need for additional tenure track faculty on main campus. (We do have one vacancy at present awaiting approval for a national search).
- Classroom space is needed to accommodate our growing numbers of students.
- The Justice Learning Community (JLC) is in need of adequate facilities and faculty assigned to the program. After ten years, the JLC will not be offered by the School of Criminal Justice due to a lack of resources. The program has a criminal justice tenure-track professor that could be reassigned to the program, but the College of Arts and Sciences was not able to assign a Sociologist to the program. Adequate facilities would be as follows:

- ✓ Three adjoining classrooms with proper ventilation
- ✓ One classroom of the three able to hold 80 students
- ✓ Equipment for the smart classroom
- ✓ Three offices adequately equipped with a phone and computer
- ✓ In short, a learning community

## M E M O R A N D U M

TO: Douglas Haneline, Chair, Academic Program Review Council

FROM: Michelle A. Johnston, Dean, College of Education and Human Services

DATE: June 7, 2007

**RE: Criminal Justice APRC**

I am pleased to write this memo about the outstanding School of Criminal Justice which has four programs: undergraduate law enforcement, undergraduate corrections, undergraduate generalist, and Master of Science in Criminal Justice Administration. As a result of the previous Academic Program Review, the School of Criminal Justice received recognition as a “Center of Excellence”. The School of Criminal continues to be a center of excellence as one of the healthiest programs at Ferris State University with highest number of graduates at the University.

The overall enrollments in the three undergraduate programs continue to steadily grow, especially in its ambitious off-campus offerings at Grand Rapids (Grand Rapids Community College), Lansing (Lansing Community College), Flint (Mott Community College), and Saginaw/Bay City (Delta College). In Southeastern Michigan, where the School of Criminal Justice offers its program at Macomb Community College and Schoolcraft Community College, the enrollment maintains a self-sustaining level. However, the School of Criminal Justice will be making shifts to Oakland County Community College and St. Clair County Community College where the growth potential is promising. Lastly, the School of Criminal Justice offers its graduate program in Grand Rapids and Livingston County.

Its future goals, which consist the shift to Oakland and St. Clair County Community College, also focus on continuous improvement and include clearly defining outcomes, designing alternative assessments, expanding the enrollment in the law enforcement track, improving advising, enhancing retention activities, and staffing its off-campus programs to improve recruiting and advising. Additionally, the School of Criminal Justice plans to re-organize its Justice Learning Community to implement it in Fall Semester 2008 for an entire year, not just a semester.

The School of Criminal Justice receives minimal resources; yet, it maintains a quality program. Because the program has students, who need to demonstrate special competencies in driving, report writing, and shooting, the program also must hire technical faculty on a short-term basis for teaching the specific skills. Consequently, the School of Criminal Justice requires additional resources beyond the typically allotted supplemental faculty funds. Additionally, the demands of the off-campus program require additional personnel resources to coordinate off-campus activities and/or advise off-campus students. The off-campus coordinator and advisor could be a deputy director for the School of Criminal Justice or a designated off-campus employee. Having additional personnel dedicated to the off-campus programs would ensure programmatic quality.

According to the Ferris State University mission, the University has innovative teaching and prepares students for careers. The School of Criminal Justice aligns to the Ferris State University Mission by providing innovative teaching through the implementation of the problems-based model in the Law Enforcement Academy and prepares students for positions in various criminal justice fields and graduate or law school. In May 2007, two undergraduates received full-ride scholarships to the law schools of their choices. The students in the law

enforcement and corrections tracks complete the requirements of the state approval agencies to allow them to be police and correction officers without attending additional academies or taking Civil Service tests. Additionally, the Michigan Civil Service Agency accepted the Master of Science in Criminal Justice Administration to fulfill requirements for various social service positions that require the completion of a master's degree.

Through its advisory board, alumni, and faculty participation on criminal justice boards and advisory councils, the School of Criminal Justice is very visible and provides a level of distinction that makes the program recognizable throughout Michigan, the region, and the nation. For example, during an Admissions Dawg Day recruiting event, a father brought his son from Connecticut because they knew that the Ferris State University School of Criminal Justice has a nationally-recognized program. Additionally, the faculty presents at national conferences where their work is respected.

For clarification, the Academic Program Review Committee members need to know that there are two very distinct types of post-secondary criminal justice programs: theoretically-based and practically-based. The School of Criminal Justice bases the students' learning in practical applications which law enforcement and corrections agencies approve. These agencies prefer to hire recruits and entry-level personnel with practical experiences and foci.

The quality of the curriculum can be verified by the Michigan Civil Service Agency which recognized the Master of Science of Criminal Justice Administration as a viable graduate program for personnel working in the social services, Michigan Commission for Law Enforcement Standards approved the law enforcement track, and Michigan Correctional Officers' Training Council approved the corrections track. Furthermore, the program implements learner-centered pedagogy models, including problems-based learning and learning

communities. The professors also are experimenting with various instructional and distance learning technologies and participating in the Political Engagement Project. Furthermore, its capstone courses provide assessment data for the approving agencies and demonstrations that the students have the skills, knowledge, and aptitude to be law enforcement and corrections officers.

Most of the instruction for the School of Criminal Justice classes occurs in “smart classrooms” with multimedia kiosks and Internet connections. The Law Enforcement Academy in the Southwest Commons has a “dirty room” for evidence analysis and simulation rooms. However, it uses a PRISM System (Shoot---Don't Shoot program) which is incomplete. The Director of the School of Criminal Justice has encumbered funds to purchase the remaining components of the PRISM System, but, through encumbering the funds, he cannot purchase the remaining system components without additional help. Therefore, the equipment will be considered inadequate until the PRISM System is complete.

In summary, I am pleased to be able to inform you that the School of Criminal Justice is healthy. Its enrollments and graduation statistics are strong. Furthermore, its goals focus on continuous improvement. With its current resource allocations, it has been able to maintain its high quality, expand off campus, and maintain its distinctive reputation and visibility. Because the School of Criminal Justice uses innovative pedagogical models and prepares students for future careers, it aligns to the mission of Ferris State University. Its curricula and instructional practices are approved by state agencies. However, to ensure its continued quality in the delivery of its programs, the School of Criminal Justice requires personnel dedicated to off-campus coordination and advising and components for the Prism System.

pc: Frank Crowe

