

Master of Science Criminal Justice Administration

Academic Program Review 2007

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SECTION 1

OVERVIEW OF MASTER OF SCIENCE IN

CRIMINAL JUSTICE ADMINISTRATION PROGRAM

The Criminal Justice program at Ferris State University commenced in 1972 with a total enrollment of 52 undergraduate students. Over the past decades, the program has reached 840 students and currently has over 780 students (latest figures combine undergraduate and graduate). During the late eighties and early nineties, the program had been under pressure from alumni, advisory board members, and a wide range of field practitioners from various areas across the state, to institute a master's degree in Criminal Justice. Early on, the Criminal Justice faculty resisted this due to high faculty-student ratios on the undergraduate level, lack of support courses in other areas, and the lack of library resources.

Program Goals

The 1996 Academic Program Review of the Criminal Justice undergraduate program resulted in a very favorable recommendation. Part of the recommendation suggested the program consider the establishment of a master's degree in order to maintain its competitive basis with sister programs in the state. The Master's proposal was submitted in October of 1996 requesting three additional faculty, funding to support development costs, and the expansion of library holdings. Approval was given to begin the program in the fall of 1997.

The Criminal Justice Administration program is unique and differs from other Michigan public universities which offer graduate education in criminal justice and/or criminology. The

program is directed toward providing professional education for criminal justice practitioners in Correctional Administration, Police Administration, Criminal Justice Evaluation research, and Juvenile Justice Administration. Further, it provides graduate level education for students seeking future admission into Ph.D. programs in criminal justice and/or criminology, or those who are interested in future admission into Law school. The degree also provides substantive preparation for community college instructors.

The program has a graduate coordinator and a departmental graduate committee. Until recently, there was no infrastructure guiding graduate programs at Ferris State University. Thus, the coordinator and graduate committee implemented policies and procedures that are given to both faculty and students (Appendix A). Recruitment and marketing have primarily been handled by the graduate coordinator. The coordinator also serves as advisor to all graduate students. In 1997, the College of Education (now the College of Education and Human Services) established a college graduate committee. Thus, specific issues regarding students and/or faculty could be handled in a tier step process. The Graduate Coordinator has also participated in all related committees relating to graduate education since the inception of MSCJA. This included the Senate Ad Hoc committee in 1997-1998, The Senate Budget Advisory Committee, 1998-1999, VP's Task Force on Curriculum, 1999-2000, and the VP's Task Force on Graduate Education 2000-2001. In 2002, The University Graduate and Professional Council was established by the Senate. The graduate coordinator sits on this committee and has been the chair for the last three years. In December, 2006, Academic Affairs approved a university Graduate Policy. As the Council develops policy, each graduate program on campus will make the necessary alterations.

Still, it must be recognized that the lack of an infrastructure affects delivering graduate services to students. In most cases, the existing infrastructure at Ferris State University does not recognize the difference between graduate and undergraduate education. For example, class registration, deferment of payment to employers, course loading, grading, housing, etc. are several issues that have made it extremely difficult to administer an efficient program.

Although the goals have not changed since the inception of the program, concerns over curriculum have occurred, beginning after the first year of implementation. The original proposal had two options for the culminating experience: 1) thesis, or 2) administrative internship and policy paper. Those students who chose the internship encountered many difficulties. Many higher-level administrators did not have the time or the desire to have an intern, and thus, pushed the intern supervision to lower end managerial staff or line staff. Other administrators refused to even participate, severely limiting the students' choices on where to go. Only a few organizations allowed true administrative internships and these were either connected with universities (Task Force on Juvenile Justice) or were out of state (Colorado Department of Corrections). Without the benefit of the administrative internship, the completion of the policy paper was nearly impossible. Only two students doing the policy paper/internship option out of 10 completed all the degree requirements within a year of completing coursework. Based on the low success rate, the graduate committee decided to change the curriculum from the internship to a Graduate Topics course and a Comprehensive Critique/Exam. The Graduate Coordinator submitted the changes to the University Curriculum Committee in December of 1998, which granted approval to begin in the summer of 1998. In the summer of 2001, a one-time option was given to the first two classes to switch from the policy paper option to the comprehensive exam. Eight students chose this switch and passed the comprehensive exam in January 2002.

The original program also included a course entitled “Overview of Criminal Justice”. The Graduate Committee believed that this course was not rigorous enough on the graduate level due to the majority of students coming from that field or graduating with a degree in Criminal Justice. Due to increasing concern over liability, “Legal Issues and Liability” replaced the Overview class and has been well received by the graduate students.

After the program review in 2001, the survey results confirmed the graduate committee’s concerns that the ‘Administration Courses’ (Leadership, Personnel, and Budgeting) taught by the College of Business, were not meeting the needs of students. The Leadership course focused on business and did not account for the emergency-reactive state that most criminal justice agencies operate under, and the budgeting course was only teaching accounting. Through several new hires, the School of Criminal Justice had experts in these area, and in 2002, these courses became Criminal Justice courses. Today, the Administrative courses reflect the needs of the criminal justice system.

The impact of providing graduate level education to the field of criminal justice is tremendous. Practitioners and academics alike have pushed for a more professional workforce. Today, the desired worker possesses a Bachelors degree and has the ability to critically think and make independent decisions based on specific criteria. Graduate education is particularly desirable for supervisory positions. Many long-time workers are seeking Master’s degrees in order to move into high-level administrative positions. For federal employment, the Masters degree increases the initial salary, can be substituted for experience by certain agencies, or is the initial requirement for hiring (i.e. federal probation). The general mission of the graduate program is to expand the students’ worldview. By presenting theoretical models, analysis and evaluation, and specific administrative skills, our program pushes our students to become critical

thinkers while enhancing their communication, managerial, and research skills. Since its inception, MSCJA has been well received by criminal justice, particularly the law enforcement community. The program's success lies in utilizing quality faculty with Ph.D.'s who have had experience within the criminal justice system. This allows them to explain and analyze the theoretical world and apply it to the real world. Although the majority of our students initially graduated from Ferris State University, we are receiving more applications from other undergraduate programs and have had several international students. The 2006-2007 academic year has had the largest admissions of the program's history. Our students have advanced the reputation of Ferris as a quality institution and many have been promoted into administrative positions in several different agencies around the state. Several students have been hired for federal government positions and it should be noted that Federal Probation in Detroit has hired three of our master's students while Federal Probation in Grand Rapids has hired two former students. Our students have been admitted to top Ph.D. programs, Law school, and adjunct teaching positions.

It is expected that the criminal justice field in general will expand over the next five years. With many top administrators retiring during this time period, those possessing graduate degrees will advance within an agency at a faster rate than other employees. For example, all but one captain from the Grand Rapids Police Department have Master's degrees. Interestingly, all the shift command (4 Lieutenants) have received their master's degree from our program.

Since 1997, the Big Rapids campus has offered the program full time where the degree can be completed in three full semesters (fall, spring, & summer). Four courses are taken in the fall and spring while two courses are completed in the summer. The program also is offered part-time in Grand Rapids. A student taking two classes per semester can complete the degree in two

years. The 2001 employer survey indicated a demand for higher education. Based on this and numerous requests for education on the east side of the state, the program was expanded to Livingston County in Howell, Michigan. The Howell program is a part-time program offering two courses per semester. In order to maintain high quality instruction, every effort has been made to have the full-time faculty teach at this off-campus location. Only one adjunct has been used to teach the Legal Issues course. Judge Landis Lain is an administrative court judge from Lansing. The program began in the winter semester of 2006 with seven students. In the winter (now Spring) semester of 2007, this site had 15 students.

Based on Student Credit Hours for Grand Rapids (Fall 06: 145 & Spring 07: 159), we need to assess the current structure. The numbers indicate either expanding the program to full time (offering all four classes) or to provide two sections of the two courses currently offered. Many potential students work 2nd shift and are unable to attend class during evening hours. Others have expressed the desire to enroll full time. There has also been increasing pressure to expand the program to Delta Community College due to the success of our undergraduate program. Although both suggestions would enhance the program, more faculty would be needed to handle the extra 4 courses per semester.

At the present time, the criminal justice faculty teaching in the graduate program also teach in the undergraduate program. Dr. Nancy Hogan, who serves as the graduate coordinator, is certified to teach in the undergraduate Corrections track. Normally, she teaches undergraduate and master's courses in both the fall and the winter. Dr. Steve Poland, also certified for the Corrections track, also has been involved in the Justice Learning Community (fall semester) so has only been available to teach Personnel in the spring semester. Dr. Russ Lewis teaches required law classes to the undergraduate Generalists and Corrections students. He teaches Legal

Issues and Budgeting in the graduate program, usually as overloads. Dr. Greg Vanderkooi and Mr. Cecil Queen, ABD, teach full time in the Law Enforcement Academy and alternate overloads teaching Organizational Leadership in the Master's Program. Last year we hired Dr. Steven Reifert who has been teaching Research Methods and Evaluation in the Master's program. One faculty member, Mike Klemp-North will be ABD at the end of this year and our new hire, Dr. Kathleen Barry will also be available to teach in the graduate program.

Unfortunately, Dr. Poland will be retiring at the end of the upcoming academic year (2007-2008). The biggest struggle has been juggling the needs of an expanding undergraduate program with the needs of the expanding graduate program. With an additional 2-3 faculty, though, we could meet the needs of the Grand Rapids campus and the possibility of bringing the program part-time to Delta.

Overall, the program has slowly gained a reputation of quality in the state of Michigan. Each year the program enrolls more students representing different facets of the criminal justice system and all levels of administration. Examples include 2 students who are directors of Loss Prevention (Lowe's and Home Depot), United Parcel Service, the Chief of Police from a mid-size city, court workers, Law Enforcement personnel, Corrections personnel, and probation officers.

The program has continued to strengthen its relationship to the mission of the department, the college, and the university. The Criminal Justice Administration program provides timely, career-related education that is sought by the criminal justice field. It has expanded the reputation of the university by offering high-quality education that stands up against other programs offered by Michigan State University and Grand Valley State University. By expanding to Howell Michigan last year, divisional and college strategic plans were met with exceptional success.

Program Visibility

The Criminal Justice Administration graduate degree is unique in several ways. First, it is the only program in Michigan that is 30 credit hours of all required courses. By not offering electives, the students are guaranteed that all courses count towards the completion of their degree. This advantage was matched by Michigan State University, and Grand Valley reduced their graduate program credit hours from 40 to 36. Yet, because our program is so streamlined, we have not be effected by these changes. Our second unique feature is that all the faculty teaching in the master's program have worked in the Criminal Justice system. Third, our undergraduate reputation of being one of the best criminal justice programs in Michigan has drawn many alumni back to Ferris to get their master's degree. They then become our recruiters helping to expand our quality reputation. This networking attracts quality students despite the lack of university financial support (no tuition waivers, scholarships, etc.). As stated above, Michigan State and Grand Valley are our biggest competitors. Other universities have graduate programs in Sociology or Public Administration rather than focusing on Criminal Justice. Michigan State's program is very similar to ours, but requires entrance exams. Grand Valley, at one time, was a competitor, but we have continually drawn students away from them. This may be directly related to our alumni who encourage fellow workers to go to Ferris. At this point, our program content is guided by the people working in the criminal justice system. We cannot learn much from our competitors, although they could learn from us to improve their programs.

Program Relevance

The following labor market analysis is derived from the Federal Occupational Handbook, 2006-2007 edition (see Appendix B). Five areas encompass the criminal justice system. They

include correctional officers, police and detectives, social workers (category for probation/parole officers), human service workers, and lawyers/judicial workers. Each area will briefly be covered explaining current employment trends and salary ranges.

Correctional Officers

This position includes all levels of government servicing over 3,400 jails, state prisons, and the federal governments. A majority of correctional officers are employed in State and Federal prisons. Thus, they are responsible for watching over roughly 1.4 million incarcerated offenders. In 2004, bailiffs, correctional officers, and jailers held about 484,000 positions. Specifically, about 3 of every 5 occupations were held in State correctional institutions. Opportunities are also available in privatized correctional facilities (i.e. GEO, CCA). The job prospect for correctional officers is said to be exceptional; however, the employment of correctional officers is anticipated to “grow more slowly than the average” through 2014, for all careers. As of May 2004, the median earnings reported were \$33,600 for correctional officers and jailers. Although no degree is required (Michigan requires 15 semester hours), those in possession of college education tend to be promoted faster and qualify for treatment-oriented positions within the facility.

Police Officers/Detectives

This section covers all law enforcement at all levels of government. All federal agencies require at least a Bachelors degree and this standard is becoming accepted nationwide. The job outlook for this job is predicted to “grow about as fast as the average for all occupations” through the year 2014. As of May 2004, the median earnings for police and sheriff’s patrol officers yielded \$45,210 annually. Furthermore, criminal investigators earned \$53,990 while

police and detective supervisors grossed \$64,430 annually. Finally, federal law enforcement jobs ranged from \$42,548 to \$112,031 respectively.

Probation/Parole Agents

The Federal Occupational Handbook categorizes this area as social workers, which may be misleading in the presentation of salary and job outlook. Although social workers (BSW) are hired within this field, a person is not required to hold this degree. Many students with a Bachelors degree in Criminal Justice hold these same jobs. A Bachelor's degree is required for entry position under most circumstances, although the federal government requires a Master's degree. In 2004, probation officers and correctional treatment specialists occupied about 93,000 positions. The job outlook is also predicted to "grow about as fast as the average for all occupations" through the year 2014.

Human Service Workers

This category would include such positions as alcohol or drug abuse counselors, community outreach workers, life skills counselors, and residential treatment centers. Depending on the specific job and who the employer is, a Bachelors degree may or may not be required. Most positions that require case management do require a Bachelors degree. According to the Handbook, "the number of social and human service assistants is projected to grow much faster than the average for all occupations between 2004 and 2014 – ranking the occupation among the most rapidly growing". The median earnings for this category were relatively low yielding \$24,270 annually. Overall, Human Service workers can earn \$39,620 - \$15,480 annually.

Lawyers/Judicial Workers

Lawyers hold a variety of jobs within the legal system including judicial workers and judges. Lawyers can be in private practice or work for some level of government. To practice

law in the United States, a person must have a Bachelors degree, and Juris Doctorate from an accredited American Bar Association law school, and have passed the bar examination in the state(s) where he/she practices. The job outlook for lawyers is predicted to “grow as fast as average for all occupations” through the year 2014. Correspondingly, the employment of judges, magistrates, and other judicial workers is predicted to “grow about as fast as average for all occupations” through the year 2014. As of May 2004, the median earnings for all lawyers were \$94,930 yearly. However, 9 months after graduation, the median earning for a lawyer yielded \$55,000 annually. This figure (\$55,000) depends on the type of work the lawyer is providing (i.e. lawyers in private practice earn \$80,000 9 months after graduation; whereas, lawyers in Academe earn \$40,000 9 months after graduation). Moreover, as of May 2004, judges, magistrate judges, and magistrates yielded a median \$93,070 yearly. According to the Handbook, “salaries of chief justices of State high courts averaged \$130,461 and ranged from \$95,000 to \$191,483. Annual salaries of associate justices of the State highest courts averaged \$126,159 and ranged from \$95,000 to \$175,575. Salaries of State intermediate appellate court judges averaged \$122,682 and ranged from \$94,212 to \$164,604. Salaries of State judges of general jurisdiction trial courts averaged \$113,504 and ranged from \$88,164 to \$158,100”.

References

Correctional Officer Information: <http://www.bls.gov/oco/ocos156.htm#empty>

Police Officers & Detectives: <http://www.bls.gov/oco/ocos160.htm>

Probation Officers: <http://www.bls.gov/oco/ocos265.htm>

Human Service Workers: <http://www.bls.gov/oco/ocos059.htm>

Lawyers: <http://www.bls.gov/oco/ocos053.htm>

Judges: <http://www.bls.gov/oco/ocos272.htm>

The core courses in the program constantly reflect emerging issues and their effects on the criminal justice system, the workers, and the clients. Through the use of research, the knowledge of our working students, and our advisory board, we try to incorporate the latest concerns. Further, graduate education is becoming a needed qualification for many promotions, which is reflected in our older practitioner population.

The faculty is constantly networking with individuals in the criminal justice system, participating in research, and assessing what best serves the student. It is because of this close connection that many practitioners choose to come to Ferris. These sentiments are reflected in Section B, which discusses the student and alumni surveys.

Program Value

Overall, the program advances the knowledge of the criminal justice system and the education of our students. It provides the next step in higher learning, that of critical thinking and reflective analysis. Faculty and students are better prepared to make well-informed decisions based on this expanded world-view. It pushes the faculty to research and keep current as they are teaching students who work in the environment discussed. The faculty serve as role models by pushing the students to research and analyze situations for solutions. As our reputation has grown, many times we receive calls from employers inquiring about hiring our graduating students.

The master's program has pushed faculty to remain active in the academic community, which has expanded the reputation of Ferris. As evidenced by the vitas, faculty sit on many boards (local to national), belong to many professional organizations associated with criminal justice, review manuscripts for journals and books, research and publish, and present papers at

national conferences. Further, the faculty actively provide their expertise to the local communities through their support or assistance to non-profit organizations, guest speaking, and informal networking to these agencies. This active participation enhances both the undergraduate and graduate students' educational experience by bringing in real-world examples into the classroom. It promotes employment opportunities for our students and creates the beginning of their own networking. The Criminal Justice Administration program is a valuable asset to the university, the community, and the students.

Section 2-A

Graduate Alumni Survey Results (Appendix C)

One hundred fifty surveys were sent to alumni of the Masters in Criminal Justice Administration. Twenty-two surveys were returned with incorrect address information. Fifty-four were returned, showing a response rate of 42%. The survey consisted of 74 questions that focused on the demographics of the graduates, quality of courses and instruction, availability of resources, the facilities, and the program itself. The responses are described below.

Alumni Descriptives

The surveys were returned by former full time (51.9%) and part-time (48.1%) students. The alumni indicated that most had a gpa above 3.0 undergraduate (68.5%) and 25.9% stating they had between a 2.60-2.99 gpa. Three people had less than a 2.6 accounting for 5.6%. All students graduated with a 3.0 and above, with 74% obtaining a 3.51 or above. This supports the provisional admission policy, which allows the graduate coordinator to admit students who have less than a 3.0 gpa. More than 61.1% of the students paid for graduate school without the benefit of financial aid or employer reimbursement whereas 22% received some type of financial support from an employer. Sixty-three percent of alumni are currently employed in either law enforcement, corrections or the courts. Others indicate they work for supportive agencies. Only two students reported that they were currently unemployed. Thirty-seven percent have annual salaries over \$60,000, 16.7% list salaries between \$50,001 and \$60,000, 11% are making between \$40,001 to \$50,000, 24.1% report annual earnings of \$30,001-\$40,000, 3.7% are making 20,001-30,000, and only 7.4% are making less than \$20,000. The alumni work in a

variety of settings with 46.3% indicating urban communities, 22.2% stating they work in suburban communities, and 31.5% working in rural communities. The respondents represented both sexes (45.3% female v. 54.7% male) and most were white (81.1%). Most alumni stated they definitely would choose Ferris again if starting graduate school again (63.3%), with 33.3% stating they would probably choose Ferris. Although one person was uncertain, only one person (1.9%) would not choose Ferris. Overall, students indicated that they felt they received an average to high quality degree from Ferris (83%).

Most students had pursued the master's degree for either the ability to teach at a college level (70%), get into law school or a doctoral program (40%), for more employability (58%), possible promotion (56%), or it was required for their position (20%). The outcomes on these desires show that 2% went to law school, 2% went into a doctoral program, 13% are in a position where the master's is required, 19% have been promoted, 15% are up for promotion, 13% are teaching at a college level, and 22% indicated they were selected for their present position based on their degree. Twenty percent, though, stated their expectations were not met.

Sixty five percent of alumni graduated with their Bachelor's degree from Ferris. In comparison to the last program review, the program's reputation has increased where we now have more students from other universities. Most students chose the program based on its location, the advice of friends, colleagues or professors, and the required courses only. When asked what skills were gained by completing the master's degree, 82% they improved their writing skills, 65% believed they improved their abstract thinking skills, 78% improved their critical reasoning skills, 40% improved their reading skills, 60% improved their analytical skills, 65% improved their administrative skills, and 47% believed they had obtained an expanded world-view.

Quality of Courses and Instruction

The survey focused on three core areas: Criminal Justice, Management, and Methods. Each area will be presented separately and then a comparison will be provided. The first area is criminal justice. The three core courses in criminal justice are theory, legal/liability issues, and a seminar in either law enforcement or corrections. Management courses consist of Organizational Leadership, Personnel, and Financial Management. Finally, the methods courses are Research Methods and Criminal Justice Evaluation.

Criminal Justice

The quality of the criminal justice courses was rated good to excellent by 96.3% of the students taking the survey. Only 3.7% (2 alumni) rated the quality of the criminal justice courses as fair. When asked about rigor, 90.7% thought it was good to excellent (Mean=1.63, S.D. = .58). Nine percent thought the classes were fair in rigor. The majority also believed the courses were relevant to working in the field (92.6%).

Five statements focused on the quality of instruction. First, students were asked to rate the fairness in grading by those teaching criminal justice courses. All the respondents indicated that grading was good to excellent (100%). When asked specifically about the quality of instruction in the criminal justice courses, again 100% stated good to excellent. Most students found it easy to interact with the criminal justice faculty 92.6% while 7.4% (4 students) stated it was fair. The textbooks selected by the faculty are well received. Ninety-four percent indicated they were good to excellent with 3.7% believing they were fair. Overall, it appears that students have a very high regard for the criminal justice faculty.

Management

The quality of management courses was rated good to excellent by 84.9% of the students taking the survey. Thirteen percent of the students listed the quality as fair and one student listed it as poor (1.9%). When asked about rigor, 77.4% thought the management courses were challenging, 13.2% thought they were fair, and 5.7% answered poor. When asked whether the course instruction was relevant to criminal justice 77.4% rated it good to excellent whereas 22.6% listed the relevance as fair. The majority believe the management faculty were fair in grading (92.5% rated it good to excellent), with 3 respondents reporting it was fair (5.7%) and 1 student believing it was poor (1.9%). The next question addressed quality of instruction. Most students rated the quality good to excellent (83%) with 17% reporting it was fair. When asked about the selection of textbooks, 84.9% listed the choices as good to excellent. Thirteen percent thought the selection was fair, while 1 person answered poor (1.9%).

Methods

The quality of the methods courses was rated good to excellent by 75.5% of the students, while another 24.5% rated it as fair to poor. When asked about rigor, 81.1% rated the class as challenging, while 18.9% rated it fair to poor. The majority of students rated the course relevance to criminal justice as good to excellent (67.3%) with 21.2% rating it fair, and 9.6% rating it poor. The majority of students do believe that the grading is good to excellent (90.6%) with 4 students rating it as fair (7.5%) and one rating it as poor (1.9%). Answers to quality of instruction were again diverse. Seventy nine percent reported it was good to excellent and 20.7% rated it as fair to poor. Seventy seven percent of the students believed that the textbooks were good to excellent, 13.2% listed them as fair, and 7.5% rated the books as poor.

When comparing the three core areas, it appears the alumni were overall satisfied with the courses offered in the degree. Of the three areas, the criminal justice core courses rated the highest. Both professors who teach these courses have been in the program since the last program review. This may have resulted in more stable content and expectations. At the time of the last program review, the Management courses were taught by Business and Accounting faculty who did not understand the needs of the criminal justice field. In comparison to the last review, the satisfaction of the management core courses has improved tremendously. Finally, Methods core courses, although positive, received the lowest overall rating. In part, this may be the result of faculty turnover. In 2001-2002, a faculty member left unexpectedly. Based on the individual's credentials and a recommendation from a faculty member from Business, we hired adjuncts for both courses. The results were not favorable. For the next two years, a full time faculty member whose specialty was not this area, taught the methods course, and another adjunct was used for evaluation. A new hire was made to teach these courses in 2005-2006, but left after one year. We hired a new faculty member who started in Fall, 2006 and who has taught these courses one time. A new hire starting in Fall, 2007 is also schooled in these areas, which should create stability in these courses. In conclusion, when asked about the professional competence of the criminal justice faculty, 98.1% responded with a good to excellent rating.

FLITE

The specific resources mentioned focused on library holdings, access to library databases, and computer availability. Over 52% of the students saw the quality of library holdings in criminal justice good to excellent while 9.3% rated them fair to poor. Surprisingly, 38% circled unknown. Since most of the students attended Ferris on the undergraduate level, one would

surmise they would have formed an opinion about the quality. This may be an issue that needs to be addressed on the undergraduate level. Are the students being required to do research?

A major concern of faculty was the access to the databases. The majority of Big Rapids students rated the on campus access as fair to excellent (51.9%), while 15.4% rated the holdings as fair, with 19.9% stating they were poor. Again, 30.8% circled unknown. Forty-two percent of Grand Rapids students found access to FLITE good to excellent, with 12.5% rating it as fair and 45.8% circling unknown. These unknown answers are perplexing as research papers are incorporated into the courses and the students use the databases to obtain their resources. Maybe there is a misinterpretation of the question whereby the students do not think of the databases as part of the library holdings.

The survey then questioned the respondent about the quality of databases available. For Big Rapids students, 61.8% rated them good to excellent, 17.6% rated them fair, and 2.9% rated the databases as poor. Eighteen percent did not know. Fifty-four percent of the Grand Rapids students rated the databases as good to excellent, 4.2% as fair, 1.9% as poor, and 16.7% unknown.

Facilities

Big Rapids students were asked about the classroom facilities and computer facilities on campus. The majority (80%) thought the classroom facilities were good to excellent with 13% listed them as fair. When asked about the availability of computer facilities, 73.5% of Big Rapids students stated they were good to excellent, while 14.7% stated they were fair and 2.9% believing they were poor. Nine percent answered unknown. Grand Rapids students take classes mostly at the Applied Technology Center with some at Kendall. The survey did not ask about

classrooms in GR, but did ask about computer facilities. Fifty-two percent stated the availability was good to excellent with 16% stating they were fair. Four percent thought the availability of computers were poor and 28% answered unknown.

These answers are quite an improvement over the 2001 program review. An updating of classrooms occurred in Bishop Hall that seems to be reflected in the answers. Although faculty are not satisfied with the technology in the classroom, the students do not appear to be concerned.

Services

Specific questions addressed a variety of issues including availability of books and courses, the ability to register and get grades, as well as the helpful of the criminal justice staff.

The alumni thought the book services at Lundberg bookstore were either good to excellent (69.7%), fair (18.2%), or unknown (12.1%). Grand Rapids students ranked Kendall either as good to excellent (60%), fair (16%), poor (4%), and unknown (20%). In the past, there have been problems at Kendall in regards to the availability of books for courses. Also, in the past, both bookstores had trouble adjusting to non-academic calendar classes. For example, books were difficult to get for one week all day seminars at the beginning of the summer session. The students are supposed to read the books prior to the seminar, but many times, they were not available until the week of class. With regard to availability of courses, 94.3% of Big Rapids Campus students ranked it good to excellent and Grand Rapids student ranked it good to excellent as well (82%). Additionally, Grand Rapids students were asked about the flexibility of the program, again which 84% indicated it was good to excellent and 12% listing it as fair. At the current time, only two classes are offered per semester. Currently, the program is part-time

in Grand Rapids and there are some students who would like to go full time or to take classes in the day. Both campuses rated the ability to register high (BR-97.1%, GR-96%). Although some did not know about grades online (BR-11.8% unknown, GR 21% unknown), the other students rated it good to excellent (BR-85.3%, GR-79%). Almost everyone believed the criminal justice staff was helpful (98.1%), with only 1 student answering unknown.

Program

Finally, students were asked about the quality of the program and their fellow graduate students. On the main campus, 82.9% rated fellow classmates as good to excellent while 14.3% listed them as fair, and 2.9% listed them as poor. On the Grand Rapids campus, 92% rated fellow classmates as good to excellent, with 4% rating them as fair and 4% poor. When asked about the overall quality of the program, 93.4% of the main campus students rated the program good to excellent with only 5.7% stating it was fair. In Grand Rapids, 100% gave the program the exceptional ratings. These results show tremendous improvement from the last program review. Many of the faculty were not only new to Ferris, but new to academics as well as graduate teaching. Experience has improved the quality.

SECTION 2-B
EMPLOYER SURVEY
(Appendix D)

Forty surveys were sent out to various criminal justice employers at the federal, state, and local level. Ten usable surveys were returned indicating a 25% response rate. One survey was returned indicating that the employer did not have any master's level employees, and although they rated our program as excellent, the survey was excluded from the results. The survey focused on the need of graduate education, rather than specifically focusing on MSCJA. The survey did address core areas of our program (such as knowledge, evaluation, and managerial skills). The survey also focused on expected outcomes (critical thinking skills, better decision making skills, and better communication skills). The final area addressed was the importance of graduate education to criminal justice, including the ability to get hired and promoted. The results are reported below.

Core Areas

This section asked three questions regarding core areas of the MSCJA program. The first question dealt with furthering a person's knowledge. Ninety percent rated the knowledge as average to above average, and 10% answered unsure. Next, graduate level managerial skills were explored. Sixty-seven percent rated these skills as above average to excellent while 11.1% thought they were average. Ten percent were unsure. The importance of evaluation was then asked. Seventy percent rated this as above average to excellent, 20% rated it as average, and 10% as below average. Although the majority of employers saw a need for evaluation skills,

some departments may be large enough that they hire outside evaluators. It also could be possible that the 10% that responded below average were not sure what evaluation skills were.

Outcomes

Several outcome variables of graduate education were included in the survey. The first area was the expansion of critical thinking skills. Seventy percent of responding employers rated this expansion as above average to excellent with 20% believing it was average and 10% unsure. The second question focused on the enhancement of decision making skills. Again, the majority of employers (90%) answered average to above average with 10% unsure. Finally, the communication skills of graduate students have been improved. Employers rated communication average to above average (80%) with one unsure (10%) and one stating it was below average (10%). Overall, the academic outcomes of graduate work are being noticed by leaders in the field, but not very strongly. Due to the randomness of the survey, there was no way to tell whether or not the agency employed many graduate level workers.

Importance of Degree

Many students come into the program for specific reasons. Many enter believing the master's degree will enhance their chances of getting hired, while several part time students come back because they see the degree as a tool to get promoted. For several decades, the criminal justice literature has encouraged higher education for its workers. Yet, the agencies have been slow to respond. This is evident with the accepted practice of only academy trained police officers without undergraduate degrees. The first question asked about the importance of graduate education in their field. Seventy eight percent saw the degree's importance as above

average to excellent, while 22.2% saw it as average. The next question addressed their own perception about graduate education by asking whether they would be more willing to hire someone with a master's degree. Sixty percent answered average to excellent, with one respondent (10%) answering average and one respondent answering below average (10%). Also addressed was whether or not it would enhance a persons' chance to get promoted. Ninety percent answered above average to excellent, with one person (10%) unsure. This is encouraging as many of our students return in order to enhance their chances of promotion. Finally, employers were asked if they would recommend to their employees to pursue a master's degree. Seventy percent gave highly positive answers (above average to excellent) and 20% ranked it as average with one below average (10%). It must be remembered, though, that many leaders today do not possess graduate degrees, and some do not have undergraduate degrees. It would be expected that these leaders would be less enthusiastic about higher education. When asked if the employer had heard of Ferris offering a master's degree in Criminal Justice Administration, 80% answered yes. Ninety percent of those responding rated the program good to excellent with one person rating it fair.

Overall, graduate education is desired by the field. Those responding from the Courts were most enthusiastic, followed by Corrections, and finally Law Enforcement. With the economic setting in Michigan today, employers are barraged by applicants for only a few open positions. Many have indicated that education is one way to narrow the field. The Michigan Department of Corrections in their last round of probation/parole agent positions hired only those with master's degrees were interviewed. Further, Federal Probation agents must have a master's degree. Slow to change, though, are smaller police departments. As noted by the one respondent, no one has a graduate degree. Hopefully, this changes in the next 5 years.

SECTION 2-C
CURRENT GRADUATE STUDENT SURVEY RESULTS
(Appendix E)

A survey was administered to all students taking courses in the Spring semester of 2007. Of 57 students, 55 voluntarily participated and returned the survey completed. This is a response rate of 96%. The survey concentrated on the demographics of the student, the quality of the courses and instructors, resources available, the facilities, services, and the program itself.

Student Descriptives

Based on the answers given, almost two-thirds of the students are part time with most of the part-timers representing the off-campus sites. Interestingly, almost half the students are paying for the program without benefit of financial aid or employer reimbursement. Twenty three students, though, did have some financial support from their employers equaling 42.6%. Twenty four students had an undergraduate gpa of 3.40 or above equaling 44% of the total surveyed students. Overall, 70.3% had undergraduate grade point averages of 3.0 or higher while 22.2% (12 students) had a gpa of 2.6 –2.9. Only four students had lower than a 2.6 gpa upon admission. When asked their current grade point average, the majority had above a 3.0 (96.3%) with only 2 students stating they were below a 3.0. Again, this supports the provisional admission policy to allow students with less than a 3.0 to at least try to succeed.

There are more women enrolled in the program than men (35.2% men, 64.8% women) and the group is quite diverse with 63% white and 37.1% representing a minority. Several minority groups are represented such as Asian, Black or African American, Native American, and Hispanic.

Sixty three percent of the graduate students are employed full time and 16.7% are working part time of 20 hours or more. While 20.4% (11) are full time students, 24% of the students are working in law enforcement. Other employers include corrections, probation/parole, courts, and various public and private agencies that are related to criminal justice (i.e., Family Independence Agency, Lowes, Home Depot, UPS). The majority of the graduate students attended either Ferris State College or Ferris State University (63%) for their undergraduate studies while 37% attended other universities.

Twenty percent of the responses indicated that the most important reason for selecting Criminal Justice Administration was the programs' reputation. Thirteen percent thought the most important reason was the program content, enabling the ability to finish in a reasonable amount of time, while almost 26% came based on colleagues' advice. In 2001, only 15% stated they came to Ferris based on advice from colleagues indicating that as our program graduates more students, they encourage others to come here. The majority would come to Ferris again (80%) with 16.7% uncertain. Some students indicated they were unsure about staying in criminal justice as a field, particularly because of Michigan's economy. Only 4% stated that probably wouldn't choose the program again.

Quality of Courses and Instruction

The survey focused on three core areas: Criminal Justice, Management, and Methods/Evaluation. Each area will be presented separately and then a comparison will be provided. The first area is criminal justice. Three courses were defined as criminal justice courses, Nature of Crime, Legal Issues and the Seminar in Corrections. Management courses

included Organizational Leadership, Personnel, and Financial Management. Finally, Research methods and CJ agency evaluation represented the final core area.

Criminal Justice

The quality of the criminal justice courses was rated good to excellent by 85.2% of the students taking the survey. Eleven percent thought the classes were fair in quality while two students had not taken any courses yet. When asked about rigor, 85.2% thought it was good to excellent. Six percent had not taken any Criminal Justice courses and another 9% thought the classes were fair in rigor. The majority also believed that the courses were relevant to working in the field (76%).

Five statements focused on the quality of instruction. First, students were asked to rate the fairness in grading by criminal justice faculty. The majority of students listed their answers as good to excellent (87%) with 6% reporting that grading was unknown. The remaining 4 (9%) students listed grading as fair. When asked specifically about the quality of criminal justice faculty, 70.4% stated it was good to excellent with 4 (8%) students reporting it to be only fair. Most students found it easy to interact with the criminal justice faculty (87%) while 11% stated it was only fair. This may be due to the Howell location where there are no permanent faculty or faculty offices. Students must rely on email, phone calls, or wait to see the instructor. Most criminal justice faculty hold special office hours down in Grand Rapids, usually before class. Due to the format of teaching all day on Saturday in Howell, it is difficult to incorporate office hours. Students were then asked about the professional competence of the criminal justice faculty. Over 94% stated the faculty was good to excellent with only 1 student stating it was fair.

The textbooks selected by the faculty seem to be well received. Seventy-two percent indicated they were good to excellent with 12% believing they were fair. Finally, when asked about the professional competence of the criminal justice faculty, 93.8% responded with a good to excellent rating with 2 students selecting fair. Overall, it appears that students have a high regard for the criminal justice faculty.

Management

The 2001 program review survey indicated a high level of dissatisfaction with the management courses, which at that time, were taught by the College of Business. Students complained that the courses were not relevant to the needs of the criminal justice system, that accounting was being taught rather than how to budget, and the personnel class did not reflect issues in criminal justice. In 2002, these courses became CJ courses with CJ faculty. The majority of current students believe that the quality of the management courses is good to excellent (70.4%). Seventeen percent thought the courses were fair and only one person thought they were poor. When asked if the courses were rigorous, 74% stated good to excellent with 9.3% listing it as fair. Three students had not taken any course in management. Seventy-two percent believed that the courses were highly relevant with 15% stating they were fair. Qualitative answers noted that Personnel did not meet their expectations. The majority of students believe that grading is highly fair (77%) while 9.3% thought it was fair. Seventy-six percent believed that the quality of instruction was good to excellent with 5.6% stating it was fair. One person listed it as poor. Fifty-nine percent thought the quality of textbooks was good to excellent while 23% thought they were fair. Three students listed the textbooks as poor. Further assessment needs to be completed to find out which course these books are for.

Methods/Evaluation

The Research Methods and CJ evaluation courses have had the most turnover in faculty. During the last 5 years, we have had adjuncts in Research Methods for one semester, Evaluation for two semesters, and other faculty have stepped in to teach these courses three times. Thus, it is expected that some of the current students have had different instructors. The first question addressed the quality of these two courses. Sixty-one percent of the students thought the instruction was good to excellent with 19% stating it to be fair. Two students listed it as poor. Sixty-nine percent of the students believe that there are rigorous expectations in these courses while 13% believe they are fair. Nineteen percent had not taken either course. Sixty one percent of the students believe the methods courses are relevant to the criminal justice field while 15% see the relevance as fair. Three students believe it is poor. It is interesting to note that a former student who also believed these courses would not have much relevance is now director of a non-profit organization. She states that these courses are the foundation of much of her grant work and evaluation of her own program. Over 70% believe the grading is good to excellent with only 7% stating it is fair. When asked about the quality of instruction in the methods courses, 72.2% state it is good to excellent with 11% stating it is fair. Over half the students rate the textbooks as good to excellent (54.7%) with 22.6% stating they are fair and 3.8% stating they are poor.

When comparing the 3 core areas, it is clear that students are satisfied with the courses and instruction in the program. Qualitative data validates this as 39 students related positive comments as to the faculty, the courses, the class interaction, and the schedule.

FLITE

Resource access was a concern in the last program review. Off campus students had difficulty accessing databases and faculty were concerned about the lack of resources. FLITE has acquired several important databases that have expanded the availability of criminal justice research. In Big Rapids, 75% rated the availability of the library databases as good to excellent, with 20% stating they were fair. When asked about the quality of databases, the majority of these students rated them as good to excellent (78.4%) with 21.1% stating they were fair and one student believing they were poor. The Grand Rapids students were very similar with 78.8% listing availability of databases as good to excellent and 12.5% believing they were fair. One student listed the databases as poor. When asked about the quality of the library databases, 68.7% answered they were good to excellent and 15.6% stating they were fair. Howell students also had favorable responses, although 46% answered unknown. With both availability and quality of the databases, 38.5% rated both as good to excellent and 15.4% answering they were fair.

Facilities

Questions relating to the facilities focused on classrooms and computer access. Seventy percent of the Big Rapids students answered that the quality of classrooms was good to excellent and 30% answered they were fair. The quality and availability of computers on campus was also seen by the majority as good to excellent (63.2%) with 15.8% stating they were fair. Twenty one percent answered unknown. Grand Rapids students had similar answers with 68.8% answering they were good to excellent and 12.5% stating they were fair. Six students answered unknown. Many students in Grand Rapids are unaware of the quality of computer facilities (38.7%), but

38.7% thought they were good to excellent while 12.9% thought they were fair. Three students, though, stated they were poor. In Howell, the numbers were much higher with 77% rating the classrooms good to excellent and 23% stating they were fair. Interestingly, 23.1% rated the computer access as good to excellent, 15.4% stated it was fair, and 30.8% stated it was poor. There is no computer lab for students to use, only a classroom lab. Overall, all three sites seem satisfied with the classroom and computer services.

Services

Specific questions about Services addressed a variety of issues including availability of books and courses, the ability to register and get grades, as well as the helpfulness of the criminal justice staff. The majority of students thought the book services at Lundberg bookstore were good to excellent (65%), with Grand Rapids students ranking Kendall bookstore at 56.3%, and Howell rating MBS as 46.2%. There have been problems with getting the correct books in Howell. The coordinator has spoken to staff there about this issue. It seems they were used to putting in the books that were used the last time the class was offered. Many of the professors update or change books each year, thus causing the students to purchase the wrong books. Hopefully, this situation becomes better. With regard to availability of courses, 90% of Main Campus students ranked it good to excellent, 87.5% of the Grand Rapids student ranked it as good to excellent and 84.7% of Howell students ranked it as good to excellent. All campuses rated the ability to register high (BR-85%, GR-81%, EHA-85%). Although some students did not know about grades online (BR-5%, GR 13%, EHA-33.3%), the majority of students rated it good to excellent (BR-80%, GR-71%, EHA-67%). The majority believed the criminal justice staff

was extremely helpful (83%) with 9.3% ranking the staff as fair and with 7.4% circling unknown.

Program

Finally, students were asked about the quality of the program and their fellow graduate students. On the Big Rapids campus, 70% rated fellow classmates as good to excellent while 25% listed them as fair. One person stated they were poor. On the Grand Rapids campus, 88% rated fellow classmates as good to excellent with 9.4% answering they were fair. All Howell students ranked the quality of fellow classmates as good to excellent (100%). All the students in Grand Rapids and Howell are working full time and have chosen to squeeze getting a masters degree into their already busy schedules. This in itself shows a high degree of motivation. On the main campus, though, many undergraduates choose to get a masters degree because they are not sure what to do. Those working full time find these students to be less motivated and more immature. When asked about the overall quality of the program, 90% of the Big Rapids campus students rated the program good to excellent while 88% of the Grand Rapids group gave the program the exceptionally ratings. Howell students were the most pleased as all students rated the program as good to excellent. This is quite encouraging due to the newness of the program!

SECTION 2-D
FACULTY PERCEPTIONS OF MSCJA
(Appendix F)

In March of 2007, the Faculty Survey for the Master's Program was distributed to the eleven full time faculty in Criminal Justice. Eight surveys were returned equaling a response rate of 73 percent. The survey consisted of 20 statements, with Likert-type responses ranging from 1 – 6 (1=poor; 2=fair; 3=average; 4=above average; 5=excellent & 6=unsure). The survey covered several pertinent areas including support services (library, technology); academics (student knowledge, communication skills, motivation, workload) graduate assistants (funding, research opportunities), faculty (workload, quality of instruction), facilities (classrooms); and the program itself (reputation, availability of courses off campus, and quality). The results will be briefly discussed for each area.

Support Services

The specific support services targeted the library holdings in criminal justice, the amount of technology incorporated into the classroom, the ability of off campus students to link into the Ferris network, and the availability of software that could be utilized in the classroom. In comparison to the May 2001 program survey, many improvements have been made to accommodate graduate needs and off campus students. In 2001, the results were not favorable. Over 85.7 percent found the library to either poor or fair in holdings required for graduate teaching. In this survey, 87.5% rated the library holdings as average to good. The overall mean was 3.75 (in 2001 it was 1.86) with a standard deviation of 1.30.

Faculty responses were more diverse about the amount of technology incorporated in the classroom. Thirteen percent believed that the amount was fair, 25 % thought the technology was average, and 12.5% indicated that the technology was above average with 25% answering unsure. The mean was 3.63 with a standard deviation of 1.77. In comparison to 2001, the level of technology has increased. Not all faculty answering the survey teach in the master's program and this may account for the variation.

When asked specifically about the availability of software (particularly statistical packages), 4 faculty didn't know (50%). The remaining faculty indicated that the availability was fair (12.5%), above average (25%), and some listed it as excellent (12.5%). This Mean was 4.88 and the standard deviation was 1.45. In 2001, several attempts were made to secure a license for SPSS, but requests were denied due to the expense. In 2002, a limited SPSS package was purchased by the College of Education and Human Services, but still was not available off campus. When Dr. Eisler became President, Ferris finally purchased a university license, which is used at off campus sites as well as the main campus. SPSS is used in the Research Methods class and the Criminal Justice Evaluation class.

The faculty were then asked about the ability to link into the main campus resources (i.e. the library databases) from the Grand Rapids campus. Thirteen percent believed the access to be poor, 25% thought it was fair, 37.5% answered it was average, 12.5% stated it was above average and 12.5% thought it was excellent. The Mean was 3.13 (indicating average), but the standard deviation was fairly high (1.64). Therefore, the answers, although more positive than from the 2001 program review, are mixed indicating that this issue should be explored further.

Overall, the answers indicate that there has been improvement in the support services needed to teach. Ferris is continuing to develop better ways to tie in the off campus facilities and technology is slowly improving.

Academics

Several statements focused on the students' workload, their written communication skills, the desire to learn, and the culminating knowledge of graduates. This section rated much higher with the faculty, with no responses of poor or fair.

The first statement focused on the student workload. Two faculty thought it was fair (25%), with 3 faculty indicating it was average (37.5%), whereas most thought it was above average (71.4%) or excellent (28.6%). The Mean was 3.25 and the standard deviation was 1.04. The program, from a faculty standpoint, appears to have mixed results. It may be that different classes are more rigorous and challenging than others.

The second statement asked about the written communication skills of those graduating from the program. Concern had been expressed about many students' writing ability prior to their entrance into the program. Faculty indicated that students writing ability was either fair (25%), average (25%) or above average (50%). The Mean was 3.25 with only a .89 standard deviation. It appears that graduate students, for the most part, are writing at least on an average graduate level.

The third statement dealt with the graduate student's desire to learn. Again the results were favorable. Faculty found student motivation fair (25%), average (50%), or above average (25%). The mean was 3.00 with a standard deviation of .76.

The fourth statement asked about the students developing an analytical and theoretical knowledge. Seventy three percent of the faculty rated this above average to excellent while one person rated it fair (12.5%) and one answered unsure (12.5%). It appears that the students are expanding their abilities in these areas.

The overall culminating experience of the graduate student was also rated extremely high. The Mean was 3.43 and the standard deviation was 1.13. Faculty rated the culminating knowledge as fair (28.6%), average (14.3%), above average (42.9%), and excellent (14.3%). One faculty member did not know the student's experience (14.3%).

In conclusion, the faculty rated the graduate program's academic performance average to above average.

Graduate Assistants

Graduate assistants are an integral part of any graduate program. In the criminal justice department, they are primarily responsible for all pre-cj (freshman, sophomore) advising, aiding in data collection and analysis when grant opportunities are available, providing support to the faculty in research, the classroom, and for special projects, as well as participate in departmental or secretarial needs. Two areas were addressed on the survey: research opportunities and funding. Faculty responses to research opportunities were negative. A poor or fair response accounted for 75% of the responses with only one person finding them above average (12.5%). One faculty member was unsure accounting for 12.5%. More senior faculty may have seen the increase in research opportunities and rated this as favorable. Less senior faculty may have expected more availability of research. The Mean was 2.38, with a 1.77 standard deviation.

When asked about funding, though, faculty responded negatively. The majority saw the funding as poor (62.5%) or fair (12.5%). Two responses were unsure accounting for 25% of the responses. The Mean was 2.38, although the standard deviation was 2.26.

In 2001, this question received a negative response as well. It is still clear that faculty believe more funding is needed for graduate assistants. In the past, funding has been available in a lump sum. Since the program is actually run over three semesters (fall, winter, summer), there is a need for graduate assistants during the summer session. The lump sum is too small to divide over three semesters, and only provides two graduate assistants.

Faculty

This section looked at the quality of instruction from the criminal justice faculty viewpoint. Three statements were provided to reflect the specific specialties of those who teach in the program (cj, management, and methods). The faculty rated the quality of instruction by the criminal justice faculty either average (12.5%), above average (12.5%), or excellent (62.5%). One person was unsure (12.5%) The mean was extremely high at 4.75, with a rather small standard deviation of .88. It appears that the faculty, overall, believe each other is giving quality instruction. Faculty workload was then explored. The results show 12.5% rated it as poor, 37.5% rated it as average, 25% stated it was above average, and 25% stated it was excellent. Based on the variation, it appears that the question may have been confusing.

Facilities

In 2001, the facilities in Bishop Hall were given a less than favorable rating. Over fifty-seven percent agreed that the teaching facilities were of poor or fair quality with the rest of the

responses stating they were acceptable (42.9%). In 2007, 25% still think the quality of classrooms is poor, while 37.5% rate it as average. Two people (25%) thought the classrooms were above average. After the last program review, the classrooms in Bishop were renovated, but problems still remain. Although the carpeting has been replaced, there are issues with heating and air conditioning and the equipment not working.

On the 2001 survey, no questions were asked about Grand Rapids because it was a relatively new building. Faculty this year were not as kind. Thirty eight percent rated the quality as poor, 25% rated them as fair with 12.5% stating they were average. One person rated the quality as above average (12.5%) and one person rated it as excellent (12.5%). This variation may account for different problems faculty have experienced. As the program has expanded, the classrooms are too small for the amount of students. This limits any movement for group work. Also, the ability to use the technology is extremely complex. Finally, there is no office space for faculty to meet with students. These issues must be addressed by Ferris as other programs are having the same problems.

In Winter of 2006, the program expanded to Howell at the M-Tec center. Only 3 faculty rated the facility stating it was fair (75%) or average (25%). The other faculty marked unsure because they have not taught there. The issues of this facility are just emerging. There is no internet access for faculty when there, removing the ability to connect to MYFSU to answer student questions. Since we are not given a key to the facility, we must rely on the secretary. Her day starts at 8 am, the time the classes start. This is highly inconvenient for class preparation—faculty cannot prepare once they arrive. The equipment has to be requested in advance, and as found out this semester, is old. The DVD players and the computers do not read the newer DVD's.

Master's Program

Faculty were asked about the reputation of our program in the field. Twenty five percent stated it was average, while one person was not sure (12.5%). Overall, though, the reputation was seen as above average by 25% and excellent by 37.5%.

One question addressed the leadership of the graduate program. The program has a graduate coordinator who is responsible for the administrative duties and promotion of the degree. Twenty five percent of the faculty described the leadership as average while 25% rated it as above average. Fifty percent, though, stated it was excellent.

Finally, the overall quality of the program was assessed. The majority of the faculty believe that it is a high quality program with 50% rating it above average and another 25% rating it excellent. Twenty-five percent, though, believed it was average.

In conclusion, the faculty survey is positive overall about the program and the students. The program has grown tremendously and there has been an increased workload meeting the same high standards. The quality of students is average to above average, which is normal for many of the practitioners coming back to school after several years out. We do need to support graduate assistants and students with more funding and scholarship opportunities. The University Graduate and Professional Council is trying to address this issue as well.

SECTION 2-E

ADVISORY BOARD PERCEPTIONS (Appendix H)

In February 2007, surveys were sent to the 21 advisory board members of the School of Criminal Justice. Eighteen responses were returned accounting for 85% of the board. Nine statements were presented with responses ranging from 1-5 (1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree). The survey focused on the field's need for graduate education and the course selection. In addition, two open ended questions asked whether a course(s) should be removed or added. The results are discussed below.

Criminal Justice Need for Master's Degree

The first question asked if there was a need for graduate education in Criminal Justice. The Mean reported was 1.22 with a standard deviation of .43. Advisory Board members either strongly agreed (77.8%) or agreed (22.2%) with the statement. The next statement asked if new supervisors should possess a master's degree. Responses ranged from strongly agree (11.1%), agree (44.4%), neutral (27.8%), and 16.7% disagreed. Overall, though, these answers indicate that those that possess a master's degree are more likely to get promoted. This was confirmed with the next statement about a master's degree enhancing the chance for promotion. Fifty-six percent of the Advisory Board strongly agreed and while 33% agreed. One person, though, was neutral accounting for 5.9%. One person did not answer this statement. When asked if the Criminal Justice Administration degree met the needs of criminal justice, the overwhelming majority of responses indicated a favorable response (94.1%) with only 5.9% remaining neutral.

Criminal Justice Administration Courses

Five statements were presented dealing with five separate areas of courses: theory, evaluation, management, budgeting, and legal issues. The reported Mean and Standard Deviation for Evaluation was 2.06, S.D.= .66 with 11.8% strongly agreeing, 76.5% agreeing, 5.9% answering neutral and 5.9% disagreeing. Management had a Mean of 1.28, S.D.= .57 with 77.8% strongly agreeing, 16.7% agreeing, and 5.6% remaining neutral. Finally, Legal Issues had a Mean of 1.17, S.D.= .38 with 83.3% strongly agreeing, and 16.7% agreeing. These statistics show strong support for continuation of these courses. The responses regarding the theory statement indicate a Mean of 2.06, S.D. of .87 with 27.8% strongly agreeing, 44.4% agreeing, 22.2% neutral, and 5.6% disagreeing. The last question related to Budgeting with responses of 66.7 % strongly agreeing, and 33.3%. The Mean was 1.33, with a standard deviation of .48. Overall, the courses within the program are viewed by the Advisory Board as necessary.

Qualitative Questions

The first open-ended question asked if anything should be removed from the program. Seven (41%) of the respondents answered “no”, indicating that the program should remain the same. Two responses thought theory should be removed, two responses did not see research methods and evaluation as important, and two responses thought agency evaluation was not necessary.

The second open-ended question asked if anything should be added to the program. The Advisory Board suggested labor relations (3 responses), Contract Negotiations (2), Media/Public relations (2), Legal Issues, Civil Liability (1), Grant Writing (2), Presentation skills (1) and one respondent asked for a class that reviews personnel problems with significant case review.

These comments are very interesting and indicate that many members of the Advisory Board are not familiar with the specific content of each course. Personnel / Human Resources (Crim 673) specifically covers personnel issues including case law. Legal Issues (Crim 605) specifically covers Legal Issues and Civil Liability. Grant writing is part of Agency Evaluation (Crim 620), and Presentation Skills are stressed and incorporated into almost all the classes with particular emphasis found in Organizational Leadership (Crim 608). Labor relations in reference to unions will be incorporated into Personnel and Media Relations will be an additional segment of Organizational Leadership.

Understanding why the respondents suggested removing theory, agency evaluation, and research methods is difficult. These skills are necessary in not only understanding and meeting the needs of the community, but also for new programs, applying for external grants, evaluating performance, etc. The Advisory Board members may not be familiar with the program or understand the importance of these factors. Unfortunately, we did not ask any demographic questions on the survey so are unable to control for education. If the respondent does not have a master's degree he/she would be unaware of the knowledge from these three courses and how it relates to the practical realm.

Overall, the responses indicate that the program is inline with the needs of the Criminal Justice field. There is not only a need for Master's Level education, but is increasingly used for promotion. Unfortunately, none of our Advisory members represent a federal agency where the Master's degree is becoming more desirable in the initial hiring process. Further, several agencies require a master's degree for entry level positions (Federal Probation).

SECTION 3

PROGRAM PROFILE

A. Profile of Students

Student Demographic Profile

The demographics of the students over the past five years have changed. In the 2001 review, the majority of students were men. In 2007, the majority of our current students are women (35.2% men; 64.8% women). The program has also become more racially/ethnically represented. A profile of our current students indicates that 63% are white while 37% are a minority. Most of the full-time students have just completed their undergraduate degree and are between the ages of 22-25. The age of the part-time students ranges from 22-60. According to Institutional Research, the average age of the students for 2006 was 33.

The Master of Science in Criminal Justice Administration is located at three different locations in Michigan, each representing different trends. Big Rapids is the only location where the program is offered on a full time basis with classes being held Monday-Thursday evening, 6:00 pm – 8:50 pm. Students, though, can attend classes in Big Rapids on a part-time basis. Grand Rapids offers two classes a semester, which is considered part-time and classes are held on varying evenings Monday – Thursday from 6:00 pm – 8:50 pm. Howell is located 2 ½ hours away from Big Rapids. To ensure the high quality of instruction, full-time faculty drive to this location. Due to the distance and scheduling, classes are usually held on the weekends with times varying from 8:00 am - 6:00 pm. Two classes are offered at this location as well, making this site a part-time program. The two classes offered in Howell are different from the classes offered in Grand Rapids. One student who lives in

Lansing has alternated between the two off-campus sites, creating the opportunity to do the program full-time. Overall, though, the majority of the students are part-time (68%) taking one or two classes per semester.

Almost all the students that are part-time are from Michigan. Over the years, we have had a few students who were out of state or considered international status. These students came from Wisconsin, Illinois, California, Canada, India, and Nigeria. Only two faculty members at this time use FerrisConnect to provide mixed delivery. No classes are offered 100% online.

We have tried to deliver the program in a manner that meets the needs of both part-time and full-time students. Most full-time students like the evening classes as they can work part-time and have time to study. Most of our part-time students work during the day, so evening courses or weekend courses fit best into their schedule. It has been suggested to offer the program in Grand Rapids during the day. The classes are over-capacity now and, numbers-wise, could be split into two classes. The problem at the present time is faculty. We do not have enough faculty to teach two classes. The current curriculum schedule has been created so that full-time faculty can teach at all three sites.

Quality of Students

The Master's in Criminal Justice Administration does not require a graduate level admission test. Several reasons exist for this decision. First, most practitioners were afraid of taking an entrance exam, and thus, did not pursue graduate education. Since our competitors require entrance exams, many practitioners have chosen our program in order to avoid the test. Second, the research on entrance exams has shown that for master's level, there is no

clear indication of successful completion based on these scores. When looking at both the alumni survey and the current student survey, the overwhelming majority of our students began the program with an undergraduate gpa of 3.0 or higher (alumni - 68.5%, current students -70.3%). Those who were admitted provisionally with gpas below 3.0, tend to either realize that the program is too difficult or they meet the challenge and produce higher quality work. To graduate, a student must have a 3.0 gpa.

Admission requirements are minimal. A student must fill out the application, provide a writing sample as to why he/she wants a master's degree, provide three references, and submit an official copy of transcripts from the college or university that has conferred the bachelor's degree. As stated, this has been a huge bonus for recruiting practitioners, many who have been out of school for at least a decade, who are easily intimidated by stringent entrance requirements.

There are few academic awards available to the graduate students. Other than receiving distinction or high distinction (we are working to change this to the Latin system), the program itself gives two awards for Outstanding Graduate Student each year. These awards look at the student's gpa, the student's commitment and contribution to the program, and the student's contribution to the criminal justice field. The award is usually given to students who have a 4.0 and display outstanding characteristics in their field as well as our program. Many times, it has been difficult to choose these students because there are several candidates.

At this level, there are very few scholarly/creative activities that can be pursued while getting the degree. In the first few years of the program when funding was more readily

available, a few full-time students attended national conferences with the faculty. More support in this area is needed.

The accomplishments for most students come after receiving the master's degree. As indicated by the alumni survey those 2% went to law school, 2% went on to doctoral programs, 13% received a position where the master's degree was required, 19% have been promoted, 15% are up for promotion, 13% are teaching adjunct, and 22% state they were selected for their present position based on their education.

Employability of Students

Since the majority of our students are employed full time when they begin the program, the question really focuses on the full-time students. Based on the alumni survey, only 2 out of 54 students listed they were unemployed. One of these students indicated that he lost his job due to Granholm eliminating his position. Most students become employed full time within a year of graduation, although some do not start in their "ideal" position in that time period. Many students desire federal employment. Many federal agencies take up to two years before a person completes the hiring process. For instance, one student applied for the DEA prior to the start of master's classes, finished her degree, got a position as a police officer for a year, and then finally was approved for hiring and went to the Federal academy for six months. Thus, it took 2 ½ years before she was actually assigned a position.

Salary depends on what level of government the position is, the state (Michigan is economically depressed at the present time), non-profit v. profit, and administrative level. The largest category of alumni respondents showed a salary range between \$30,000-\$50,000 with the average at \$46,327 (Institutional Research). Most alumni work within the state of

Michigan for local municipalities or the state. Those working in the federal system tend to have a higher salary range starting with \$50,000. No one chooses criminal justice to make money!

Many of our full time students have started out doing contract work for the state. Although this may be full time hours-wise, it is considered part-time based on no benefits. Most students then become full time workers once positions open up.

Other than Career Services, most career assistance is through networking with other graduate students. For instance, one student expressed interest in corporate security. I emailed both students who are directors in corporate security and they then emailed the inquiring student. The alumni also email job openings, many times before they are posted. These are then passed on to the students.

Based on the alumni survey, most of the graduates remain in the criminal justice field or a closely related field (UPS-student handled all small court claims). Since the alumni survey reflects graduates from Big Rapids and Grand Rapids, most of the geographic distribution is found on the western side of Michigan. This is expanding as the Howell program is bringing in students from Flint, Lansing, and the Detroit area. There are several students who have taken positions with the federal government or out-of-state agencies. Some of the locations include: California, Colorado, Iowa, Oklahoma, Florida, Washington, D.C., Arkansas, and Georgia.

Only a few students have chosen to go on, either to law school or a doctoral program. Currently, 3 former master's students are in law school at Cooley and one is completing a doctoral program at University of Delaware. Two prior students have completed doctoral programs at Western Michigan. One is an assistant professor in criminal justice at the

University of Toledo and the other was just awarded associate professor in criminal justice at Ferris State University.

B. Enrollment

Applications are still being accepted, but as of the current date (June, 2007) we have admitted 3 new students for summer and 15 new students for fall. Based on figures provided from Institutional Research, UCEL, and the College of Education and Human Services, SCH has increased to match the enrollment trends. On average, we receive 25-30 applications per year, with 98% being admitted. Retention is high, although some students find that the program is too rigorous for their ability. Thus, through voluntary selection, students not capable of the success are weeded out.

Enrollment for Criminal Justice Administration

2002/03	2003/04	2004/05	2005/06	2006/07
46	44	47	46	58

The program's current goals are to expand and stabilize the enrollment at our newest location in Howell. Optimal numbers would be between 13-15 for all courses. Yet, it is predicted that Howell will follow enrollment trends close to Grand Rapids, with the need in the future of more classes. UCEL must market the Master's Program in Southeast Michigan. We also need to recruit more actively in the Big Rapids area, although the lower numbers may be a result of the economic situation of the area. With the current resources, particularly faculty, we are above our capacity for optimum learning conditions. The program has become a leader in West Michigan for graduate education and it is a goal of the program to make this state-wide.

C. Program Capacity

Although the courses are capped at 20 students, the ideal class size is 15 students or less. The smaller classroom affords the faculty member to incorporate intensive writing assignments, research projects, and presentations. One limitation of our program now is lack of faculty. Classes in Grand Rapids have been around or over the cap for several years. In the Fall of 2006, Nature of Crime in Grand Rapids had 29 students. The classrooms at the ATC are designed for less than 20 students. When the classes are so big, group discussions and projects are almost impossible as there is no physical ability to move around. Based on the past growth trends in Grand Rapids, the Howell program is expanding at a quicker rate. Although very encouraging, more faculty will be needed to handle this growth. Further, Delta Community College in Saginaw is requesting we provide the master's program at their location. Growth is good, but this would require increasing the current faculty by at least two. In terms of financial outcome, this would bring in more money for the university and UCEL and may actually pay for itself through incentive funds. In Grand Rapids, classroom space is an issue as well. Although I have been told informally that Ferris has leased another building, I am not sure whether this will be used for additional classroom space. In regards to current enrollment, Big Rapids classes usually have 15-18 students, Grand Rapids classes usually have 18-23 students, and in Howell this semester, class size was 11-15 students. Thus, at the present time, Grand Rapids is over capacity.

D. Retention and Graduation

Based on the Enrollment Profiles for the last 5 years, the master's program has enrolled an average of 49 students (2002-2003=46; 2003-2004=44; 2004-2005=47; 2005-2006=49; &

2006-2007=57). Although a small percentage of the college's enrollment (3% for 2006-2007), the numbers indicate the stability of the program.

Institutional statistics provided for the last 3 years indicate that 21 degrees were conferred in 2002-2003 (actual figure is 26); 23 degrees were conferred in 2003-2004 & 21 degrees were conferred in 2004-2005. Based on departmental figures in 2005-2006, 19 students received degrees and projected figures for 2006-2007 indicate 26 students will receive degrees.

The majority of students finish the program in less than 3 years. Those working on theses after coursework seem to take up to 5 years to finish the degree. The majority of full time students finish within one year, with the exception of those who fail their comprehensive exam and must take another course. We encourage students to choose the comprehensive critique and exam in order to finish the degree in a timely manner. Several students who have completed the coursework and signed up for theses, have never received the degree. Attrition out of the program usually happens after the first one or two classes where the student realizes he/she cannot meet the requirements. In the last 5 years, only 2 students did not receive their degrees because they could not pass the comprehensive exam.

E. Access

The program is accessible in three different locations: Big Rapids, Grand Rapids, and Howell. The off-site campuses have opened up access to southwestern and eastern Michigan. The times and days of courses also meet the needs of the majority of full-time practitioners. During the summer, courses are offered in an accelerated manner to meet the needs of students and give them time with their families. Since all the courses are required, there is no

specific entry point into the program or pre-requisite courses. Faculty is beginning to use mixed delivery and e-reserve to provide students more timely access to reading materials. The Howell location has opened the door for more students on the east side of the state. Currently, students represent Flint, Detroit, Novi, & Lansing. This location complimented our undergraduate off-campus sites (Mott, Schoolcraft, Lansing, Macomb, and in 2008 Oakland). These undergraduate programs become feeders into the master's program.

Issues of marketing have arisen as Ferris traditionally markets the University as a whole. UCEL was supposed to do marketing in our newest location, but never followed through. The graduate coordinator and the graduate assistants compiled a database of 400 agencies in the counties next to Livingston County. The graduate coordinator wrote the letter and then sent the database and letter to UCEL to mail. That was the only way the marketing would occur in a timely fashion. This strategy (marketing the program) paid off because several inquiries were made and applications received. The University Graduate and Professional Council will push in 2007-2008 to have Ferris market Graduate Education as a whole, but currently, we cannot rely on this traditional structure to promote our program. There are issues with technology in Howell, though. There is no internet access, equipment is outdated, and access to the building is limited. In Grand Rapids, access to support services is limited as well. Students who need writing support do not qualify for help at GRCC. Support services to off-campus students need to be stressed. Further, Grand Rapids does not provide any faculty office space. When a student wants to discuss confidential or sensitive issues, there is no place to go. This needs to be addressed. Access to the computer facilities is overly complex in Grand Rapids. This should be simplified as well.

The success of the program depends on not only the quality of instruction, but the access to resources. Access to FLITE has improved tremendously, but smaller services (I.D., parking permits, writing help, etc.) are overlooked in the big picture.

F. Curriculum

The master's degree is a 30 credit program of required courses. Twenty four credits make up the core courses and students then select either Option 1, 6 credit hours of thesis or Option 2, a 3 credit Graduate Topics class and the 3 Credit Comprehensive Critique/Exam.

A major revision occurred after the last Program Review where the 3 administrative courses, which were originally taught by the College of Business, were revised into Criminal Justice course with Criminal Justice faculty. This has been a marked improvement to the program.

At the present time, there are no major revisions being planned in the program. We try to incorporate newer information and systemic needs into the current classes. The Graduate Topics class allows the flexibility to teach current issues or trends that affect the criminal justice system. Based on the surveys, the program should remain in the same format.

G. Quality of Instruction

The majority of both current students and alumni rated the quality of instruction above average to excellent. The survey asked about the three core areas of instruction: criminal justice classes; management classes, and methods classes. Several questions targeted this topic.

Percentage of Students Rating Quality of Instruction Good to Excellent

Quality of	Alumni- CJ	Alumni- Mgmt	Alumni- Methods	Current – CJ	Current- Mgmt	Current- Methods
course	96%	85%	76%	85%	70%	61%
rigor	91%	77%	81%	85%	74%	69%
relevance	93%	77%	67%	76%		61%
grading	100%	93%	91%	87%	77%	70%
Faculty instruction	100%	83%	79%	70%	76%	72%
textbooks	94%	85%	77%	72%	59%	55%

The table indicates that the majority of students are highly satisfied with the quality of instruction. It is interesting to note that alumni rate the quality of instruction much higher than the current students. This may indicate that the alumni have had time to assess the quality of instruction in relation to their real world experience.

The Advisory board and Employer perceptions did not cover specific quality of instruction, but were more focused on content relevant to the need of the criminal justice system. These surveys indicated that the core components reflect the needs of the system. The College of Education and Human services has tried to enhance the quality of instruction by adding technology to the classroom. Computers, visualizers, and VCR's are standard equipment in Bishop Hall. Software needs have been met by the department, the college, and the university. One area that needs more attention is funding for graduate assistants. Although the department and college have provided funding for 2 assistants for 10-15 hours for several years, the workload has increased. It would be nice to increase the hours to cover all the days of the week and to provide funding for at least one assistant during the summer. Further, the university does not provide any tuition waivers to attract top students nor are there scholarships specifically aimed at graduate level students.

The School of Criminal Justice has encouraged professional development and most faculty have taken advantage of the Center for Teaching and Learning. Further, the Director has encouraged attendance at academic conferences to enhance the knowledge of the faculty as well as promote Ferris State University. Five out the six current graduate faculty participate yearly in academic conferences.

On the graduate level, an orientation is provided at the beginning of the fall semester to allow faculty and students to interact and ask questions. The students then begin the program more open to interaction with the faculty and a better understanding of the requirements.

The research methods and evaluation course focus on research. These courses teach the basics of research. The other courses, though, incorporate the latest research from the field and continually relate back to methods and evaluation. As noted previously, most faculty are constantly updating their course and changing the readings/books to match the most current issues of the system.

Overall, this adds to the quality of instruction by giving up-to-date information and incorporating the most recent issues affecting criminal justice. By pushing faculty to continually keep current and actively participate in academic conferences, the students receive the highest quality of instruction.

H. Composition and Quality of Faculty

For the purposes of this report, information will only be presented on faculty who are teaching in the graduate program. The vitas of the faculty listed below and the two assistant professors who will be eligible to teach in the program are located in Appendix J. The faculty for 2006-2007 were as follows:

Dr. Nancy L. Hogan, Professor/Graduate Program Coordinator

—Ph.D. Arizona State University, Justice Studies

14 years working in a Maximum Security Prison, 6 months working with Drug Addicted Newborns, 4 years teaching traffic safety for the Arizona Supreme Court

Dr. Russell Lewis, Professor

--Ph.D. Michigan State University, Community Resource Development

--J.D. Valparaiso University, Law

Owner of Private Law office, National Security Agency, has taught anthropology, sociology, and law for over 30 years

Dr. Steven Poland, Associate Professor

---Ph.D. Purdue University, Psychology

Licensed clinical psychologist who retired after 20 years with the Michigan Department of Corrections as Administrator of Mental Health Services

Mr. Cecil Queen, Associate Professor

----ABD. Western Michigan University, Education Leadership

Retired as Lieutenant after 27 years with Sterling Heights Police Department

Dr. Gregory Vanderkooi, Associate Professor

---Ph.D. Western Michigan University, Educational Leadership

Retired as Post Commander after 24 years with the Michigan State Police

Dr. Steven Reifert, Assistant Professor

---Ph.D. Western Michigan University, Sociology

Retired as Lieutenant after 8 years with Kalamazoo Public Safety

Special Agent for 19 years with the United States Air Force.

Since the last review, all faculty (except Reifert) in the graduate program have been promoted by one rank. Further, Hogan, Lewis, Poland, Queen, and Vanderkooi have been tenured. Dr. Hogan received the Dean's Recognition Award in 2005.

The majority of faculty have been very active in the professional community. Both Queen and Vanderkooi have concentrated their research efforts on problem-based learning. Mr. Queen sits on a national problem-based learning committee. Other than Dr. Lewis, all faculty have attended and presented research papers either at the Midwestern Criminal Justice Association, the American Society of Criminology, and/or the Academy of Criminal Justice Sciences.

All the faculty teach overloads each semester. For some, the overload is teaching in the master's program. The majority of faculty teach 16 credits per semester. This continues for the summer as well. This summer, all faculty are at a maximum overload of 17 credits. This is due to the increased numbers and need for more classes.

At the present time, the only faculty member receiving 4 credits of release time to coordinate the master's program is Dr. Nancy Hogan. She is responsible for recruiting, advising, administration, scheduling, marketing, and admission into the program.

Recruiting new faculty follows the university guidelines. The Director of the School of Criminal Justice is responsible for these procedures. Under the current administration, ABD was required for hire, although we have hired faculty with a master's with the contractual expectation of completion of a Ph.D. We try to find diversity, but this is an endemic problem of the university. There will be two women in the department starting in Fall, 2007, but our ability to recruit minority faculty is lacking. We have had minority faculty in the past, but most have moved on for better opportunities. We find that location is difficult to overcome.

Most minority candidates are drawn to more urban areas rather than rural white Mecosta County.

At the present time, I am not aware of any reward structure in our department or college. Most requests for travel or specific supplies have been met.

The existing starting salary is too low. Dr. Reifert started at \$45,000 at the beginning of the 2006-2007 academic year. Other Criminal Justice Departments were offering new faculty between \$47,000-\$50,000 starting salary. We must be competitive to attract high quality faculty. We have lost several opportunities to hire based on salary. Also, because of the practicality of our undergraduate program, we hire people who have experience in the criminal justice or a related field. This also limits the hiring pool as many candidates coming out of doctoral programs have no work experience. The experience requirement is difficult to change as both the Law Enforcement track and the Corrections track are certified with specific requirements of job experience.

It is difficult to recommend a reward structure without having any knowledge of how these structures are used in other departments and colleges.

The criteria for teaching graduate courses is dictated by the University Graduate Policy. Our program requires that all faculty must be at least ABD or have a Ph.D. with the exception of the Legal Issues class where a J.D. is required. Since the inception of the master's program, all faculty have met these educational requirements.

Almost all the classes are taught by tenure-track faculty. When an adjunct has been used, it was only for one class during a semester. They too have had to meet the criteria. In 2006-2007, Judge Landis Lain taught Legal Issues in Howell. Thus, over 88% of the courses are

taught by full time tenure-track faculty. This will continue to be the standard for our program.

I. Service to Non-Majors

Only one class (Organizational Leadership) has been approved for use by another major (Master's of Education). Students must apply and been approved prior to taking any course in the program.

J. Degree Program Cost and Productivity Data

Based on the statistics provided by Institutional Research, UCEL, and the College of Education and Human Services, the Student Credit Hours have increased over the past five years. Although provided, the figures are a bit misleading due to the takeover of the administration courses. Further, the figures given do not incorporate the summer classes, which are part of the required courses. When in the process of converting these courses from MGMT & ACCT to CRIM, they were listed as CRIM 670. Overall, though, the numbers are strong. Full-time equated faculty numbers ranges from .13-.61, depending on the course. Cost of the program averages approximately 270, which is below the average university program cost. (See Appendix I)

K. Assessment and Evaluation

The comprehensive exam at the end of the coursework is the benchmark to showing the mastery of the material. Four questions cover the essential areas taught. These questions take 3 hours each to answer. Students must pass all four sections before the degree will be

conferred. The other option is the thesis which requires the student do conduct research, both on the literature and the chosen subject matter, to show their mastery of the skills learned in the graduate program.

L. Administration Effectiveness

The faculty survey asked about the leadership of the graduate program. Seventy-five percent answered it was above average to excellent. Only 25% stated it was average. The coordinator is a faculty position, and thus, all final decisions are made by the director of the School of Criminal Justice. The coordinator's job duties have expanded over the years, not only because of more students, but the addition of Howell. The graduate program relies on a part-time secretary to handle all clerical aspects of the program. The original proposal was approved for a full-time secretary, but after 2 years a new dean took the full time position for her office and replaced it with a part-time position. The administrative decision to cut part-time workers to 28 hours also affected our program. Based on the increasing numbers of both undergraduate and graduate students, this position needs to be returned to full-time.

The graduate program has remained in the hands of the department, which increases the efficiency and effectiveness. Students can get immediate answers about application materials, program requirements, and general issues. The graduate coordinator serves as the advisor to all the graduate students, which allows close administrative contact in order to problem solve any issues.

The teaching schedules are decided 2 semester's in advance with faculty having the choice of days in Grand Rapids and the days and times in Howell. Faculty work together making

these decisions. Since everyone teaches in the undergraduate program, flexibility is required to accommodate both levels. Faculty have been more than accommodating in meeting these needs.

The program is offered full time in Big Rapids so students have no issue with taking courses in a timely manner. Both Grand Rapids and Howell offer two courses per semester on a rotating basis. If a student misses a class in the rotation, they generally go to another site to make it up. Thus, students have very few problems with scheduling courses in a timely manner.

SECTION 4

FACILITIES AND EQUIPMENT

A. Instructional Environment

The program is taught in three different locations: Bishop Hall in Big Rapids, the Applied Technology Center in Grand Rapids, and at M-Tec in Howell Michigan. All three sites meet minimum standards for classroom delivery. Bishop Hall updated the technology several years ago with the introduction of white boards, a computer in the classroom, a VCR, and a visualizer. In some of the classrooms, the surface of the white board does not allow easy erasing. Even spraying with the white board solution does not remove the dry erase pens easily. This problem is compounded when the instructor is trying to write many things on the board and must use brut force to remove older notes. The visualizers are difficult to see and the projectors have difficulty “talking” to the computer. Most faculty have to spend 10 minutes just to get the equipment to work. It would be recommended that these be updated with better equipment. ATC is a newer building, but suffers from small classrooms. In fall, 2006, I taught a class with 29 in a room designed for a maximum of 20 students. The layout of the tables is linear, which further complicated classroom movement. The computer equipment is better, but the codes to use it are much more complex. Overall, we need to be assigned to bigger classrooms that can accommodate the growth of our program. M-Tec has adequate space in both the lab and classroom.

B. Computer Access and Availability

The Director of the School of Criminal Justice, Dr. Frank Crowe, has gone out of his way to ensure that faculty have the resources needed to provide high-quality instruction. For those

faculty who teach off campus, laptop notebooks have been issued. When a specific software program is needed for a class, it is purchased.

As we venture into Ferrisconnect, two faculty members use it as mixed delivery in the master's program. Many of our students are returning after 10-15 years of working. Most do not want fully online courses, but enjoy dabbling in the mixed delivery. FTLC is always willing to provide an additional training needed for online course work.

C. Other Instructional Technology

At the master's level, there is no need at this time for other technology.

D. Library Resources

The Program Review in 2001 indicated that more resources were needed for criminal justice research and easier access to the databases was needed for students off campus. The library has done a wonderful job securing databases that aid in research. Further, the access issue has become much easier. With the incorporation of many online databases, students can readily access journal articles needed for class or for research projects. Our library liason, Kristi Motz and Julia Buryk have gone out of their way to provide our program resources. In fact, they came to Grand Rapids to show my students how to use RefWorks.

SECTION 5

CONCLUSIONS

The Master of Science in Criminal Justice Administration began in the Fall of 1997 and just completed its 10th year offering high quality graduate education to practitioners. The program review in 2001 indicated that the program was very successful, but did point out some concerns. These concerns included: faculty loading for graduate courses, availability of software, quality of instruction from College of Business courses, poor quality classrooms, lack of graduate student funding, and library access and resources. Since that time, the university has passed a universal standard that graduate courses are 4 credits for faculty loading, the university has purchased a license for SPSS, the School of Criminal Justice now teaches Organizational Leadership, Personnel, and Budgeting, the classrooms in Bishop Hall were renovated, and FLITE has expanded their databases as well as the access to off campus students. Thus, all the concerns of 2001 have been addressed except one. Graduate funding is visibly lacking. No scholarships or tuition waivers are available for specifically graduate level education, thus, limiting recruitment of exceptional students. Further, graduate assistant funding is dependent on the College of Education and Human Services budget rather than a university-supported initiative.

Today, the Criminal Justice Administration program has gained an excellent reputation in Michigan. Our graduates have become our biggest recruiters and our numbers are at capacity for the resources currently available. In Winter 2006, we expanded the program to Howell, Michigan in order to accommodate student demands in the eastern part of the state. Within one year, the numbers have doubled (7 students to 14 students). Expectations are that this site will

become bigger than Grand Rapids. The classes in Grand Rapids are over-capacity with numbers usually over 20. This needs to be addressed either by offering more classes on a part-time basis (2 sections of the same course) or offering the program full time (all 4 classes per semester). Further, Delta (an off campus location for our undergraduate criminal justice program) has been requesting the master's program expand to Saginaw. Without faculty resources, the program will become stagnant.

A. Centrality to FSU Mission

The Ferris mission is to be a “national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education”. The College of Education and Human Services lists their mission as the “delivery of high quality instruction and services through programs that are relevant, accessible, effective, and flexible”. Although on the graduate level this mission may take on a broader meaning, it is clear based on the surveys that the Master of Science Degree in Criminal Justice Administration is meeting both missions. The program has gained a solid reputation for quality, reality-based, courses that prepare a student for advancement and administrative roles. It also meets the theoretical and analytical demands required by doctoral or law schools.

B. Uniqueness and Distinctiveness

The MSCJA is unique in that no other public Michigan university offers this specific degree. Our program provides the unique opportunity for students, agencies, and the public to prepare well-trained criminal justice administrators. This difference is being recognized by employers and is reflected in the graduate student's hiring and promotions. Further, it is

reflected in what the advisory board members and employers believe as the most necessary skills. Another unique aspect is that the program is made up of only required courses. The student surveys indicate that this is one of the reasons they selected Ferris. Each year the program becomes more visible. This is reflected in the steady increase in admissions.

Interestingly, many students indicate that they were persuaded by colleagues to come to Ferris or they were impressed by the undergraduate program's excellent reputation among criminal justice practitioners.

C. Program Value

By providing employees with critical thinking skills, expanded communication skills, and managerial skills, agencies gain competent workers. Our alumni and current students represent all areas of criminal justice: private, public, local, state, and federal. The employer survey and the advisory board survey indicate that graduate education enhances the field. The alumni survey confirms this as most students gained knowledge in the above areas, which has led to employment, promotion, and teaching opportunities.

D. Enrollment

The enrollment trends indicate that each year the program has solid numbers, which are increasing with the addition of a new site. More students from different agencies are being drawn to what the program offers. We have seen expansion in the private security industry, more representation from different police departments (ex. Dawagiac, Novi, Davison, Flint, Lansing). Our students represent recently graduated students, line workers, mid-level managers, and the upper echelon of administrators. Student's reasons for pursuing the degree are diverse as

well. For example, many see increased job opportunities, promotion, teaching opportunities, or further education as a goal. Winter, 2007 saw the largest admissions in the last five years while graduating the largest number of students (26). It is expected that this trend will continue as many top administrators are reaching retirement age and promotion opportunities become available.

E. Characteristics, Quality and Employability of Students

As stated above, the students have become more diverse in their representation of different aspects of the criminal justice field. Further, we are seeing more students choosing to get their master's in Criminal Justice Administration from other disciplines (i.e., Social Work, Communications, & Business). The student body is quite diverse, both age-wise and ethnicity. Our average age is 30 with 35-40% representing a minority. Most of our students are part-time (47 part-time, 11 full time) and at the current time all are from Michigan.

The program does not require a GRE for admission. This decision has been based on research conducted showing that on the graduate level, the GRE is not indicative of success. When looking at the undergraduate ACT tests of our graduate students, the numbers are lower than expected. For 2006, the average ACT score was 18.5 with a range of 12-26. Yet, the current average graduate GPA is 3.77.

As indicated by the labor market analysis, job opportunities in criminal justice should be increasing faster than most occupations. Of course, this does not represent Michigan where initial job opportunities are severely restricted. This may push current practitioners to pursue a graduate degree in order to be competitive within their own agency. The demand, though, for graduate education in criminal justice remains necessary, which is reflected in the employer and

advisory board survey. Alumni hires and promotions also show the importance of graduate education in this field.

The alumni survey indicated all but two graduates were employed. One indicated that he was laid-off when the Governor Granholm closed the private prison. According to the alumni survey, 37% have annual salaries over \$60,000, 16.7% list salaries between \$50,001 and \$60,000, 11% are making between \$40,001 to \$50,000, 24.1% report annual earnings of \$30,001-\$40,000, 3.7% are making 20,001-30,000, and only 7.4% are making less than \$20,000. Other than the legal profession, these salaries are above the median ranges stated in the Occupational Outlook Handbook.

F. Quality of Curriculum and Instruction

An overwhelming majority of alumni indicate that the quality of instruction is good to excellent. The survey was divided into three core areas where 100% stated criminal justice courses good to excellent, 83% thought management courses were good to excellent, and 79% thought the methods courses were good to excellent. The average of all the courses is 87%. Since taking over the administration courses from Business, there has been a marked increase in the satisfaction of curriculum and instruction by alumni.

The majority of current students also rated the quality of instruction as good to excellent. When asked about the courses, 85% indicated that the courses that the criminal justice courses were good to excellent, 70% thought management courses were good to excellent, and 61% thought methods courses were good to excellent. The average was 72%. As seen in the last program review, the current student numbers appear to be lower than the alumni. This may be

the result of not knowing the importance of the courses in relation to the actual job. Most students do not see the relevance in methods courses until they are actually needed.

G. Composition and Quality of the Faculty

Both the alumni and the current graduate students view the composition of faculty as high quality. When planning the program, the founders required that graduate faculty at least be an ABD or a J.D. for law classes. Today, the faculty teaching in the program meet and exceed these requirements. For 2006-2007, 4 have Ph.D.'s, one has both a Ph.D. and a J.D., and one is ABD. We used one adjunct who was an Administrative Court Judge with a J.D. We have two new faculty eligible to teach in the program for 2007-2008; one with a Ph.D. and one who is ABD.

The faculty are active in the professional community, attending and presenting papers at academic conferences, researching and publishing, and either guest speaking, consulting, or providing expertise within the field of criminal justice.

Faculty are expected to maintain high quality instruction and student SAI's and comments are considered when making faculty selections. Faculty who have not met this stringent standard have been removed from teaching graduate courses.

H. Recommendations

Overall, the program review indicates that the Master of Science in Criminal Justice Administration is a very successful venture. It is providing graduate education in a market that is not only expanding, but is demanding higher educated employees. The program has gained a high-quality reputation, particularly among law enforcement agencies. The key to continued success is to build on what has been established; high quality delivery, flexibility to meet non-

traditional students needs, and highly qualified faculty possessing Ph.D.'s from respected universities and who actively participate in scholarly activity as deemed appropriate by the academic community. One of the major areas of concern is the lack of an administrative university structure that distinguishes graduate education from undergraduate education. Since 2001, the university and Senate have established the University Graduate and Professional Council. Although the UGPC is working hard to overcome many of the barriers, it is a long and difficult process because there is no administrative link. For example, in 1998 the university graduate guidelines were established by an Ad Hoc committee of the Senate. The guidelines presented the minimum requirements for graduate education at Ferris. The UGPC wanted these to become policy, which was passed by the Senate in April 2004, but not approved by the university administration until December, 2006. Below are specific concerns.

A. In order to continue to build the quality reputation of the program, only high quality academics should teach in the graduate program. Graduate education should be a different experience than undergraduate education. Graduate faculty should be active in academic pursuits. These include an active research agenda, grant activity, and publications in peer reviewed journals. Hiring of faculty meeting these standards should take precedent, but the current initial salary offered by the university is lower than other universities with which we compete. There must be a commitment from the college and the university to recruit and retain high quality faculty.

B. To run a quality program, secretarial support is necessary. Currently, we have a part-time secretary who works 28 hours a week. She is not only assigned to the master's program,

but also to the undergraduate program as well. This position was full-time at the inception of the program when the numbers were 1/3 of what they are today.

C. Funding for graduate assistants should be expanded. Each year since the program began, funding has decreased instead of increased. In 1998-1999, four graduate assistants were funded per semester. Each received a stipend equaling 20 hours of work per week and ½ tuition waived. The next year, a new business policy was instituted requiring graduate students to be paid \$13 (more than adult part time). Waivers were eliminated and the high hourly wage cut graduate work less than 12 hours a week. In 2000, funding was provided for 2 students under work study for approximately 18 hours a week at \$9.00 per hour. In 2006, the funding was still the same, but for 15 hours.

D. Scholarship opportunities for graduate students is non-existent. In order to recruit students, the university must provide funding for graduate-level students.

E. University policies and supportive services should be consistent for both on-campus and off-campus students. For example in Grand Rapids, if the student's employer pays education benefits, the student may defer billing until the end of the semester. This is unavailable on campus or any other off-campus site. Support services, such as the writing center, are inaccessible to off-campus students.

F. Quality classrooms with technology and updated equipment must be provided. Although the classrooms have improved on the main-campus, the technology is not high-quality.

Systems need to be updated and compatible with each other. Grand Rapids must be provide bigger classrooms to accommodate the amount of students in the course. Master's level courses seem to be the last to be considered. In Howell, the equipment must be updated and accessible to faculty.

G. More recruitment and marketing for graduate-level programs.

In ending, the graduate program in Criminal Justice Administration has become a leader in graduate education in western Michigan, but can become a leader state-wide. In order for this to occur, the above resources (faculty & secretarial support) must be addressed.

**Advisory Board Survey
Masters of Science in Criminal Justice Administration**

We are currently conducting the program review for the graduate program. As an advisory board member, your input is invaluable. Please take a moment to answer the following questions indicating your level of response (1-5). Thank you in advance.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. There is a need for graduate education in the field of criminal justice.	14 (77.8%)	4 (22.2%)			
2. Newly appointed supervisors in criminal justice should possess a Master's degree.	2 (11.1%)	8 (44.4%)	5 (27.8)	3 (16.7)	
3. Possession of a Master's degree enhances the chance for promotion.	10 (55.8%)	6 (35.3)	1 (5.9)		
4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.	5 (27.8%)	8 (44.4%)	4 (22.2%)	1 (5.6)	
5. Offering courses in evaluation reflects the needs of the criminal justice field.	2 (11.8%)	13 (76.5%)	1 (5.9%)	1 (5.9%)	
6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.	14 (77.8%)	3 (16.7%)	1 (5.6%)		
7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.	12 (66.7%)	6 (33.3%)			
8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.	15 (83.3%)	3 (16.7%)			
9. Graduate Education meets the needs of the criminal justice field.	10 (58.8%)	6 (35.3%)	1 (5.9%)		

Attached is the current checksheet for the Graduate Program.

10. Are there any courses that you believe should be removed from the graduate curriculum? Please Explain.

11. Are there any courses that you believe should be added to the graduate curriculum? Please explain.

**Employer Survey of Master's Degree Students
Criminal Justice Administration
Ferris State University**

We are currently conducting a program review regarding graduate student success in the criminal justice field. Please take a moment to answer the following questions. Indicate your selection by checking the appropriate box underneath your answer. When appropriate, answers may be ranked on a scale of importance from 1-5. Your time is deeply appreciated. Thank you in advance.

Question	Poor (1)	Below Average (2)	Average (3)	Above Average (4)	Excellent (5)	Unsure (6)
1. How do you rate the critical thinking skills of graduates from Masters degree programs?			2 (20%)	6 (60%)	1 (10%)	1 (10%)
2. How would you rate the decision-making ability of graduates from the Masters degree programs?			2 (20%)	7 (70%)		1 (10%)
3. How would you rate the knowledge of graduates from Masters degree program?			2 (20%)	7 (70%)		1 (10%)
4. How would you rate the communication skills of graduates from Masters degree programs.		1 (10%)	2 (20%)	6 (60%)		1 (10%)
5. How would you rate the managerial skills of graduates from Masters degree programs?			1 (11.1%)	5 (55.6%)	1 (11.1%)	2 (22.2%)
6. How would you rate the importance of a graduate degree in your field?			2 (22.2%)	6 (66.7%)	1 (11.1%)	
7. Does possession of a master's degree enhance the chance for promotion?				6 (60%)	3 (30%)	1 (10%)
8. Is knowledge of program evaluation important to your agency?		1 (10%)	2 (20%)	3 (30%)	4 (40%)	
9. Are you more likely to hire someone one who possesses a master's degree?		1 (10%)	1 (10%)	5 (50%)	1 (10%)	2 (20%)
10. Would you recommend other employees pursue a		1 (10%)				

graduate degree ?						
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Which branch of CJ would your agency best fall under?

Courts: 1 (9.1%)

Corrections: 4 (36.4%)

LE: 6 (54.5%)

Have you heard of Ferris's Master's Degree?

Yes: 9 (81.8%)

No: 2 (18.2%)

Reputation of Master's:

Excellent: 2 (25%)

Good: 5 (62.5%)

Fair: 1 (12.5%)

**Faculty Survey for the Master's Degree in Criminal Justice Administration
Ferris State University**

We are currently conducting a program review regarding the graduate program. Please take a moment to answer the following questions. Indicate your selection by checking the appropriate box underneath your answer.

Question	Poor (1)	Below Average (2)	Average (3)	Above Average (4)	Excellent (5)	Unsure (6)
1. The FLITE holdings in Criminal Justice meet the needs of graduate education.			4 (57.1%)	2 (28.6%)		1 (14.3%)
2. The overall ability of the program to provide analytical and theoretical knowledge.		1 (14.3%)		2 (28.6%)	3 (42.9%)	1 (14.3%)
3. The amount of technology incorporated into the graduate program.		3 (42.9%)	1 (14.3%)		1 (14.3%)	2 (28.6%)
4. The ability to link into resources on the main campus from the off campus sites.	1 (14.3%)	2 (28.6%)	2 (28.6)		1 (14.3%)	1 (14.3%)
5. Workload required of graduate students.		2 (14.3%)	3 (42.9%)	2 (28.6%)		
6 Workload required of graduate faculty	1 (14.3%)		3 (42.9%)	2 (28.6%)	1 (14.3%)	
7. Availability of software needed to teach methods courses.		1 (14.3%)		2 (28.6%)		4 (57.1%)
8. The written communication skills of those graduating from the program.		2 (28.6%)	2 (28.6%)	3 (42.9%)		
9. The motivation of the typical master's student to learn.		2 (28.6%)	4 (57.1%)	1 (14.3%)		
10. The quality of classrooms in Bishop Hall.	2 (28.6%)	2 (28.6%)	3 (42.9%)			
11. The quality of classrooms in Grand Rapids.	2 (28.6%)	2 (28.6%)	1 (14.3%)	1 (14.3%)	1 (14.3%)	
12. The quality of classrooms in Howell.		2 (28.6%)	1 (14.3%)			4 (57.1%)
13. The culminating academic knowledge of graduates of the master's program.		2 (28.6%)	1 (14.3%)	3 (42.9%)		
14. The quality of instruction provided to the students by CJ faculty.			1 (14.3%)	1 (14.3%)	4 (57.1%)	1 (14.3%)
15. The reputation in the field of our master's program.			2 (28.6%)	2 (28.6%)	2 (28.6%)	1 (14.3%)
16. The opportunities for research for graduate students.	2 (28.6%)	3 (42.9%)	1 (14.3%)			1 (14.3%)
17. The availability for funding (scholarships, assistantships) for graduate students.	4 (57.1%)	1 (14.3%)				2 (28.6%)
18. The leadership of the graduate program.			2 (28.6%)	2 (28.6%)	3 (42.9%)	

19. The overall quality of the graduate program.			2 (28.6%)	4 (57.1%)	1 (14.3%)	
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20. I have taught in the Graduate Program. Yes No

Comments: _____

Thank you for your time and participation!
Please return completed questionnaire to 525 Bishop Hall.

20. I have taught in the Graduate Program

No:2 (28.6%) Yes: 5 (71.4%)

CRIMINAL JUSTICE GRADUATE PROGRAM ALUMNI SURVEY

Please answer each question on this survey form. **Thank you.**

1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?
 - Part-time (28/51.9%)
 - Full-time (26/48.1%)

2. What status were you admitted into the masters program?
 - Regular (47/88.7%)
 - Provisional (6/11.3%)

3. What was your undergraduate grade point average?
 - Less than a 2.30
 - 2.31 - 2.59 (3/5.6%)
 - 2.60 -2.99 (14/25.9%)
 - 3.00 - 3.39 (16/29.6%)
 - 3.40 or above (21/38.9%)

4. What was your final grade point average on the graduate level?
 - Less than 3.0
 - 3.01 – 3.25 (2/3.7%)
 - 3.26 – 3.50 (12/22.2%)
 - 3.51 – 3.75 (9/16.7%)
 - 3.76 – 4.00 (31/57.4%)

5. What proportion of your expenses as a graduate student at FSU were funded by financial aid?
 - None (33/61.1%)
 - Some, but less than half (5/9.3%)
 - More than half (16/29.6)

6. What proportion of your expenses as a graduate student at FSU were funded by your employer?
- None (26/48.1%)
 - Some, but less than half (10/18.5%)
 - More than half (18/33.3%)
7. What proportion of your expenses as a graduate student at FSU were funded by you?
- None
 - Some, but less than half
 - More than half
8. What is your current occupation?
- Student
 - Law enforcement (state or local) (19/35.2%)
 - Corrections (5/9.3%)
 - Probation/parole (7/13%)
 - Courts (3/5.6%)
 - Federal agency (4/7.4%)
 - State governmental agency (5/9.3%)
 - Security (1/1.9%)
 - Other (8/14.8%)
 - Not employed (2/3.7%)
9. What is your official job title?
-
10. What is your current salary range?
- Less than \$20,000 (4/7.4%)
 - \$20,001-30,000 (2/3.7%)
 - \$30,001-40,000 (13/24.1%)
 - \$40,001-\$50,000 (6/11.1%)
 - 50,001-60,000 (9/16.7%)
 - More than 60,001 (20/37%)

11. What reason(s) did you pursue a master's degree (check all that apply).

- Interested in teaching or training on college level (38/70.4%)
- Interested in applying for law school (8/14.8%)
- Interested in pursuing doctorate degree (14/25.9%)
- To make self more employable (31/57.4%)
- For possible promotion (30/55.6%)
- Masters necessary for job or position of interest (11/20.4%)
- Other (4/7.4%)

12. Based on Question 12, which of your expectations were met? (check all that apply)

- I was accepted into a doctoral program (1/1.9%)
Name of Program: _____
- I was accepted into a law school (1/1.9%)
Name of Law School: _____
- I am employed in a position that requires a master's degree (7/13%)
Position _____
- I was selected for my present position because of my master's degree (12/22.2%)
- I have been promoted since obtaining my masters degree (10/18.5%)
Promoted to: _____
- I am up for promotion and my master's degree may enhance my chances (8/14.8%)
- I am either teaching or training for a college level program (7/13%)
- Other reasons (Please explain why: (8/14.8%)

- My expectations were not met. Explain why not:(11/20.4%)

13. Did you attend FSU for undergraduate studies?

- Yes (35/64.8%)
- No (19/35.2%)
If no, where did you attend?

14. Which location did you most often take graduate level courses?

- Big Rapids (33/61.1%)
- Grand Rapids (21/38.9%)
- Howell

15. What was the **most** important reason you chose to attend Ferris' Criminal Justice Administration as opposed to another university?
- Offered required courses only (30 credit program) (11/20.8%)
 - Academic reputation of the undergraduate criminal justice program (4/7.5%)
 - Academic reputation of the graduate criminal justice program (7/13.2%)
 - Advice of colleagues, friends, or professors (11/20.8%)
 - Cost
 - Location (12/22.6%)
 - Admission standards of FSU
 - Flexibility of course offerings (1/1.9%)
 - Potential completion of program full time in one year (5/9.4%)
 - Other (please explain) (2/3.8%)
16. If you could start graduate school over, would you choose to attend FSU?
- Definitely yes (34/63%)
 - Probably yes (18/33.3%)
 - Uncertain (1/1.9%)
 - Probably no (1/1.9%)
 - Definitely no
17. If you answered uncertain, probably no, or definitely no to question 16, please explain (If you answered definitely yes or probably yes, please skip to question 18). _____
-
18. Which of the following best represents how you feel about your graduate degree from Ferris State University?
- It is a high quality degree (44/83%)
 - It is an average degree (9/17%)
 - It is a low quality degree (why do you feel this way?)_____
-
19. What skills did you gain from your graduate degree? (Please check **all** that apply)
- Improved writing skills (44/81.5%)
 - Improved abstract thinking skills (35/64.8%)
 - Improved critical reasoning skills (42/77.8%)
 - Improved reading skills (21/38.9%)
 - Improved communication skills (35/64.8%)

- Improved analytical skills (32/59.3%)
- Improved administrative skills (35/64.8%)
- Expanded Worldview (25/46.3%)
- Did not improve any skills

20. What is your sex?

- Male (29/54.7%)
- Female (24/45.3%)

21. Your ethnicity is:

- Asian, Pacific Islander or Filipino
- Black or African-American (5/9.4%)
- Hispanic, Chicano or Spanish-speaking American (3/5.7%)
- White or Euro-American (43/79.6)
- Native American
- Other (2/3.8%)

22. Which category best describes the type of community where you work?

- Rural (17/31.5%)
- Suburban (12/22.2%)
- Urban (25/

23. What is the population of the community where you work?

- less than 10,000 (4/7.5%)
- 10,001-25,000 (12/22.6%)
- 25,001-100,000 (17/32.1%)
- 100,001-250,000 (11/20.8%)
- over 250,001 (9/17%)

Please rate each of the following areas pertaining to your graduate experience using the scale below.

- **Criminal Justice Courses are Nature of Crime, Seminar, and Legal Issues**
- **Management courses are: Leadership, Personnel, & Budgeting.**
- **Methods Courses are Research Methods & Evaluation**

1 = Excellent 2 = Good 3 = Fair 4 = Poor 5 = Unknown

	Excellent	Good	Fair	Poor	Unknown
24. Overall quality courses in Master's program.	1 28 (51.9%)	2 23 (42.6%)	3 3 (5.6%)	4	5
25. Overall quality of Criminal Justice courses.	1 29 (53.7)	2 23 (42.6)	3 2 (3.7)	4	5
26. Overall quality of Management courses.	1 19 (35.8)	2 26 (49.1)	3 7 (13.2)	4 1 (1.9)	5
27. Overall quality of Methods courses	1 12 (22.6)	2 28 (52.8)	3 7 (13.2)	4 6 (11.3)	5
28. Rigorous expectations in criminal justice courses.	1 25 (46.3)	2 24 (44.4)	3 5 (9.3)	4	5
29. Rigorous expectations in management courses.	1 20 (37.7)	2 21 (39.6)	3 11 (20.8)	4 1 (1.9)	5
30. Rigorous expectations in methods courses.	1 15 (28.3)	2 28 (52.8)	3 7 (13.2)	4 3 (5.7)	5
31. Relevance of criminal justice courses to criminal justice field.	1 28 (51.9)	2 22 (40.7)	3 4 (7.4)	4	5
32. Relevance of management courses to criminal justice field.	1 19 (35.8)	2 22 (41.5)	3 12 (22.6)	4	5
33. Relevance of methods courses to criminal Justice field.	1 14 (26.9)	2 21 (40.4)	3 11 (21.2)	4 5 (9.6)	5 1 (1.9)
34. Fairness of grading in criminal justice courses.	1 31 (57.4)	2 23 (43.4)	3	4	5

35.	Fairness of grading in management courses.	1 26 (49.1)	2 23 (43.4)	3 3 (5.7)	4 1 (1.9)	5
36.	Fairness of grading in methods courses.	1 26 (49.1)	2 22 (41.5)	3 4 (7.5)	4 1 (1.9)	5
37.	Quality of instruction in criminal justice courses.	1 39 (72.2)	2 15 (27.8)	3	4	5
38.	Quality of instruction in management courses.	1 22 (41.5)	2 22 (41.5)	3 9 (17)	4	5
39.	Quality of instruction in methods courses.	1 26 (49.1)	2 16 (30.2)	3 6 (11.3)	4 5 (9.4)	5
40.	Opportunities for interaction with criminal justice faculty.	1 35 (64.8)	2 15 (27.8)	3 4 (7.4)	4	5
41.	Quality of textbooks used in criminal justice courses.	1 20 (37)	2 31 (57.4)	3 2 (3.7)	4	5
42.	Quality of textbooks used in management courses.	1 11 (20.8)	2 34 (64.2)	3 6 (11.3)	4 1 (1.9)	5 1 (1.9)
43.	Quality of textbooks used in methods courses.	1 10 (18.9)	2 31 (58.5)	3 7 (13.2)	4 4 (7.5)	5 1 (1.9)
44.	Professional competence of criminal justice faculty.	1 35 (64.8)	2 18 (33.3)	3 1 (1.9)	4	5

	Excellent	Good	Fair	Poor	Unknown
45. Helpfulness of criminal justice office staff.	1 40 (75.5)	2 12 (22.6)	3	4	5 1 (1.9)
46. Clarity of degree requirements for completing master's degree.	1 45 (84.9)	2 8 (15.1)	3	4	5
47. Opportunities for formal student evaluation of instruction.	1 28 (52.8)	2 21 (39.6)	3 3 (5.7)	4 1 (1.9)	5
48. Quality of criminal justice holdings in criminal justice at FLITE.	1 13 (26)	2 13 (26)	3 4 (8)	4 1 (2)	5
49. Off campus access to library holdings at Ferris State University.	1 4 (7.8)	2 19 (37.3)	3 9 (17.6)	4 3 (5.9)	5 16 (31.4)
50. On campus access to library holdings at Ferris State University.	1 10 (19.2)	2 17 (32.7)	3 8 (15.4)	4 1 (1.9)	5 16 (30.8)

Big Rapids students only, please answer the following questions:

	Excellent	Good	Fair	Poor	Unknown
51. Availability of library databases at Ferris.	1 11 (32.4)	2 10 (29.4)	3 6 (17.6)	4 1 (2.9)	5 6 (17.6)
52. Quality of library databases at Ferris.	1 8 (23.5)	2 14 (41.2)	3 5 (14.7)	4 1 (1.9)	5 6 (17.6)
53. Availability of books at the Lundberg Bookstore	1 8 (24.2)	2 15 (45.5)	3 6 (18.2)	4	5 4 (12.1)

54.	Availability of courses.	1 16 (45.7)	2 17 (48.6)	3 2 (5.7)	4	5
55.	Quality of criminal justice classroom facilities.	1 14 (40)	2 14 (40)	3 7 (20)	4	5
56.	Quality and availability of computer facilities on campus.	1 10 (29.4)	2 15 (44.1)	3 5 (14.7)	4 1 (2.9)	5 3 (8.8)
57.	Quality of students in the criminal justice program.	1 11 (31.4)	2 18 (51.4)	3 5 (14.3)	4 1 (2.9)	5
58.	Ability to register for courses.	1 23 (65.7)	2 11 (31.4)	3 1 (2.9)	4	5
59.	Access to grades online at Ferris.	1 19 (55.9)	2 10 (29.4)	3 1 (2.9)	4	5 4 (11.8)
60.	Overall quality of criminal justice graduate program.	1 17 (48.6)	2 16 (45.7)	3 2 (5.7)	4	5

Grand Rapids students only, please answer the following questions:

	Excellent	Good	Fair	Poor	Unknown	
61.	Availability of books at the Kendall Bookstore (GR)	1 8 (32)	2 7 (28)	3 4 (16)	4 1 (4)	5 5 (20)
62.	Availability of courses.	1 14 (56)	2 9 (36)	3 2 (8)	4	5
63.	Flexibility of course scheduling.	1 13 (52)	2 8 (32)	3 3 (12)	4 1 (4)	5

64.	Quality and availability of computer facilities at GR.	1 5 (20)	2 8 (32)	3 4 (16)	4 1 (4)	5 7 (28)
65.	Availability of library databases at Ferris.	1 2 (8.3)	2 10 (41.7)	3 1 (4.2)	4 1 (4.2)	5 10 (41.7)
66.	Quality of library databases at Ferris.	1 4 (16.7)	2 9 (37.5)	3 1 (4.2)	4 1 (4.2)	5 9 (37.5)
67.	Access to Ferris State University's library databases from Grand Rapids campus.	1 3 (12.5)	2 7 (29.2)	3 3 (12.5)	4 11 (45.8)	5
68.	Ability to register for classes.	1 18 (72)	2 6 (24)	3 1 (4)	4	5
69.	Access to grades online at Ferris State University.	1 15 (62.5)	2 4 (16.7)	3 5 (20.8)	4	5
70.	Quality of students in the criminal justice program.	1 13 (52)	2 10 (40)	3 1 (4)	4	5 1 (4)
71.	Overall quality of the graduate program.	1 15 (60)	2 10 (40)	3	4	5

72. What did you like most about the master's program? Please explain.

73. What did you like least about the master's program? Please explain.

74. Do you have any suggestions to improve the program?

Thank you for your participation.

**Please return the completed questionnaire in the enclosed self-addressed
Prepaid envelope or mail to: FSU, 525 Bishop Hall, Big Rapids, MI 49307**

CRIMINAL JUSTICE ADMINISTRATION CURRENT GRADUATE STUDENT SURVEY

Please answer each question on this survey form. **Thank you.**

1. Most of the time while attending FSU, have you been a part-time or full-time graduate student?
 - Part-time (33/61.1%)
 - Full-time (20/37.7%)

2. What proportion of your graduate school expenses at FSU are being funded by financial aid?
 - None (25/46.3%)
 - Some, but less than half (7/13.0%)
 - More than half (22/40.7%)

3. What proportion of your graduate school expenses at FSU are being funded by your employer?
 - None (31/57.4%)
 - Some, but less than half (15/27.8%)
 - More than half (8/14.8%)

4. What proportion of your graduate school expenses at FSU are being funded by you?
 - None (11/20.4%)
 - Some, but less than half (19/35.2%)
 - More than half (24/44.4%)

5. What was your undergraduate grade point average?
 - Less than a 2.30 (1/1.9%)
 - 2.31 - 2.59 (3/5.6%)
 - 2.60 -2.99 (12/22.2%)
 - 3.00 - 3.39 (14/25.9%)
 - 3.40 or above(24/44.4%)

6. What is your current graduate level grade point average?

- Less than 3.0 (2/3.7%)
- 3.01 – 3.25 (6/11.1%)
- 3.26 – 3.50 (7/13.0%)
- 3.51 – 3.75 (7/13.0%)
- 3.76 – 4.00 (18/33.3%)
- first semester (no gpa) (14/25.9%)

7. How often do you talk with your CJ advisor for advising?

- Every semester (6/11.1%)
- Most semesters (6/11.1%)
- Occasionally (18/33.3%)
- Never (24/44.4%)

8. If you could start graduate school over, would you choose to attend FSU?

- Definitely yes (26/48.1%)
- Probably yes (17/31.5%)
- Uncertain (9/16.7%)
- Probably no (1/1.9%)
- Definitely no (1/1.9%)

9. If you answered uncertain, probably no, or definitely no to question 8, please explain (If you answered definitely yes or probably yes, please skip to question 10). _____

10. How many hours are you currently working at a job this term?

- I am not working (5/9.3%)
- 1 to 9 hours/week (1/1.9%)
- 10 to 19 hours/week (4/7.9%)
- 20 to 29 hours/week (6/11.1%)
- 30 to 39 hours/week (3/5.6%)
- employed full time (34/63.0%)

11. Where do you attend class most often?

- Big Rapids campus (17/31.5%)
- Grand Rapids campus (28/51.9%)
- Howell campus (9/16.7%)

12. What is your current occupation?

- Full time Student (11/20.4%)
- Law enforcement (state or local) (13/24.1%)
- Corrections (5/9.3%)
- Probation/parole (3/5.6%)
- Courts (1/1.9%)
- Federal law enforcement agency (please identify) (1/1.9%)
- Other _____

13. What was the **most** important reason for attending FSU as a graduate student as opposed to another university?

- Required courses only (30 credit program) (7/13.0%)
- Academic reputation of the criminal justice program (11/20.4%)
- Advice of colleagues, friends, or professors (14/25.9%)
- Cost (3/5.6%)
- Location (11/20.4%)
- Admission standards of FSU (1/1.9%)
- Flexibility of course offerings (3/5.6%)
- Possible completion of program in one year (2/3.7%)
- Other (Please explain)_____

14. Did you attend FSU for undergraduate studies?

- Yes (34/63.0%)
- No (20/37.0%)

15. If you answered no to question 14, where did you attend college on the undergraduate level?

16. What is your ethnicity?

- Asian, Pacific Islander or Filipino
- Black or African-American (17/31.5%)
- Hispanic, Chicano or Spanish-speaking American (3/5.6%)
- White or Euro-American (34/63.0%)
- Native American
- other

17. What is your sex?

- Male (19/35.2%)
- Female (35/64.8%)

Please rate each of the following areas pertaining to your graduate

experience using the scale below.

Criminal Justice Courses are Nature of Crime, Seminar, and Legal Issues

Management courses are: Leadership, Personnel, & Budgeting.

Methods Courses are Research Methods & Evaluation

1 = Excellent 2 = Good 3 = Fair 4 = Poor 5 = Unknown

	Excellent	Good	Fair	Poor	Unknown
18. Overall quality courses in the master's program.	1 21 (38.9%)	2 27 (50%)	3 5 (9.3%)	4	5 1 (1.9%)
19. Quality of Criminal Justice courses.	1 23 (42.6%)	2 23 (42.6%)	3 6 (11.1%)	4	5 2 (3.7%)
20. Quality of Management courses.	1 13 (24.1)	2 25 (46.3)	3 9 (16.7)	4 1 (1.9)	5 6 (11.1)
21. Quality of Methods courses.	1 13 (24.1)	2 20 (37)	3 10 (18.5)	4 2 (3.7)	5 9 (16.7)
22. Rigorous expectations in criminal justice courses.	1 19 (35.2)	2 27 (50)	3 5 (9.3)	4	5 3 (5.6)
23. Rigorous expectations in management courses.	1 15 (27.8)	2 25 (46.3)	3 6 (11.1)	4	5 8 (14.8)
24. Rigorous expectations in the methods courses.	1 12 (22.2)	2 25 (46.3)	3 7 (13)	4	5 10 (18.5)
25. Relevance of criminal justice courses to CJ field.	1 20 (37)	2 21 (38.9)	3 8 (14.8)	4 2 (3.7)	5 3 (5.6)
26. Relevance of management courses to CJ field.	1 17 (31.5)	2 22 (40.7)	3 8 (14.8)	4 1 (1.9)	5 3 (5.6)

27.	Relevance of methods courses to criminal justice field.	1 12 (22.2)	2 21 (38.9)	3 11 (20.4)	4 3 (5.6)	5 7 (13.0)
28.	Fairness of grading in criminal justice courses.	1 22 (40.7)	2 25 (46.3)	3 4 (7.4)	4	5 3 (5.6)
29.	Fairness of grading in management courses.	1 20 (37)	2 22 (40.7)	3 5 (9.3)	4	5 7 (13)
30.	Fairness of grading in methods courses.	1 21 (38.9)	2 17 (31.5)	3 4 (7.4)	4	5 12 (22.2)
31.	Quality of instruction in criminal justice courses.	1 28 (52.8)	2 19 (35.8)	3 4 (7.5)	4	5 2 (3.8)
32.	Quality of instruction in management courses.	1 19 (35.2)	2 22 (40.7)	3 4 (7.5)	4 2 (3.7)	5 7 (13)
33.	Quality of instruction in methods courses.	1 19 (35.2)	2 20 (37)	3 3 (5.6)	4 1 (1.9)	5 11 (20.4)
34.	Opportunities for interaction with faculty.	1 21 (38.9)	2 26 (48.1)	3 6 (11.1)	4	5 1 (1.9)
35.	Professional competence of criminal justice faculty.	1 27 (50)	2 24 (44.4)	3 1 (1.9)	4	5 2 (3.7)
		Excellent	Good	Fair	Poor	Unknown
36.	Quality of textbooks used in criminal justice courses.	1 12 (22.6)	2 26 (49.1)	3 12 (22.6)	4 1 (1.9)	5 2 (3.8)

37.	Quality of textbooks used in management courses.	1 9 (16.7)	2 22 (41.5)	3 12 (22.6)	4 3 (5.7)	5 7 (13.2)
38.	Quality of textbooks used in methods courses.	1 7 (13.2)	2 22 (41.5)	3 12 (22.6)	4 2 (3.8)	5 10 (18.9)
39.	Helpfulness of criminal justice office staff.	1 20 (37)	2 25 (46.3)	3 5 (9.3)	4	5 4 (7.4)
40.	Clarity of degree requirements for completing MS.	1 27 (50)	2 23 (42.6)	3 3 (5.6)	4 1 (1.9)	5
41.	Opportunities for formal student evaluation of instruction.	1 18 (33.3)	2 17 (31.5)	3 12 (22.2)	4	5 7 (13)
42.	Quality of criminal justice holdings in criminal justice at FLITE.	1 12 (22.6)	2 19 (35.8)	3 12 (22.2)	4 3 (5.7)	5 7 (13.2)
43.	Off campus access to library holdings at Ferris State University.	1 8 (14.8)	2 17 (31.5)	3 17 (31.5)	4 5 (9.3)	5 7 (13)
44.	Access on campus to library holdings at Ferris State University.	1 8 (15.4)	2 14 (26.9)	3 9 (17.3)	4 2 (3.8)	5 19 (36.5)

Big Rapids Campus students only, please answer the following questions:

	Excellent	Good	Fair	Poor	Unknown	
45.	Availability of library databases at Ferris.	1 5 (25)	2 10 (50)	3 4 (20)	4	5 1 (5)
46.	Quality of library databases at Ferris.	1 6 (31.6)	2 7 (36.8)	3 4 (21.1)	4 1 (5.3)	5 1 (5.3)

47.	Availability of books at the Lundberg Bookstore	1 3 (15)	2 10 (50)	3 4 (20)	4	5 3 (15)
48.	Availability of courses.	1 8 (40)	2 10 (50)	3 1 (5)	4 1 (5)	5
49.	Quality of criminal justice classroom facilities.	1 5 (25)	2 9 (45)	3 6 (30)	4	5
50.	Quality and availability of computer facilities on campus.	1 3 (15.8)	2 9 (47.4)	3 3 (15.8)	4	5 4 (21.1)
51.	Quality of students in the criminal justice program.	1 3 (15)	2 11 (55)	3 5 (25)	4 1 (5)	5
52.	Ability to register for courses.	1 7 (35)	2 10 (50)	3 2 (10)	4 1 (5)	5
53.	Access to grades online at Ferris.	1 10 (50)	2 6 (30)	3 3 (15)	4	5 1 (5)
54.	Overall quality of criminal justice graduate program.	1 10 (50)	2 8 (40)	3 2 (10)	4	5

Grand Rapids campus students only, please answer the following questions:

	Excellent	Good	Fair	Poor	Unknown	
55.	Availability of books at the Kendall Bookstore (GR)	1 6 (18.8)	2 12 (37.5)	3 3 (9.4)	4 1 (3.1)	5 10 (31.3)
56.	Availability of courses.	1 13 (40.6)	2 15 (46.9)	3 3 (9.4)	4 1 (3.1)	5

57.	Quality of classrooms at facilities in GR	1 8 (25)	2 14 (43.8)	3 4 (12.5)	4 4	5 6 (18.8)
58.	Quality and availability of computer facilities at GR.	1 7 (22.6)	2 5 (16.1)	3 4 (12.9)	4 3 (9.7)	5 12 (38.7)
59.	Availability of library databases at Ferris.	1 7 (21.9)	2 15 (46.9)	3 4 (12.5)	4 1 (3.1)	5 5 (15.6)
60.	Quality of library databases at Ferris.	1 9 (28.1)	2 13 (40.6)	3 5 (15.6)	4 4	5 5 (15.6)
61.	Access to Ferris State University's library databases from Grand Rapids campus.	1 7 (22.6)	2 9 (29)	3 4 (12.9)	4 1 (3.2)	5 10 (32.3)
62.	Ability to register for classes.	1 13 (40.6)	2 13 (40.6)	3 5 (15.6)	4 4	5 1 (3.1)
63.	Access to grades online at Ferris State University.	1 12 (37.5)	2 13 (40.6)	3 3 (9.4)	4 4	5 4 (12.5)
64.	Quality of students in the criminal justice program.	1 10 (31.3)	2 18 (56.3)	3 3 (9.4)	4 4	5 1 (3.1)
65.	Overall quality of the graduate program.	1 14 (43.8)	2 14 (43.8)	3 3 (9.4)	4 4	5 1 (3.1)

Howell campus students only, please answer the following questions:

66.	Availability of books at the MBS online store	1 4 (30.8)	2 2 (15.4)	3 4 (30.8)	4 3 (23.1)	5 5
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67.	Quality of classrooms at M-tec.	1 6 (46.2)	2 4 (30.8)	3 3 (23.1)	4	5
68.	Availability of courses.	1 6 (46.2)	2 5 (38.5)	3 1 (7.7)	4 1 (7.7)	5
69.	Quality and availability of computer facilities at M-tec.	1 2 (15.4)	2 1 (7.7)	3 2 (15.4)	4 4 (30.8)	5 4 (30.8)
70.	Availability of library databases at Ferris.	1 4 (30.8)	2 1 (7.7)	3 2 (15.4)	4	5 6 (46.2)
71.	Quality of library databases at Ferris.	1 4 (30.8)	2 1 (7.7)	3 2 (15.4)	4	5 6 (46.3)
		Excellent	Good	Fair	Poor	Unknown
72.	Access to Ferris State University's library databases From Howell campus.	1	2	3	4	5 1 (100)
73.	Ability to register for classes.	1	2 1 (33.3)	3 1 (33.3)	4	5 1 (33.3)
74.	Access to grades online at Ferris State University.	1	2 2 (66.7)	3	4	5 1 (33.3)
75.	Quality of students in the criminal justice program.	1 1 (33.3)	2 2 (66.7)	3	4	5
76.	Overall quality of the graduate program.	1 1 (33.3)	2 2 (66.7)	3	4	5

ALL STUDENTS PLEASE ANSWER

77. What do you like most about the master's program? If needed, please explain.

78. What do you like least about the master's program? If needed, please explain.

79. Do you have any suggestions to improve the program?

Thank you for your participation.

**Please return the completed questionnaire in the enclosed self-addressed
Prepaid envelope or mail to: FSU 525 Bishop Hall, Big Rapids, MI 49307**