

UNDERGRADUATE CRIMINAL JUSTICE PROGRAM

Academic Program Review 2013

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

**Academic Program Review
2013
Bachelor of Science in Criminal Justice**

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Name	Committee Position	FSU Position
Kristin Walters	chair	Assistant Professor, School of Criminal Justice
Greg Vander Kooi	member	Professor, School of Criminal Justice
Terry Nerbonne	member	Professor, School of Criminal Justice
Nancy Hogan	member	Professor, School of Criminal Justice
Cecil Queen	member	Associate Professor, School of Criminal Justice
Russ Lewis	member	Professor, School of Criminal Justice
Mischelle Stone	member	Assistant Professor, School of Criminal Justice
Chrystal Roach	member	Assistant Professor, School of Criminal Justice
Tim Eklin	member	Assistant Professor, School of Criminal Justice
Michael Vasicek	member	Assistant Professor, School of Criminal Justice

Pamela Carrier*	member	Adjunct instructor, FSU Alumni
Jennifer J. Johnson**	member	Associate Professor School of Arts & Sciences

* Pamela Carrier has a special interest in the Criminal Justice program. She graduated from undergraduate program at Ferris State University. Additionally, she has been adjunct faculty member in the undergraduate program and currently serves as an Advisory Board member for the School of Criminal Justice.

**Jennifer Johnson is the required panel member from outside the College of Education and Human Services.

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Executive Summary

In 1972, the undergraduate program in Criminal Justice was founded. The program has grown dramatically during the past forty years from a starting class of fifty-two students to 1357 students, 576 on our main campus and 781 in our off campus locations. The enrollment has grown dramatically as Ferris State University's Criminal Justice program has developed the reputation of being one of the top programs in the Midwest. The growth in the number of students has resulted in an ever increasing and adapting undergraduate criminal justice program. The program originally began as a two-year program that accepted students with two years of college credit. The original focus of the program was law enforcement. Today, the program is a four-year degree that has three tracks: law enforcement, corrections, and a generalist overview of the criminal justice system. The primary goal of the Ferris State University School of Criminal Justice is to provide the students with marketable knowledge and skills in the field of criminal justice. The students should not only possess a baccalaureate degree but also the ability to transition to being a practitioner or continue in graduate studies.

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

enrolled in the program from approximately 800 to 550. During this time, the advisory committee also recommended to the administration that more resources, especially in the form of new faculty, be provided to ensure a quality education for Criminal Justice majors.

In 1997, the administration approved the allocation of additional resources for the undergraduate Criminal Justice program. Three additional faculty positions were provided. In addition, a new track that focused on a general overview of the criminal justice program was approved. These additional resources allowed the program to provide quality services and instruction to the undergraduate Criminal Justice students. Since then the Criminal Justice undergraduate program has been expanding. It quickly became evident that the three additional faculty positions were insufficient and once again, faculty members experienced stress from the demands of advising large numbers of students and having teaching overloads.

With the continued expansion of the Criminal Justice program, meeting the advising needs of students became difficult for faculty whose advisee numbers had grown dramatically. To address this issue, a full time academic advisor was hired in 2012. The academic advisor helps students in the Pre-Criminal Justice program develop an effective plan of study as well as guides students to seek existing campus resources in order to ensure academic excellence. School of Criminal Justice faculty continue to advise upper level undergraduate Criminal Justice students, as well as provide career advice to all students in the Criminal Justice program.

In addition to the criminal justice major offered, minors in criminal justice and forensic science are offered. A third minor, an inter-departmental homeland security minor, was developed and approved. The homeland security minor focuses on information technology and security, fraud and homeland security. This minor helps to meet a growing need in the criminal justice field of issues related to homeland security and cybercrime. A concern exists with this

program however. Given that the program is not housed within the School of Criminal Justice, courses offered don't completely meet the quickly changing needs in the criminal justice field.

The off campus Criminal Justice program has also expanded to provide courses in the generalist track. The 2006 academic program report revealed that the undergraduate program was offered at six satellite campuses in Flint, Grand Rapids, Lansing, Warren, Bay City area, and Livonia. The School of Criminal Justice has adjusted locations to more effectively offer to our generalist track students and offer programs in Auburn Hills, Clinton Township, Dowagiac, Fling, Garden City, Grand Rapids, Harper Woods, Lansing, Midland/Bay City/Saginaw area, Muskegon, Port Huron, and our newest location, Traverse City and serve almost 800 students. These programs are offered in cooperation with the local community colleges. The first eighty-five credits of course work are provided by the local community college where the students earn the Associate degree. The final thirty-five credits are provided by Ferris State University at the local community college. This means that the community college will continue to work with the student for one additional year and Ferris will obtain students that would otherwise miss the Ferris Opportunity. The program has been very successful, attracting students who would otherwise not come to Big Rapids due to various reasons; finances, family obligation, work, personal community commitment, etc. This has been a "win-win" situation for both academic institutions. While these programs offer greater outreach for non-traditional students, they have once again stretched the resources of the undergraduate program.

In 2012, a full-time Assistant Director of Off Campus Programs was hired and focuses on advising and instruction for the off-campus programs. As these off-campus programs continue grow, there will be a greater need for additional full-time faculty who will be assigned to teach and advise students at the off-campus sites. This will ensure both the success of the programs as

well as maintaining the high level of quality provided to students in the undergraduate Criminal Justice program.

With the continued growth of the off-campus programs, the issue of quality, rigor and consistency in the advising and instruction delivered by full time faculty versus adjuncts remains a concern. Although there has been significant improvement in oversight of the off campus programs with the addition of the Assistant Director's position, the rapid growth of the off-campus programs still presents concern with the use of primarily unsupervised adjuncts. It is the faculty's opinion that when they agreed to expand the program off-campus sufficient tenured faculty would be added to address this concern. To date, six full time advisors and one part time advisor cover the twelve off campus sites, however, tenured faculty have not been hired.

A cornerstone of the Criminal Justice program is the Law Enforcement Academy. As the overall number of students in the Criminal Justice program, so does the number of students who attend the Law Enforcement Academy. A concern identified in the 2006 program report was the need for more resources for the precision driving component of the law enforcement track. Currently, university parking lots are utilized during the summer months to provide training in driving for students in the law enforcement track. State of the art driving facilities are still needed.

An identified need for the Law Enforcement Academy training is the ability to train Academy students in a realistic atmosphere, much like they would encounter working in their respective jurisdictions. To meet this need the concept of a "training village," which is a state-of-the-art skills training center, a reconstruction of a street setting will be created. The facility will consist of a mock town containing a variety of building and streetscapes, which will provide a realistic environment in which to train academy students in police scenarios and tactics.

Property has been identified for construction of the “training village” and plans are moving forward.

Another concern is related to the number of students in the academy. Currently, the Law Enforcement Academy can accommodate up to fifty recruits. It is projected the 2014 academy will exceed this number. Facilities housing the Law Enforcement Academy are inadequate to accommodate the increased number of students. Additionally, in order to accommodate the increase in students and meet the requirements of the Michigan Commission on Law Enforcement Standards instructor to student ratio requirements, two academies must be held simultaneously, requiring additional faculty.

Finally, a concern identified in the 2006 report, which still remains is that of the requirement for a larger student computer center for the College of Education and Human Services. The current student computer center has only fourteen terminals, not enough for a typical class to utilize. Therefore, faculty are hampered by this lack of available terminals. It should be noted that the College of Education and Human Services has one of the largest student enrollments at the university but has one of the smallest student computer centers.

While there are problem areas, overall, the undergraduate Criminal Justice program is providing quality education to students and is well regarded in the State of Michigan. The survey results of current students, graduates, advisory committee members, and employers all illustrate the point that the undergraduate program is providing quality education and is well respected. The survey results are presented in the next section.

Finally, both on campus and off campus programs continues to grow with on-campus enrollments at almost 600 students and off-campus at almost 800 students. The recommendation of the Program Review Committee is that the undergraduate program in

Criminal Justice be continued. It is also the recommendation of the program committee that the administration at Ferris State University continue to provide resources that will ensure the continued growth of the program.

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Survey Results

An overview of the survey results are presented for the areas of current undergraduate Criminal Justice students, graduates of the undergraduate Criminal Justice program, advisory committee members, employers of alumni of the program, and full-time Criminal Justice faculty. A note of caution is provided regarding survey results, particularly with the electronic surveys. Although survey results were positive, they need to be viewed critically. Electronic survey response rates were particularly low (18% for current students and .05% for graduates) and caution should be taken when making generalizations from the results. The response rate to the mailed surveys were higher (35%) but caution should still be exercised when making generalizations. The surveys and full survey results are presented in the appendices.

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

In keeping with Ferris's movement toward utilization of the use of electronic surveys and with the assistance of Institutional Research and Testing, during May, 2013 an invitation to take an electronic survey was sent to all students, both on campus and off campus, who were enrolled in the undergraduate Criminal Justice program. The survey was administered via email providing a link to take the survey and all students were informed that the survey was voluntary. The students were also informed that their survey responses would be anonymous. The survey asked 45 questions concerning the Criminal Justice undergraduate program. One thousand three hundred and forty eight students were sent an invitation to take the survey and 242 students responded to the survey, a response rate of approximately 18%.

About 83% of the respondents are full-time students. This is consistent with the type of student that enrolls in the undergraduate Criminal Justice program. Most Criminal Justice majors at Ferris State University are young, traditional, full-time students. Each academic class ranking (freshman 11%, sophomore 12%, junior 34%, and seniors 42%) is represented in the survey results. Thirty one percent of the students surveyed are enrolled or intending to enroll in the law enforcement track. Of the students surveyed about 12% are enrolled in or planning to enroll in the corrections track and another 46% are enrolled in or planning to enroll in the generalist track. About 11% of the respondents were non or pre-criminal justice students at the time of the survey. Thus, the results indicate that having three unique tracks in the Criminal Justice program is better than a single track for meeting the needs of the diverse Criminal Justice student body.

The vast majority of the surveyed students are satisfied with the undergraduate Criminal Justice program and the faculty. Approximately 95 % indicated they were either very satisfied or satisfied with the overall quality of the undergraduate Criminal Justice major at Ferris State University. Approximately 2% of the surveyed students indicated they were somewhat dissatisfied or very dissatisfied with the overall quality of the program. Additionally, approximately 94% indicated they were very satisfied or satisfied with the overall quality of the Criminal Justice faculty. Only approximately 2% of the students indicated they were dissatisfied or very dissatisfied the overall quality of the faculty. Approximately 90% of the respondents indicated they were either very satisfied or satisfied with the quality of career advising as well. Ninety one percent of the respondents indicated that the degree requirements were clear. When asked if they could start over again, 93% indicated that they would choose Ferris State University. Similarly, when asked if they started over, 88% indicated that they would select

Criminal Justice as their major. Approximately 47% of the students indicated that they selected the Criminal Justice program at Ferris State University because of its reputation. The survey results of current students indicate that a quality program (95% very satisfied or satisfied) is being provided via a high quality of instruction (94% very satisfied or satisfied). Moreover, most students are aware of the quality program that is being provided to them.

Notable improvements continue to be made in problem areas identified in previous academic program reviews. Two of the problem areas identified in the 2001 and 2006 academic program reviews, advising and quality of non-classroom (pistol range, driving range, defensive tactics) facilities continue to see an increase in student satisfaction. During the 2001 academic program review just over 50% marked either excellent or good when asked about the availability of their advisor and the willingness of their advisor to help. In 2006, 74% of students rated this area either excellent or good. During This review period, 96% of the respondents indicated they were either very satisfied or satisfied with the availability of their instructions. It would appear the addition of the full time academic advisor to the department as well as the addition of more advisory to the off campus locations could be attributed to the increase. The second problem area was with quality of non-classroom (pistol range, driving range, defensive tactics, etc) facilities. Of the students who responded to the quality of the non-classrooms other than with an “unknown” response (n=151), 93% indicated they were very satisfied or satisfied and less than 1% indicated they were dissatisfied with the facilities. This equated to a 21% increase in satisfaction and a 4% decrease in dissatisfaction with the facilities. The third and fourth problem areas identified in the previous academic program reviews, current library holdings and availability of professional activities or clubs also seem to have been rectified.

The survey for this academic review did indicate a new area of lower satisfaction rating. In the area of quality of internship experience, only 47% of respondents indicated they were either very satisfied or satisfied with the internship experience and 47% of the respondents marked the area as not applicable. On first review this created some concern as each year the School of Criminal Justice solicits input from students regarding their internship experience and what suggestions they have for improvement of the program. These suggestions are evaluated by the internship coordinator and implemented where appropriate. Upon examining the classification of students completing the survey (freshman, sophomore, junior, senior), 57% of the respondents were a junior or lower and would not have completed their internship, accounting for the 47% of “not applicable” responses. If the students who responded “not applicable” (n=114) are removed, 91% of the respondents indicated they were either very satisfied or satisfied with the quality of the internship experience and less than 1% indicated they were dissatisfied.

Overall, the survey results of current students majoring in Criminal Justice at Ferris State University are positive. The majority of students are satisfied with their academic experience. Most students have positive views of the faculty and the services they are provided. These results support the conclusion that the undergraduate Criminal Justice program is meeting its objectives, mission and should be continued.

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

As with current students, in keeping with Ferris's movement toward utilization of the use of electronic surveys and with the assistance of Institutional Research and Testing, during May, 2013 an invitation to take an electronic survey was sent to graduates of the Criminal Justice program who graduated between 2006 and 2013. The survey was administered via email providing a link to take the survey and all graduates were informed that the survey was voluntary. The graduates were also informed that their survey responses would be anonymous. The survey asked 61 questions concerning the Criminal Justice undergraduate program. Two thousand and fifty graduates were sent an invitation to take the survey and 121 graduates responded to the survey, a response rate of approximately .05%.

About 86 % of the respondents are Caucasian. About 56% are male, and most are single (60%). In terms of the track they graduated from, 26% were from the law enforcement track, 13% from the corrections track, and 56% from the generalist track. This was a substantial shift in career tract from the graduates surveyed in the 2006 academic program review (79% were from the law enforcement track, 3% from the corrections track, and 18% from the generalist track). Most of the respondents live in a city. At the time of the survey, about 67% of the respondents were employed full-time, 33% were employed part-time, and 16% were unemployed at the time. This is also a shift from the graduates surveyed for the 2006 academic program review (about 87% of the respondents were employed full-time, 8% were employed part-time, and 4% were unemployed). The salary range of the respondents is from under \$20,000 to over \$60,000. Fifty four percent earn between \$30,000 to \$60,000, down from 77% last academic review period. About 53% of the respondents are very satisfied or satisfied with their pay, compared to 77% from last academic review period. It is suspected that the decrease in full time employment

of respondents as well as the decrease in percentage of those making mid to upper range salaries is attributable to the significant downturn in the economy during the academic review period.

Despite the economic downturn, there appears to still be a demand for the degree. After graduation, it took less than one year to obtain employment for about 52% of the respondents. Most of the respondents are happy with their current job. Approximately 80% indicated that they are not looking for another job. Most are happy with their career choice. When asked if they wish they had majored in something other than Criminal Justice, 69% marked no. Most of the respondents indicated that they work in the criminal justice field because it is interesting rather than for making money.

The vast majority of the respondents are satisfied with the quality of the undergraduate Criminal Justice program and the faculty. Ninety four percent of the respondents indicated that they were very satisfied or satisfied with their overall experience, down 6% from the 2006 survey. Eight nine percent indicated they were very satisfied or satisfied with the quality of instruction in their major and 87% indicated they were very satisfied or satisfied with interaction with faculty. This was down slightly from 95% during the 2006 academic review period. The majority of the respondents felt that their Criminal Justice education provided them with skills to grow and learn (81% strongly agree or agree), to deal with different types of people (92% strongly agree or agree), to adjust to new job demands (79% strongly agree or agree), to help them express ideas (88% strongly agree or agree), and to help them obtain employment (80% strongly agree or agree). They also ranked their academic and social experiences as high while at Ferris State University (i.e., 94% thought that both were either excellent or good with the remaining listing a fair response). About 52% indicated that their degree in Criminal Justice from Ferris State University is of high quality. Six respondents (4.9%) indicated that that the

degree was of low quality. When asked if they wished that they had received their degree from another university, 89% indicated no. Forty-two percent of the respondents indicated that others view the Bachelor's degree in Criminal Justice from Ferris State University as a high quality degree. Five respondents (4%) indicated that others thought of the Ferris degree as of low quality. Approximately 53% of the respondents indicated that they were often challenged to do the best they could during their studies in Criminal Justice at Ferris State University. Nine respondents (7.5%) indicated that they were seldom or never challenged to do their best. Additionally, most of the alumni who responded are satisfied with the quality of advising provided to them. Over 73% of the respondents indicated they were very satisfied or satisfied with the availability of their advisors, and 80% thought that their advisor had been willing to help.

The survey results of the alumni of the undergraduate Criminal Justice program are generally positive. This academic review period saw a significant downturn of the economy with increased unemployment and decreases in salaries, particularly in the public sector. Many criminal justice agencies were not only not hiring new employees but were also laying off current employees and decreasing salaries to manage budgets with decreased funding. Graduate responses, particularly in the areas of current employment status and salary, are consistent with the challenges of the economic environment during the academic review period. Despite a slight decrease in overall percentages, the results still support the conclusion that a quality education is being provided in the undergraduate Criminal Justice program. Most of those who responded have positive views of their experiences at Ferris State University and positive perceptions of the faculty as well. They feel that the education they received has prepared them for their careers.

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

A survey was mailed to 20 of 23 members of the Criminal Justice advisory committee. The three members who were not surveyed had just joined the advisory committee were not able to evaluate the program. A complete listing of the members of the Criminal Justice Advisory Committee and their affiliations is provided in Appendix D. A total of 9 surveys were returned. This is a response rate of 45%. The survey results from the advisory committee members are positive. Approximately 89% of the respondents strongly agree or agree that the instructional program is based on skills and objectives required for employment in the criminal justice field. Approximately 78% of the respondents indicated that they strongly agree or agree that the program provides students with practical job experience. Seventy eight percent of the respondents strongly agree or agree that the School of Criminal Justice periodically revises the program to keep current with changing job practices and technology in the Criminal Justice field. Approximately 78% of the respondents strongly agree or agree that students leaving the program do leave the program with marketable skills preparing them for entry level positions in Criminal Justice.

The biggest area of concern for Advisory Committee Members is in the quality of the instructional facilities, specifically related to providing adequate space, lighting, ventilation, heating, etc. Only 44% of the respondents indicated they agree that these conditions are adequate, with 11% indicating they either disagree or strongly disagree that facilities are adequate in these areas. It should be noted that 44% were unsure about these conditions, indicating the need exists to provide Advisory Committee members more opportunity to become familiar with the instructional facilities.

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

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

Since there is no accurate list of agencies that have hired Ferris Criminal Justice majors, a survey was sent to agencies believed to have hired one or more alumni from the undergraduate Criminal Justice program during the past five years. Surveys were sent to fifty criminal justice agencies throughout the State of Michigan, including sheriff departments, local police agencies, the state police, local correctional facilities and state correctional institutions. One hundred fifty five surveys were mailed and 67 were returned. Of the 67 surveys returned, 55 surveys were useable, a response rate of 35%. With the 12 non-useable surveys, the agency was not able to identify a Ferris student hired during the academic review period and could not respond to the survey.

The survey results from the employing agencies are also positive. When asked to rate the communication skills of the Criminal Justice program graduates they had hired 70% of respondents marked excellent” or “above average. Only about 2% (n=1) indicated the communications skills of graduates hired in the past five years was below average. About 65% rated either “excellent” or “above average” the vocational skill (i.e., job task related skills, such as driving, first aid, etc) of the Ferris State University Criminal Justice graduates, a 7% increase over the last review period. Approximately 69% of the respondents indicated that the social and human relation skills of the graduates were excellent or above average. Only 2% (n=1) indicated that graduates hired in the past five years had below average social and human relation skills. Over 35% of the respondents stated that the “ability to learn” of the Ferris State University Criminal Justice hires was excellent, and 41% stated that it was above average.

When asked to compare the graduate of the Criminal Justice program at Ferris State University to graduates from other schools, 45% indicated that they were “above average”, and 19% stated that they were “excellent”. Finally, when asked if they would recommend the graduates of the program to other agencies, 85% indicated “yes”. Only 13% marked “maybe”, and no one indicated “no”.

When asked to provide additional comments regarding Ferris graduates hired by their agencies in last five years (current academic review period), many indicated Ferris graduates have strong Criminal Justice backgrounds and are ready to go to work and well prepared upon starting at the agency with strong academic and legal knowledge. Some commented Ferris graduates outscore other candidates in the oral boards during the hiring process.

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

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

The faculty of the School of Criminal Justice was surveyed in the spring semester of 2013. Thirteen surveys were distributed to main campus faculty with 44 surveys sent via email to off campus faculty. A total of nineteen surveys were returned, a response rate of 33%. The results indicate both positive and negative aspects associated with the undergraduate Criminal Justice program.

The faculty and staff feel that a quality education is being provided by the undergraduate Criminal Justice program. Over 68% indicated that the program did either an above average or excellent job of emphasizing the communication skills of students. About 36% of the respondents marked that the written skills of the program graduates are above average or excellent, with approximately 53% indicating written communication skills were average. Approximately 58% indicated the social/human skills of the program graduates were above average or excellent and 42% indicated they were average. Approximately 32% indicated that the desire of the typical Criminal Justice student to learn was average, and 53% indicated that it was above average or excellent. Ninety five percent of the faculty marked that the program did an above average or excellent job in providing students with practical job knowledge. Over 79% of the respondents felt that the advising provided to Criminal Justice students is either above average or excellent. Approximately 74% of the respondents indicated that the quality of instruction provided to students in the program is excellent with 21% rating it as good. About 89% stated that the opportunities for interaction between faculty and students was good or very good. All who responded to the survey indicated that the overall quality of the Criminal Justice program was either above average (26%) or excellent (63%).

In both the 2001 and 2006 program review survey faculty and staff had concerns with resources outside of the program. When asked about the quality of classrooms in Bishop Hall (i.e., the building housing the Criminal Justice program), over 45% marked either poor or fair, 6% marked average and 50% rated quality as above average or excellent. When asked to rate the size of the classrooms in Bishop Hall, 21% rated it as poor or fair, 37% rated it as average and 36% rated it as either above average or excellent. This is a slight decrease over the 2006 academic review. The decrease in rating may be related to the increase in overall numbers of students in the Criminal Justice program and the resultant need to increase class sizes.

When asked about the quality of the facilities used by the undergraduate Criminal Justice program (e.g., driving range, firearms range, Bishop Hall computer lab, etc.), no one suggested that they were poor. About 56% rated that these facilities as either above average or excellent. The majority of the Criminal Justice faculty and staff (approximately 74%) view the office equipment (e.g., computers, space, etc) as above average or excellent. Sixty eight percent of the respondents indicated that the degree of professional development provided (e.g., training, travel funds, etc.) is above average or excellent with 5% (n=1) indicating it was either poor or average.

The survey results of the faculty and staff support the position that the undergraduate Criminal Justice program is geared towards providing students with a well-rounded education. As in the 2006 academic review, concerns among the faculty and staff remain regarding the reliance on adjunct instructors to handle the current growth of the program. Since these concerns are outside the direct control of faculty, these problem areas need to be addressed by a joint effort between the Criminal Justice faculty and the administration.

Conclusion for the Survey Results Section

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

- First, there is a high degree of satisfaction with the Criminal Justice faculty and the services they provide.
- Second, there is a positive perception of the academic rigor required and the skills provided by the program.
- Third, there is a demand for graduates from the program.
- Fifth, there is a perception that several instructional facilities need to be improved, computer resources, classrooms in Bishop Hall, and driving range facilities.

Overall, across all the different groups surveyed, there is a high degree of satisfaction with the undergraduate Criminal Justice program. The survey results strongly support the position that the undergraduate Criminal Justice program continue and the faculty and staff be commended for their efforts.

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Program Profile

Historical Overview of the Program

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

The founding faculty member of the program was Dr. Robert Parsons, retired in 2002 after thirty-two years at Ferris State University. Dr. Parsons was a full professor of Criminal Justice as well as the Director of the Michigan Police Corps. In 1973, Dr. Terry Nerbonne joined the Criminal Justice faculty. Dr. Nerbonne is currently a full professor of Criminal Justice at Ferris State University and is also the program coordinator for the Michigan Commission on Law Enforcement Standards. Dr. Alan Lawson became the third faculty member of the Criminal Justice program in 1973. Dr. Lawson retired in 1999 as a full professor of Criminal Justice. Even though the program continued to grow, no new faculty were added to the program until 1986 when Dr. David Steeno was hired. Dr. was a full professor of Criminal Justice at Ferris State University and retired in 2010. In 1987, Dr. Frank Crowe and Professor James Rowell were hired. In 1999, Professor Rowell retired. In 2000, Dr. Crowe was promoted to the Director

of the program. Dr. Crowe was also the program coordinator for the Michigan Corrections Officers' Training Council. Dr. Crowe retired in 2009. Professor Kim Weaver was hired in 1991. In 1994, Professor Weaver left Ferris State University. In 1992, Dr. Jerry Krause joined the faculty. In 1997, Dr. Krause left Ferris State University. In 1996, Professor Michael McMorris was hired as a faculty member, and Dr. Velmar Burton was hired as the program's department head. Dr. Burton left Ferris State University in 1999. Professor McMorris was promoted to associate professor of Criminal Justice in the fall of 2002, but left Ferris State University in 2005. In 1997, due to the increases in enrollment and the inception of the generalist track and the graduate program, Dr. Shannon Barton, Dr. Alan Clarke, Dr. Nancy Hogan, and Dr. Eric Lambert were hired. Dr. Barton, Dr. Clarke, and Dr. Lambert tendered their resignations at the end of the 2001 Summer semester. Dr. Barton accepted a position at Grand Valley State University. Dr. Clarke accepted a position at the University of Wisconsin at Parkside. Dr. Lambert accepted a position at the University of Toledo. Dr. Hogan is an full professor of Criminal Justice at Ferris State University. Dr. Rhonda DeLong and Dr. Steve Poland joined the Criminal Justice faculty in 2000 as assistant professors. Dr. Poland was promoted to associate professor in the fall of 2005. Dr. DeLong tendered her resignation in 2010. Dr. Poland retired in 2012. In the 2001 Fall Dr. Russell Lewis accepted a position as an associate professor later promoting to full professor in 2004 and Cecil Queen as an assistant professor of Criminal Justice promoting to associate professor in the fall of 2006. The founding faculty member Dr. Parsons retired after the summer semester of 2002. Gregory P. Vander Kooi filled Dr Parsons' position in the fall of 2002, earned his PhD. in December of 2006 and has been promoted to associate professor starting in the fall of 2007. Also in the fall of semester 2002, Dr. Calvin Edward joined the Criminal Justice faculty and Dr Eric Lambert rejoined the

Criminal Justice team. All three accepted the rank of assistant professor. Both Dr. Edwards and Dr. Lambert tendered their resignation at the of 2002/03 academic year, both having accepted administration positions at other universities. Michael Klemp-North was hired as a one year temporary instructor focusing on the correction track in 2003 and was renewed each year until he was offered a tenure track position in the fall of 2007. Dr. John F. Kennedy was offered an assistant professor position in the fall of 2004 and tendered his resignation at the end of the 2004/05 academic year. Frank Elo retired as the Warden of Geo prison in Baldwin, MI to accept a position as a one year temporary instructor in the fall of 2004 and continues in that capacity today. Michael Sumeracki and Thomas Martinelli were hired to advise and teach in the off-campus programs, primarily focusing in the South Eastern part of Michigan, Mr Martinelli resigned after the 2004/05 academic year. Steven Reifert was hired in the fall of 2006 as an assistant professor and became director of the School of Criminal Justice in July 2009. In 2009, Dr. Mischelle Stone and Kristin Walters were hired as tenure track assistant professors. Kristin Walters is currently pursuing her PhD in Public Administration with a 2014 anticipated completion date. In 2010, Chrystal Roach, J.D. was hired to replace Dr. Steno to teach Criminal Law and Criminal Procedure in the Law Enforcement Academy. In 2011 Dr. Mike Vasicek and Steve Amey accepted positions as assistant professors. Steve Amey is currently pursuing his PhD in Instructional Design and Technology through Wayne State University. In 2012, Timothy Eklin was hired as an assistant professor. He is pursuing his PhD in Organizational Leadership and Change from Antioch University, with an anticipated 2013 completion. Also in 2012, Kimberly Ducat was added to the program as a full time academic advisor. Ms. Ducat provides curriculum advising to the Pre-Criminal Justice students. The newest addition to the School of

Criminal Justice is Dr. Steve Hundersmark who will be starting in the Fall semester 2013. Dr. Hundersmark comes to Ferris from Indiana Tech. University.

Besides the growth and changes in faculty, the program has also changed in terms of location and course offerings. From the date of its inception in 1972 until 1985, the Criminal Justice program was housed in the Department of Sociology and Psychology, School of Arts and Sciences (now the College of Arts and Sciences). In the summer of 1985, the Criminal Justice program moved to the College of Education, where it has remained to date. In 2000, the College of Education changed its name to the College of Education and Human Services. In 1999, the Department of Criminal Justice became the School of Criminal Justice. The title of School was bestowed on the program not only due to its size in terms of students and faculty, but also because of the quality education it provides. The Criminal Justice program has also grown in the number and types of course offerings. Originally, the program focused only on the area of law enforcement. In 1976, the program focus was expanded. From 1976 to 1986, a track in security administration was offered in addition to the law enforcement track. The security administration track was not ended because of low student enrollments but due to a lack of resources, particularly a full-time faculty member with expertise in the area. In 1987, the undergraduate Criminal Justice program was expanded to include a track which focused on the field of corrections.

In 1997, the graduate program and a generalist track were established. The graduate program leads to a Master of Science in Criminal Justice Administration. The generalist track provides an overview of the criminal justice system. Additionally, the generalist track allows students to select a concentration area in which they are interested in, such as Accounting, Spanish, Forensic Science, etc. In 1999, minors in Criminal Justice and Forensic Science were

created. A minor in Homeland Security: Digital Security and Forensics. Additionally, the School of Criminal Justice expanded off-campus from Flint, Grand Rapids, and Lansing, Michigan. These off-campus sites offer the last two years of the generalist track in conjunction with the local community colleges (Mott Community College, Grand Rapids Community College, and Lansing Community College) who offer the first two years of classes. Due to the success of the off-campus program, the program was expanded in 2004 to include Delta Community College, Macomb Community College, and Schoolcraft Community College. Further expansion in off campus programs has allowed the School of Criminal Justice to offer programs in Auburn Hills (Oakland Community College), Harper Woods (Wayne County Community College), Muskegon (Muskegon County Community College), Port Huron (St. Clair Community College), and most recently, Traverse City (Northwest Michigan College) and Dowagiac (Southwest Michigan College).

In 2004, the Michigan Commission on Law Enforcement Standard (MCOLES), the state regulating agency for licensing law enforcement officers, requested that the delivery of the law enforcement be condensed from the two-year delivery to a one-year delivery. This was a major change that was coupled with a commitment by administration and faculty to inject the law enforcement academy with Problem-Based Learning (PBL) pedagogy. New facilities were committed to this endeavor. Four primary instructors (Dr. Steeno, Dr. Nerbonne, Dr. Vander Kooi, and Mr. Queen) were charged with and accepted the task of learning PBL, writing new curriculum, and delivering the MCOLES objective in a one-year format. To date this change has proven very challenging, successful and beneficial to the students.

As a result of department program evaluation, the need was recognized to provide students with more options for introductory courses. To meet this need, new courses were

created. These courses were Introduction to Policing and Introduction to Courts and were offered beginning Spring 2013. In addition to Introduction to Criminal Justice, students now have the option of taking any of the three additional introductory courses: Introduction to Policing, Introduction to Corrections, Introduction to Courts, depending on their area of interest.

Ferris had been requested by the Michigan Sheriff's Association to also offer Local Corrections Officer Certification. This is a 160 hour training program for correctional personnel supervising inmates in county jails. Many of the courses in the Corrections track already provide training modules to satisfy the requirements for the Local Corrections Officer Certification. With a small modification to the Corrections track program, the School of Criminal Justice was able to provide the remaining modules to satisfy all the requirements for the program. This allows for increased marketability of our Corrections track students as they will not only meet the qualifications for certification to be a state corrections officer but they will also possess Local Corrections Officer Certification. There will be both a pre-service program for our degree seeking students as well as a separate 160 hour academy offered for those in-service individuals who require the certification.

Clearly the program and its personnel have changed and grown over the past decades. While there have been changes over the years, there has been three consistent outcomes. First, a quality education has always been provided by the undergraduate Criminal Justice program. Second, the program continues to evolve to provide students with the skill to be most marketable in the Criminal Justice Field. Finally, the recognition of Ferris State University Criminal Justice as a quality innovative program continues to grow in the State of Michigan.

Purpose of the Undergraduate Criminal Justice Program

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

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

and questions to fellow students who serve on the committee. The aforementioned strategies allow for quality education that constantly grows and changes to meet the demands of the Criminal Justice profession.

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

- Introduction to Criminal Justice (CRIM 110)
- Introduction to Corrections (CRIM 111), Introduction to Courts (CRIM112) or Introduction to Policing (CRIM113)
- Supervision and Management in Criminal Justice (CRIM 220)
- Delinquency Prevention and Control (CRIM 260).

After completing the “Pre-Criminal Justice” program, students then select one of the three upper level tracks offered in the undergraduate Criminal Justice major: corrections, generalist, or law enforcement. The curriculum has changed from the last review. Ethical Issues in Criminal Justice (CRIM305) was changed from a four credit hour course to a three credit hour course. The Criminal Justice Assessment Course (CRIM499) was changed from a one credit hour course to a two credit hour course. The 300 level management course was eliminated for Law Enforcement track students.

Program Compatibility With the Mission of Ferris State University

The undergraduate Criminal Justice program strives everyday to meet the mission of Ferris State University. “Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.” (Ferris State University Mission Statement). Both academic and technical knowledge and skills are provided to students in the program. Students are provided analytical reasoning skills that will allow them to learn and grow in their chosen fields. A well-rounded general education is required of students in the program. Besides the general education requirements, students are required to take additional upper level courses in multiple areas outside their academic major. This is done to ensure a well-rounded graduate who possesses cognitive skills and knowledge not only within the discipline but also across a wide array of disciplines. This philosophy supports Ferris State University’s vision of integrative education “where theory meets practice throughout the curriculum” (Ferris State University Vision Statement).

Technical training is incorporated into the Criminal Justice program tracts in order to provide students with marketable job skills. For example, the law enforcement track is recognized by the Michigan Commission on Law Enforcement Standards. When students graduate from the law enforcement track, they are Michigan Commission on Law Enforcement Standards licensable. This means that upon passing the physical and written tests from the Michigan Commission on Law Enforcement Standards, they can be hired by a law enforcement agency and are not required to attend a law enforcement training academy. This is a highly marketable asset for students seeking employment with mid-size and small law enforcement

agencies. Similarly, the corrections track is recognized by the Michigan Corrections Officers' Training Council. Graduates from this track are in great demand in the field of corrections, as evidenced by the waiver of several civil service tests by the Michigan Department of Corrections for graduates of the corrections track. The addition of the Local Corrections Officer Training Program further enhances the marketability of Ferris students. The generalist program allows students to obtain technical education in areas of their choice, such as accounting, management, and computer information systems. All of these fields are in high demand in the field of criminal justice. In addition, many graduates of the generalist program pursue graduate studies or professional education, such as law school. The undergraduate Criminal Justice program provides a quality educational experience that is well received in the job market. The survey results of employers validates that the graduates of the program are in demand and are well regarded with in the criminal justice field. The survey of graduates of the program also supports the position that their education helped them in their chosen career. In summary, the undergraduate Criminal Justice program is consistent with the mission of Ferris State University and is successful in positioning students to work in the field of criminal justice upon graduation.

Program Integration

The undergraduate Criminal Justice program has integration with other departments at Ferris State University and with other colleges, following the core value of collaboration. The program uses the resources offered by other Colleges and Departments to ensure a well-rounded, quality education. All of the criminal justice students, regardless of the academic track chosen, are required to take courses outside of their major. Criminal Justice students either take or are allowed to take courses offered by the College of Business, such as Introduction to Business (BUSN 122), Business Law (BLAW 221), Introduction to Computer Systems (ISYS 105),

management courses (MGMT 301, 305, 373, 374, 375), and accounting courses (ACCT 201, 202). Additionally, Criminal Justice students either take or are allowed to take numerous courses offered by the College of Arts and Sciences, including in the areas of art, biology, chemistry, communication, foreign languages, English, history, humanities, literature, mathematics, music, political science, social work, sociology, and theater. Furthermore, students in other majors take Criminal Justice courses.

Many of the courses outside of the major were designed specifically for Criminal Justice majors, such as Advanced First Aid (HLTH 425), Justice and Literature (LITR 286), Crime and Violence in Literature (LITR 343), and Social Services in Corrections (SWCK 265). Additionally, the forensic science minor is a joint effort between the School of Criminal Justice, the Biology Department and the Department of Physical Sciences. Of the twenty-two hours required for the minor, ten are taught by the School of Criminal Justice (i.e., CRIM 110, 301, and 391), six are taught by the Biology Department (BIOL 207 and 307), and six are taught by the Department of Physical sciences (CHEM 207 and 307).

This inter-departmental cooperation is also part of administering the Justice Learning Community. The Justice Learning Community is a joint effort by the College of Education and Human Services and the College of Arts and Sciences. Using the concept of justice as a unifying theme four courses are team taught by Criminal Justice, English, Sociology and Psychology faculty to a group of up to eighty students. Specifically, Introduction to Criminal Justice (CRIM 110), Introduction to Sociology (SOCY 121), English 1 (ENGL 150), Introduction to Psychology (PSYC150) and Ferris State University Freshman Seminar (FSUS 100) are taught in the Justice Learning Community. The Justice Learning Community is an opportunity for new students to learn from a multidisciplinary approach in a cohort format, easing the transition to university life

and forging sustaining social relationships. In summary, there is cooperation between the School of Criminal Justice and other Colleges and Departments at Ferris State University.

Yet another example of interdepartmental cooperation is a project that is going to be undertaken for the Law Enforcement Academy of construction of a “training village.” The training village will provide the ability to train Academy students in a realistic atmosphere, much like they would encounter working in their respective jurisdictions. A “training village” is a state-of-the-art skills training center and a reconstruction of a street setting. The facility will consist of a mock town containing a variety of building and streetscapes, which will provide a realistic environment in which to train Law Enforcement Academy students in police scenarios and tactics. The “training village” will be a cooperative effort between the College of Education and Human Services School of Criminal Justice and The College of Engineering Technology Construction and Technology Management where the Construction and Technology Management students will gain hands on experience constructing the structures for the “training village.”

There is also cooperation and integration between the Criminal Justice program and other colleges and universities. The program regularly admits students who transfer from other educational institutions, especially from community colleges. The Ferris state University’s faculty work hard to ensure a smooth transfer of credits for these students. In addition, there are agreements between the School of Criminal Justice and 12 community colleges in the State of Michigan to offer a baccalaureate degree in Criminal Justice. In collaborative agreements with Grand Rapids Community College, Mott Community, Lansing Community College, Delta College, Macomb Community College, Muskegon Community College, Oakland Community College, Schoolcraft College, St. Clair Community College, Wayne County Community College,

Southwestern Michigan College, Northern Michigan College students can earn a BS degree from Ferris State University, School of Criminal Justice without leaving home. The three plus one program allows the student to complete 85 credit hours at their community college and 35 hours from FSU to complete the degree. This means that the community college will continue to work with the student for one additional year and Ferris will obtain students that would otherwise miss the Ferris Opportunity. The program has been very successful, attracting students that would never come to Big Rapids due to various reasons; finances, family obligation, work, personal community commitment, etc.

The Ferris State University criminal justice faculty are also involved with related criminal justice institutions. Many of the faculty are members of professional associations, such as the Academy of Criminal Justice Sciences, the Society of Criminology, Southern Association of Criminal Justice, the Midwestern Association of Criminal Justice, the American Society of Law Enforcement Trainers, the American Corrections Association, the Michigan Corrections Association, National Association of Women Law Enforcement Executives and the Michigan Bar Association. Criminal Justice faculty frequently attend the annual meetings of these professional associations and present papers. The Criminal Justice program is also involved with the Michigan Commission on Law Enforcement Standards and the Michigan Corrections Officers' Training Council. In conclusion, a high degree of collaboration and integration exists between the undergraduate Criminal Justice program and other departments at Ferris State University, as well as other colleges and criminal justice professional associations and institutions.

Resources of Program

The most valuable resources of the undergraduate Criminal Justice program are the faculty and staff. There are currently 11 full-time faculty members. In the fall of 2013, with the addition of Dr. Steve Hundersmark, there will be twelve full-time faculty. All but four of the faculty members have a terminal degree or are ABD. It is anticipated four faculty with ABD status will be obtaining their terminal degrees within the next year. All of the Criminal Justice faculty have been involved in a wide range of professional activities, such as teaching in the sitting on various Criminal Justice agency committees, publishing in peer reviewed journals, presenting at professional conventions and doing professional consulting. The accomplishments of the faculty are illustrated in greater detail in the resumes/vitas presented in Appendix H. the primary focus of full-time Criminal Justice faculty is to teach a wide variety of academic courses, advise upper-level students, and conduct graduation clearances. Criminal Justice faculty also serve on various university, college, and departmental committees.

The full-time director of the School of Criminal Justice is Dr. Steven Reifert. Dr. Reifert continually strives to improve the quality of education provided to the students, the professional development of the faculty, and looks for innovative ways of expanding the Criminal justice program. Sue Pennock is the full-time departmental secretary. Kelly Hicks is also a full-time department secretary. Kim Ducat was recently added to the staff as a full time academic advisor. Mrs. Pennock, Ms. Hicks and Ms. Ducat are dedicated to helping students in the School of Criminal justice and frequently go above and beyond to provide assistance. Students truly appreciate the efforts of Mrs. Pennock, Ms. Hicks and Ms. Ducat. Overall, the faculty and staff are the “heart and soul” of the Criminal Justice program, and the success of the undergraduate Criminal Justice program is due to their efforts.

Enrollment

The enrollment trends for the undergraduate Criminal Justice program are presented in Appendix I. Enrollment in the program for the past five years for both the on campus program and off campus program has grown. There have been over five hundred students enrolled in the undergraduate Criminal Justice major during each of the past five years. Enrollment for the off-campus program has increased 279% increasing from 206 students in 2006/07 to 781 in 2012/2013. The undergraduate Criminal Justice generates high levels of student credit hours. In 2007, the program generated 10,705 credit hours and by 2012 produced 16,419. The Full-Time Equated Faculty (FTEF) for the 2007/08 equaled 27.02 which creates a SCH/FTEF of 396.2 and by 2011/12 equaled 32.03 Full-Time Equated Faculty (FTEF) which creates a SCH/FTEF of 512.61. The School of Criminal Justice continues to make efforts to increase enrollment through various recruitment efforts in both on-campus and off-campus. Some of these efforts include attending job fairs, creating brochures and publications that highlight Ferris State University's Criminal Justice Department. The major obstacle has been the poor labor market. The poor labor market has led many criminal justice agencies to increase their educational hiring standards/requirements. However, many of the employment opportunities exist outside of state of Michigan. According to MCOLES there are approximately 3800 fewer police officers in the state of Michigan since 9-11-2001, however, the steady decline observed over the last 11 years has leveled off and we are now starting to see agencies hire again. Additionally, the Bureau of Labor Statistics is projecting employment increases for probation officers and correctional treatment specialists, correctional officers and police officers and detectives. Ferris law enforcement graduates continue to be heavily recruited by other states. The faculty within the

Criminal Justice Department believes that the job market will improve over the next five years in Michigan.

With the current resources and faculty, the maximum capacity of the program is estimated to be 550-600 students. One area of concern is related to the number of students in the academy. Currently, the Law Enforcement Academy can accommodate up to fifty recruits. It is projected the 2014 academy will exceed this number. Facilities housing the Law Enforcement Academy are inadequate to accommodate the increased number of students. Additionally, in order to accommodate the increase in students and meet the requirements of the Michigan Commission on Law Enforcement Standards instructor to student requirements, two academies must be run simultaneously, requiring additional faculty.

Another area that is increasing is the number of majors is the undergraduate Criminal Justice program off-campus. Since all full-time faculty are needed to teach classes on-campus, with the 279% increase in off campus enrollment, adjunct faculty have been relied upon to teach classes. The issue of quality, rigor and consistency in the advising and instruction delivered by adjunct faculty remains a concern. Although oversight in this area has increased, the need to hire additional full-time faculty members is paramount. These programs represent a market not previously tapped by the university. These are students who are unable to attend classes at the main campus in Big Rapids, but who are interested in completing a baccalaureate degree in Criminal Justice. With the expansion of the off-campus program additional resources and faculty are needed. As these off-campus programs continue to grow, full-time faculty members are needed to coordinate and teach in them in an effort to maintain the Ferris State University's culture and standards at the various off-campus sites.

In summary, the enrollment for the program has steadily grown for the past five years, with over five hundred students enrolled in the major on campus and 781 off campus students (appendix I). Current staff are straining to meet the needs of the five hundred plus on-campus majors. With efforts to recruit more students to the major by entering into partnerships with community colleges in the State of Michigan additional resources are needed, particularly a full-time faculty positions. While the off-campus programs have created a win-win-win (student, community college & Ferris), it has also raised several concerns. First, the program is heavily reliant on adjunct faculty and few tenure track faculty have participated. While administration has provided our department full time temporary faculty additional full time faculty and perhaps tenure track would make the program stronger. Second, quality is always a concern when moving programs off campus. The School of Criminal Justice now has a full time Assistant Director serving as the overall administrator for the off campus program including recruiting, advising, auditing and graduate clearances, but the numbers are increasing to the point of needing more support. As in the Ferris tradition, adjunct faculty must have the proper degree, but also must have the professional experience to make the classroom come to life illustrating theory with true-life stories.

Recommendations

Three simple recommendations can be made for the program.

- First, the undergraduate Criminal Justice program needs to continue. It is a successful program that provides students with a quality educational experience. The various skills that Criminal Justice majors learn are in demand by numerous employers throughout the State of Michigan and nation.

- Second, the administration needs to provide additional funding to address the concerns with the physical plant and outside facilities utilized by the program. The Bishop Hall classrooms, the restrooms, the driving range, and the Bishop Hall computer lab, are all inadequate, particularly in light of the number of students who are enrolled in the undergraduate Criminal Justice program. In addition, continued improvements of the Law Enforcement Academy located in the Southwest Commons are needed. With improvements in these areas, a very good program could be further enhanced. In addition, other academic disciplines in the College of Education and Human Services would benefit from these improvements, since they utilize the Bishop Hall classrooms and computer lab.

- Lastly, with a 279% increase in off campus enrollment, the administration needs provide additional full-time, tenure track faculty to teach at these locations. These positions are needed to ensure that quality educational experiences are provided to students enrolled at the various off-campus sites.

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

Department Director's Analysis/Support of the Program

**Baccalaureate Degree Program in Criminal Justice
School of Criminal Justice
College of Education and Human Services
Ferris State University
Big Rapids, MI 49307**

Program Overview

Faculty, Staff, Students and Graduates

The School of Criminal Justice and its program at Ferris State University are steeped in tradition. Since its inception in 1972, the program has seen its graduates elevate themselves to positions of Chiefs of Police, Prosecuting Attorneys, Federal Law Enforcement Officers, Federal Parole/Probation Officers, local police, state police, county law enforcement along with the local corrections officers and probation and parole officers and a Deputy Director of the Federal Bureau of Investigations, just to name a few. We have over 4,100 graduates that still reside in Michigan and we continue to turn out graduates that stay in Michigan, an example of what a state university should do. These accomplishments are not completed without hard work and dedication, and this is what Ferris State University gets from its faculty and staff in the Criminal Justice program.

The program presently has twelve full-time tenure-track professors. In addition, the program has six full-time 12 month faculty/advisors plus one semester-by-semester contract faculty/advisor. We have an Assistant Director for Off-Campus Operations and an Academic Advisor, assigned to the main campus offices. The team is supported by two clerical and a Graduate Student during the Academic year. One clerical position, the Academic Advisor and Off-Campus Director positions were added because of the noted off-campus growth explosion experienced by the program. The efficiency and effectiveness of the faculty and Administrative

Team of the department is borne out by the continued success of the program witnessed through the continued enrollment growth and the concentration and realized results of our increased efforts in retention.

Within the program, the faculty all have full loads plus each teach an overload. This includes our off-campus faculty as well. Many of the faculty teach in the undergraduate and graduate level courses as well as hold program director positions and still work the overloads because of the demands of the number of enrolled students. Additionally, the faculty are very involved in research, scholarship and consulting, expanding the Ferris and program names through presentations, article publications, conference attendance, courtroom testimony as expert witnesses, technology endeavors and the expansion Problem-Based Learning strategy employed in the law enforcement academy. Many of the faculty are involved in the betterment of their teaching strategies by attending Lilly conferences and being engaged with the Faculty Center for Teaching and Learning.

The faculty make-up provides an exceptional blend of experience for our students. We have former law enforcement officials, corrections officials, attorneys and many with experience in all aspects of criminal justice system. This mixture of experience is a unique draw for Ferris and our program. Students come to Ferris for this blend of experience and to get the “real story” from those that have experienced the “ups” and “downs” of the profession. All members of the faculty have extensive, oft times 20 or more years, of experience working in the field and they bring this to the classroom offering that critical connection from the book to the field.

This connection to the field is further supported by our use of an Advisory Board. The Board is comprised of members from all areas of the Criminal Justice profession. Local, County, State and Federal agencies are represented on the Board and they provide key advice to the

faculty on the direction of the program. Curriculum considerations, course objectives, and student preparedness are all topics discussed with the Board. The latest Board meeting, held in April 2013, supported what we are doing within the program. We received laudatory comments from our members in both our direction, courses offered and what they viewed as a student cadre made up of members ready to go into the field and excel. Members of the Department continue to maintain close relationships with the profession and we continue to try and adjust to the current needs of the field.

The Department faculty work well together and in general we all get along. Not that we always agree, but we always keep our students' best interest in mind when making decisions and offering new courses or changing our curriculum. We are of course not without problems, inherently brought on by a profession which employs strong-willed people, we none-the-less are able to "take care of business" and "get things done". This is probably best portrayed by the way we have handled our rapid expansion and continued growth. A unique balance must be struck when expanding a program rich in tradition, rigor, and reputation, that the program does not suffer from lack of attention to our students, rigor of the classroom, employment of highly qualified adjuncts plus the monitoring of student advising and classroom instruction. Through the addition of the Assistant Director, the Academic advisor and the dedication of the faculty our program thrives at the present time and the rigor and requirements are maintained at all levels.

Programs/Curriculum

The Criminal Justice undergraduate program provides three tracks, Generalist, Corrections and Law Enforcement. Students come to us as Pre-CJ or transfers and then declare their track after their sophomore year. The first two years are identical for each track and then they diverge in their junior year. The Law Enforcement track allows our students to become certified police officers in the State of Michigan. Unique to Ferris is our Police Academy, held during the senior year of Law Enforcement track students. Our students graduate with a Bachelors of Science but also pass the State assessments to become officers simultaneously to their Ferris program requirements. No other university or community college offers an academy in such a setting and it really distinguishes us from the other higher education establishments in the State. Most officers must complete their education and then attend a police academy at the cost of \$7,000-\$10,000 on top of their education. Here at Ferris they can roll that cost into their tuition.

Students from the Generalist track go on to seek jobs as federal agents or other state or local criminal justice type of jobs or further their education via law school, etc. Those in the Corrections track go on to seek positions as Corrections Officers, or some other type of probation or parole type of job dealing with adults or juveniles. Surprisingly the students from the Corrections track are more likely to stay in Michigan than the Generalists. Our Generalist students tend to be focused on some sort of federal law enforcement type of job. Our off-campus students make up the bulk of the Generalist students since it is offered at our Community College partner's locations as a three-plus-one. These students represent those that would never be able to attend courses at the main campus. These are students already working in the field and came

back to further their education, they are Veterans, older students and students that financially would never be able to attend the main campus location.

Since the last program review, the Department has made some small curriculum changes. In the law enforcement track the requirement for a 300-level Management course was removed. Additionally we changed our Ethics course to a three hour requirement and retooled our CRIM 499 Assessment course to require more of a reflection of what the students learned in the program. We made this a 2 hour course rather than a 1 hour course to add more time and rigor to that particular course.

We have done little else to change the course offerings. Our students are still required to complete an internship between their junior and senior years and for our off-campus students they complete it during the Summer semester. Generalist and Corrections students complete 216 hours of an internship while the law enforcement students complete 176 hours but come back to the main campus to start the Academy in July, so their 40 hours is made up with Academy orientation. During the Summer of 2013 the program had 400 interns in the field. Students completed their internships at the federal, state and local levels in all aspects of the Criminal Justice profession.

The program is presently focusing on our Corrections track and how we might provide more avenues for our students and their future. In Michigan, the Sheriff's Departments are required to give their Corrections Officers 160 hours of Local Corrections Officer Training. This is typically provided by Community Colleges as an in-service training academy. We proposed to the Michigan Sheriffs Association that we provide this training at Ferris both as a pre-service, much like our law enforcement academy, and as an in-service academy for the Sheriff's Training Council. Essentially, this endeavor will provide a way for our students to become certified

Corrections Officers for the Sheriff's Departments and we will also provide an Academy that the Sheriffs in Michigan can send their newly hired Corrections Officers to. Our pre-service training (for currently enrolled Ferris students) would require only an elective course by our students since we already provide most of the needed training in our curriculum. This course is being designed as we submit this report and we would anticipate it being ready for Spring of 2014. We are working on our Academy type of offering and anticipate a 2014 offering as well. We presented our ideas to the Michigan Sheriffs Association Training Council and received overwhelming support from them and they requested the earliest possible start date for both types of training. This is an exciting endeavor, one which will pay dividends in the future.

Both the on campus and off campus enrollment numbers are stable and have been on an upward trend since the last report. Our off campus program continues to thrive and grow. Since the last report we have added locations at Oakland Community College, Muskegon Community College, Wayne County Community College District, Northwestern Michigan College and Southwestern Michigan College. All recent additions were created at the request of the college with the agreement on our part that our program would be successful. As the report indicates our off campus increase is over 200%, indicating both the need and the strength of our program.

At present, we administer three minors, the first in a Criminal Justice minor, a Forensic Science Minor and a Homeland Security and Digital Forensics minor. The Homeland Security and Digital Forensics minor were added since the last report. The Criminal Justice minor is widely sought after and popular amongst the social science and Forensic Biology students. The Forensic Science minor is very popular with the Criminal Justice students and both should be maintained within the Criminal Justice purview.

The Homeland Security and Digital Forensics minor was added since the last report and was a special project of the former Director and a faculty member in the College of Business. The minor received limited support by the faculty then, and receives little support at this time. The minor is misnamed because there is nothing in the program that represents Homeland Security. The sole focus is digital forensics. No Criminal Justice faculty teach in any of the core courses and the focus is more on the technology side than investigative in nature and needs to reside with another College. I have received numerous complaints from my students in reference to the inability to take the required courses (scheduling issue – course only offered every two years), lack of interest on the part of Business College faculty willing to do an independent study and our students told by the same faculty that the courses are too difficult for them. This minor needs to be renamed, relocated and restructured to either be Homeland Security or Digital Forensics because in its current name it is misleading in what it provides.

Conclusion/Recommendations

The undergraduate Criminal Justice program is alive and thriving at Ferris State University. The program should continue and the direction of the department ensures future success. Myself and the faculty realize how fortunate we are to teach at an institution that fosters such a program and provides the resources to continue the program and allow, within reason, the growth of the department. At each turn the Administration of the University has approved our growth and changes within the Department. We are presently posed to offer a Corrections Academy for the Sheriff's Department and we have been contacted by the Michigan Department of Corrections about running their Academy. As we develop and foster these initiatives we continue to receive support from the University Administration to allow us to venture off in new directions. I acknowledge their support and commitment to our program.

In this report Professor Walters suggests that we need full time faculty to teach in the off-campus program. I would disagree. Other departments have tried this and it creates significant problems for both the department, in managing resources, and the faculty member as they attempt to gain and achieve tenure at a remote location. The University presently gets “more bang for their buck” with the present model where we have full-time non-tenure track faculty advisors working at our remote locations. These are at-will, contract employees, that share the background of our tenure-track faculty but are not trying to achieve tenure and, ergo, do not have the pressures of tenure-seeking faculty and can concentrate on advising and teaching, and can go out and recruit in their areas for future students.

I do agree with Professor’s contention that the replacement of Bishop Hall and the upgrade of the available facilities for the program is long overdue. Clearly beyond the purview of the academic side of the University, none-the-less we need to continue to remind the Administration that we are in need of significant upgrades. If Bishop Hall will not soon be replaced, we must work out a plan to upgrade our classrooms and available technology so we can continue to compete and more importantly, continue to draw our students to the main campus.

Our graduates of the undergraduate program continue to serve the Criminal Justice profession in many outstanding ways. We should be, and I know I am, proud of the graduates we produce for the field. With this said, we should unequivocally continue to support this program and the Department. The number of enrolled students continues to be very strong, our graduation rate is very close to the University average and our graduates continue to get jobs. We are very fortunate to have a faculty as dedicated to our students as we have in the School of Criminal Justice and it is that dedication that allows and pushes the program forward.



FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES

M E M O R A N D U M

TO: Matthew Wagenheim, Ph.D., Chair, Academic Program Review Council

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

RE: 2013 Academic Program Review of the Undergraduate Criminal Justice Program

DATE: July 3, 2013

I reviewed the self-study for the 2013 Academic Program Review of the Undergraduate Criminal Justice Program which is one of the most important and viable programs on and off campus because of its enrollment and ability to meet the needs of Michigan. It continues to offer three tracks leading to careers in criminal justice, including the Law Enforcement Track through which students receive the baccalaureate degree and law enforcement officer certification. Undergraduate criminal justice students, who are not in the Law Enforcement Track, study in the Corrections and Generalist tracks and find careers in various court, corrections, and social agencies. Some students choose graduate or law schools after completing the program.

By partnering with community colleges around the State, the School of Criminal Justice successfully offers its bachelors' completion program at 12 satellite locations which is an increase of six since the last review in 2006. Offering criminal justice programs across the State meets the needs of the students as well as the communities.

According to survey results, both the graduates of the program and their employers are pleased with the program. In fact, in talking to criminal justice professionals across the state, they report that the School of Criminal Justice has professionalized the criminal justice profession in Michigan. With the professionalization of the program, it also improved the quality of service to Michigan residents.

Students in the Undergraduate Criminal Justice Program take the Ferris State University General Education requirements in addition to intensive report writing, communication, ethics, sociology, and psychology. Therefore, the graduates leave Ferris State University having opportunities learning about communicating with diverse groups, solving problems of individuals and groups, and behaving as principled professionals. Moreover, the program is progressive offering courses

Michelle A. Johnston, Ph.D.,
 Dean of the College of Education and Human Services
 1349 Cramer Circle, BIS 607
 Big Rapids, MI 49307-2737

Phone: (231) 591-3648
Fax: (231) 591-3516
Web: www.ferris.edu

in legal issues, minors necessary for modern criminal justice professionals, and problems-based instructional delivery.

The administration supports the Undergraduate Criminal Justice Program to the best of its ability. It has an identified training area, shooting range, and special resources. However, because the Undergraduate Criminal Justice Program is growing and, especially, with some new initiatives, the Program will need more faculty, resources, and space.

I am pleased to have the opportunity to support the Undergraduate Criminal Justice Program which is viable and making a huge and positive difference in Michigan. This program continues to need support as it grows and evolves over time.

pc: Dr. Steven Reifert, Director, School of Criminal Justice
Kristin Walters, Self-study Chair
School of Criminal Justice Faculty

Appendix A

Survey Results of Current Criminal Justice Students' Perceptions of the Undergraduate Criminal Justice Program

Criminal Justice APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Most important reason for attending FSU	239	3	3.35	2.00	1.811
q1.a Other specified	242	0			
q2 If certification programs hadn't been available, still attend FSU	235	7	1.43	1.00	.496
q3.a Availability of my advisers	242	0	3.71	4.00	.584
q3.b Willingness of my advisor to help	241	1	3.78	4.00	.603
q3.c Quality of courses in preparing me for employment	241	1	3.61	4.00	.711
q3.d Fairness of grading in the criminal justice courses	241	1	3.79	4.00	.498
q3.e Quality of instruction in my criminal justice courses	240	2	3.72	4.00	.608
q3.f Opportunities for interaction with criminal justice faculty	241	1	3.73	4.00	.577
q3.g Quality of textbooks used in criminal justice courses	240	2	3.38	4.00	.762
q3.h Quality of library holdings in criminal justice	240	2	3.96	4.00	.912
q3.i Helpfulness of criminal justice office staff	240	2	3.90	4.00	.642
q3.j Availability of professional activities or clubs in major	238	4	3.74	4.00	1.076
q3.k Availability of required in criminal justice courses	238	4	3.47	4.00	.739
q3.l Availability of non--cj courses required for graduation	238	4	3.47	4.00	.778
q3.m Organization of the curriculum for the major	239	3	3.61	4.00	.701
q3.n Quality of internship experience	239	3	4.28	4.00	.874
q3.o Quality of criminal justice classroom facilities	239	3	3.59	4.00	.755
q3.p Quality of criminal justice laboratory facilities	240	2	4.46	5.00	.817
q3.q Quality of students in criminal justice program	241	1	3.51	4.00	.742
q3.r Quality of career advising by criminal justice faculty	241	1	3.66	4.00	.676
q3.s Quality of curricular advising by criminal justice faculty	238	4	3.70	4.00	.603

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q3.t Clarity of degree requirements criminal justice	241	1	3.62	4.00	.726
q3.u Professional competency of criminal justice faculty	238	4	3.81	4.00	.513
q3.v Quality of my initial contacts with criminal justice	239	3	3.75	4.00	.552
q3.w Attitude of criminal justice faculty toward students	239	3	3.82	4.00	.513
q3.x Opportunities for formal student in evaluation of instruction in the major	235	7	3.79	4.00	.696
q3.y Quality of computer facilities	237	5	3.86	4.00	.869
q3.z Overall quality of the criminal justice major	240	2	3.81	4.00	.495
q3.aa Overall quality of criminal justice faculty	239	3	3.84	4.00	.493
q4 Most of the time, been part-time or full-time student	242	0	1.83	2.00	.380
q5 Classification	242	0	3.10	3.00	1.008
q5.a Other specified	242	0			
q6 Current CJ track option	242	0	2.37	3.00	1.040
q7 Proportion of expenses parents providing	241	1	1.51	1.00	.770
q8 Current GPA	242	0	4.19	5.00	1.024
q9 Gender	242	0	1.54	2.00	.500
q10 High school class rank	235	7	3.10	3.00	.810
q11 How often talk with CJ advisor	241	1	2.88	3.00	.988
q12 Start over, choose FSU	240	2	3.44	4.00	.669
q13 Start over, choose CJ	241	1	3.48	4.00	.736
q14 Hours currently working at a job this term	242	0	3.29	4.00	1.896
q15_1 Ethnicity: Asian, Pacific Islander or Filipino	240	2	.03	.00	.156
q15_2 Ethnicity: Black or African-American	240	2	.14	.00	.345
q15_3 Ethnicity: Hispanic, Chicano or Latino	240	2	.08	.00	.271
q15_4 Ethnicity: White or Euro-American	240	2	.78	1.00	.416
q15_5 Ethnicity: Native American	240	2	.02	.00	.128
q15_6 Ethnicity: Other	240	2	.00	.00	.065
q15.a Other specified	242	0			
q16 Like most about CJ program	242	0			
q17 Like least about CJ program	242	0			
q18 Suggestions for improvement	242	0			
q19 Additional comments	242	0			

Frequency Table

q1 Most important reason for attending FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Availability of certifications (MCOLES, MCOTC)	19	7.9	7.9	7.9
	Academic reputation of the Criminal Justice programs	114	47.1	47.7	55.6
	Advice of parents, friends, High school teachers or counselors	4	1.7	1.7	57.3
	Cost	9	3.7	3.8	61.1
	Location	72	29.8	30.1	91.2
	Admission standards of FSU	2	.8	.8	92.1
	Other	19	7.9	7.9	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

q1.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		200	82.6	82.6	82.6
	3 Plus 1 At Delta College	1	.4	.4	83.1
	3 to-1 program with the community college's.	1	.4	.4	83.5
	Able to achieve my degree without leaving my hometown (I take classes through the Delta College campus)	1	.4	.4	83.9
	academy a part of the program as well as the reputation and recognition	1	.4	.4	84.3
	Academy incorporated into four years of school.	1	.4	.4	84.7
	Also that the academy is the 4th year instead of having to do the academy after graduation	1	.4	.4	85.1
	Before I started the program, I applied and was admitted there was no math requirement. That is why I chose this school.	1	.4	.4	85.5
	Best in the nation. Plus, it's close to home.	1	.4	.4	86.0
	Convenience of the location and its merge with WCCCD.	1	.4	.4	86.4
	Delta 3-in-1	1	.4	.4	86.8
	did not have to go to Big Rapids	1	.4	.4	87.2
	Family Housing	1	.4	.4	87.6
	I am an off-campus Ferris student at the Port Huron location, and having the program available here has saved me a ton of money.	1	.4	.4	88.0
	I am required through the TRA program through Michigan Works to attend the nearest facility to my residence, that offers the degree that I am pursuing.	1	.4	.4	88.4
	I decided to join the Ferris State School Of Criminal Justice because of the great reputation and excellence that it holds.	1	.4	.4	88.8
	I switched my major to CJ after my first year at ferris	1	.4	.4	89.3

q1.a Other specified

	Frequency	Percent	Valid Percent	Cumulative Percent
I was already here and I transferred into the CJ program	1	.4	.4	89.7
I was told that if I wanted to go into CJ Ferris would be the place to go.	1	.4	.4	90.1
I'm able to be dually enrolled with Ferris and GRCC. They started a 3 in 1 CJ Program with the MACRAO agreement.	1	.4	.4	90.5
It was cheaper than transferring to Michigan State.	1	.4	.4	90.9
It was easy to obtain a degree through a college I'm already acclimated to	1	.4	.4	91.3
Lansing University Center is the only way I would have completed my degree, since I'm too old to live on campus.	1	.4	.4	91.7
location and also the cost of tuitions	1	.4	.4	92.1
Location and try to get my Bachelor Degree in Criminal Justice	1	.4	.4	92.6
Loved being able to travel to Delta College for my FSU degree in CJ.	1	.4	.4	93.0
Not only does Ferris have an outstanding reputation, but the fact that I can attend Ferris in my hometown of Port Huron, that is the biggest reason I chose to attend.	1	.4	.4	93.4
The Articulation Agreement with Schoolcraft College	1	.4	.4	93.8
The Auburn Hills campus is close to my house and very convenient. Ferris State also has a good reputation.	1	.4	.4	94.2
The campus is close to home.	1	.4	.4	94.6
The campus is close to where I live and I'm able to get there without much of a hassle, regardless of the weather.	1	.4	.4	95.0
The Delta/ Ferris 3+1 program is excellent.	1	.4	.4	95.5
The fact that I was able to gain my degree through the statewide program at my local community colleges.	1	.4	.4	95.9
The fact that the CJ program was offered out of the Muskegon campus.	1	.4	.4	96.3
The FSU/Community College agreement is too good to pass up. FSU has a real good program too	1	.4	.4	96.7
The locations they offered are great Love Grand rapids and Muskegon. It was a hard decision!	1	.4	.4	97.1
The program is well known. Out of the 15+ police departments I have had experience in, or have talked to officers from police departments in Michigan, there has always been a Ferris grad.	1	.4	.4	97.5
The program through St Clair County Community College made it a lot more accessible for me to be able to attend college.	1	.4	.4	97.9
The reputation of Ferris and the cost isn't too bad. Although I wish the academy and your senior year were able to be separated because being a single mom I can not drive up there 5-6 days a week but would love to do Ferris's academy instead of GRCC academy.	1	.4	.4	98.3
Transfer credits Admission	1	.4	.4	98.8
transfer of credits	1	.4	.4	99.2

q1.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
	Was informed the best school for Criminal Justice in the State.	1	.4	.4	99.6
	You were the only college that was affiliated with LCC that offered a degree in Criminal Justice.	1	.4	.4	100.0
	Total	242	100.0	100.0	

q2 If certification programs hadn't been available, still attend FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	134	55.4	57.0	57.0
	No	101	41.7	43.0	100.0
	Total	235	97.1	100.0	
Missing	System	7	2.9		
	Total	242	100.0		

q3.a Availability of my advisers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.2	1.2
	Somewhat Dissatisfied	6	2.5	2.5	3.7
	Somewhat Satisfied	51	21.1	21.1	24.8
	Very Satisfied	181	74.8	74.8	99.6
	Not Applicable	1	.4	.4	100.0
	Total	242	100.0	100.0	

q3.b Willingness of my advisor to help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Dissatisfied	8	3.3	3.3	5.0
	Somewhat Satisfied	28	11.6	11.6	16.6
	Very Satisfied	198	81.8	82.2	98.8
	Not Applicable	3	1.2	1.2	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
	Total	242	100.0		

q3.c Quality of courses in preparing me for employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	12	5.0	5.0	7.1
	Somewhat Satisfied	60	24.8	24.9	32.0
	Very Satisfied	159	65.7	66.0	97.9
	Not Applicable	5	2.1	2.1	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q3.d Fairness of grading in the criminal justice courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.4	.4	.4
	Somewhat Dissatisfied	2	.8	.8	1.2
	Somewhat Satisfied	48	19.8	19.9	21.2
	Very Satisfied	185	76.4	76.8	97.9
	Not Applicable	5	2.1	2.1	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q3.e Quality of instruction in my criminal justice courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	7	2.9	2.9	4.2
	Somewhat Satisfied	48	19.8	20.0	24.2
	Very Satisfied	178	73.6	74.2	98.3
	Not Applicable	4	1.7	1.7	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q3.f Opportunities for interaction with criminal justice faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	7	2.9	2.9	3.7
	Somewhat Satisfied	49	20.2	20.3	24.1
	Very Satisfied	180	74.4	74.7	98.8
	Not Applicable	3	1.2	1.2	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q3.g Quality of textbooks used in criminal justice courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Dissatisfied	27	11.2	11.3	12.9
	Somewhat Satisfied	84	34.7	35.0	47.9
	Very Satisfied	123	50.8	51.3	99.2
	Not Applicable	2	.8	.8	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q3.h Quality of library holdings in criminal justice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	9	3.7	3.8	5.0
	Somewhat Satisfied	59	24.4	24.6	29.6
	Very Satisfied	92	38.0	38.3	67.9
	Not Applicable	77	31.8	32.1	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q3.i Helpfulness of criminal justice office staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	3	1.2	1.3	2.5
	Somewhat Satisfied	36	14.9	15.0	17.5
	Very Satisfied	172	71.1	71.7	89.2
	Not Applicable	26	10.7	10.8	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q3.j Availability of professional activities or clubs in major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	9	3.7	3.8	3.8
	Somewhat Dissatisfied	21	8.7	8.8	12.6
	Somewhat Satisfied	60	24.8	25.2	37.8
	Very Satisfied	82	33.9	34.5	72.3
	Not Applicable	66	27.3	27.7	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		

q3.k Availability of required in criminal justice courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	22	9.1	9.2	10.5
	Somewhat Satisfied	77	31.8	32.4	42.9
	Very Satisfied	132	54.5	55.5	98.3
	Not Applicable	4	1.7	1.7	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		

q3.l Availability of non--cj courses required for graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	20	8.3	8.4	9.7
	Somewhat Satisfied	89	36.8	37.4	47.1
	Very Satisfied	113	46.7	47.5	94.5
	Not Applicable	13	5.4	5.5	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		

q3.m Organization of the curriculum for the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	9	3.7	3.8	5.9
	Somewhat Satisfied	67	27.7	28.0	33.9
	Very Satisfied	152	62.8	63.6	97.5
	Not Applicable	6	2.5	2.5	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

q3.n Quality of internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Dissatisfied	7	2.9	2.9	4.6
	Somewhat Satisfied	22	9.1	9.2	13.8
	Very Satisfied	92	38.0	38.5	52.3
	Not Applicable	114	47.1	47.7	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

q3.o Quality of criminal justice classroom facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	2.5	2.5
	Somewhat Dissatisfied	11	4.5	4.6	7.1
	Somewhat Satisfied	68	28.1	28.5	35.6
	Very Satisfied	144	59.5	60.3	95.8
	Not Applicable	10	4.1	4.2	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

q3.p Quality of criminal justice laboratory facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	4	1.7	1.7	2.5
	Somewhat Satisfied	26	10.7	10.8	13.3
	Very Satisfied	57	23.6	23.8	37.1
	Not Applicable	151	62.4	62.9	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q3.q Quality of students in criminal justice program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Dissatisfied	21	8.7	8.7	10.4
	Somewhat Satisfied	67	27.7	27.8	38.2
	Very Satisfied	146	60.3	60.6	98.8
	Not Applicable	3	1.2	1.2	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q3.r Quality of career advising by criminal justice faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	13	5.4	5.4	6.2
	Somewhat Satisfied	58	24.0	24.1	30.3
	Very Satisfied	159	65.7	66.0	96.3
	Not Applicable	9	3.7	3.7	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q3.s Quality of curricular advising by criminal justice faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	6	2.5	2.5	3.4
	Somewhat Satisfied	60	24.8	25.2	28.6
	Very Satisfied	164	67.8	68.9	97.5
	Not Applicable	6	2.5	2.5	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		

q3.t Clarity of degree requirements criminal justice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	7	2.9	2.9	2.9
	Somewhat Dissatisfied	11	4.5	4.6	7.5
	Somewhat Satisfied	51	21.1	21.2	28.6
	Very Satisfied	169	69.8	70.1	98.8
	Not Applicable	3	1.2	1.2	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q3.u Professional competency of criminal justice faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.4	.4	.4
	Somewhat Dissatisfied	5	2.1	2.1	2.5
	Somewhat Satisfied	37	15.3	15.5	18.1
	Very Satisfied	190	78.5	79.8	97.9
	Not Applicable	5	2.1	2.1	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		

q3.v Quality of my initial contacts with criminal justice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	3	1.2	1.3	2.1
	Somewhat Satisfied	52	21.5	21.8	23.8
	Very Satisfied	177	73.1	74.1	97.9
	Not Applicable	5	2.1	2.1	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

q3.w Attitude of criminal justice faculty toward students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	2	.8	.8	1.7
	Somewhat Satisfied	38	15.7	15.9	17.6
	Very Satisfied	191	78.9	79.9	97.5
	Not Applicable	6	2.5	2.5	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

q3.x Opportunities for formal student in evaluation of instruction in the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.9	.9
	Somewhat Dissatisfied	6	2.5	2.6	3.4
	Somewhat Satisfied	57	23.6	24.3	27.7
	Very Satisfied	145	59.9	61.7	89.4
	Not Applicable	25	10.3	10.6	100.0
	Total	235	97.1	100.0	
Missing	System	7	2.9		
Total		242	100.0		

q3.y Quality of computer facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	14	5.8	5.9	7.2
	Somewhat Satisfied	48	19.8	20.3	27.4
	Very Satisfied	120	49.6	50.6	78.1
	Not Applicable	52	21.5	21.9	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

q3.z Overall quality of the criminal justice major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.4	.4	.4
	Somewhat Dissatisfied	3	1.2	1.3	1.7
	Somewhat Satisfied	41	16.9	17.1	18.8
	Very Satisfied	190	78.5	79.2	97.9
	Not Applicable	5	2.1	2.1	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q3.aa Overall quality of criminal justice faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.4	.4	.4
	Somewhat Dissatisfied	5	2.1	2.1	2.5
	Somewhat Satisfied	30	12.4	12.6	15.1
	Very Satisfied	198	81.8	82.8	97.9
	Not Applicable	5	2.1	2.1	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

q4 Most of the time, been part-time or full-time student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time	42	17.4	17.4	17.4
	Full-time	200	82.6	82.6	100.0
	Total	242	100.0	100.0	

q5 Classification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	27	11.2	11.2	11.2
	Sophomore	29	12.0	12.0	23.1
	Junior	82	33.9	33.9	57.0
	Senior	102	42.1	42.1	99.2
	Other	2	.8	.8	100.0
	Total	242	100.0	100.0	

q5.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		238	98.3	98.3	98.3
	End of first year.	1	.4	.4	98.8
	Graduating in December	1	.4	.4	99.2
	lifetime learner	1	.4	.4	99.6
	Transfer student - considered senior, but actually Junior. going to be 5th year.	1	.4	.4	100.0
	Total	242	100.0	100.0	

q6 Current CJ track option

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Law Enforcement	75	31.0	31.0	31.0
	Corrections	29	12.0	12.0	43.0
	Generalist	111	45.9	45.9	88.8
	Pre-Criminal Justice	27	11.2	11.2	100.0
	Total	242	100.0	100.0	

q7 Proportion of expenses parents providing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	158	65.3	65.6	65.6
	Some, but less than half	42	17.4	17.4	83.0
	More than half	41	16.9	17.0	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q8 Current GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2.30	4	1.7	1.7	1.7
	2.31 - 2.59	16	6.6	6.6	8.3
	2.60 - 2.99	36	14.9	14.9	23.1
	3.00 - 3.39	61	25.2	25.2	48.3
	3.40 or above	125	51.7	51.7	100.0
Total		242	100.0	100.0	

q9 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	112	46.3	46.3	46.3
	Female	130	53.7	53.7	100.0
	Total	242	100.0	100.0	

q10 High school class rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lowest quartile (0-25%)	7	2.9	3.0	3.0
	Second Quartile (26-50%)	45	18.6	19.1	22.1
	Third Quartile (51-75%)	100	41.3	42.6	64.7
	Top Quartile (76-100%)	83	34.3	35.3	100.0
	Total	235	97.1	100.0	
Missing	System	7	2.9		
Total		242	100.0		

q11 How often talk with CJ advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	5.4	5.4	5.4
	Occasionally	95	39.3	39.4	44.8
	Most semesters	42	17.4	17.4	62.2
	Every semester	91	37.6	37.8	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q12 Start over, choose FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely no	4	1.7	1.7	1.7
	Probably no	12	5.0	5.0	6.7
	Probably yes	99	40.9	41.3	47.9
	Definitely yes	125	51.7	52.1	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q13 Start over, choose CJ

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely no	4	1.7	1.7	1.7
	Probably no	23	9.5	9.5	11.2
	Probably yes	67	27.7	27.8	39.0
	Definitely yes	147	60.7	61.0	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

q14 Hours currently working at a job this term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am not working	78	32.2	32.2	32.2
	1 to 9 hours/week	13	5.4	5.4	37.6
	10 to 19 hours/week	28	11.6	11.6	49.2
	20 to 29 hours/week	50	20.7	20.7	69.8
	30 to 39 hours/week	29	12.0	12.0	81.8
	Employed full time	44	18.2	18.2	100.0
	Total	242	100.0	100.0	

q15_1 Ethnicity: Asian, Pacific Islander or Filipino

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	234	96.7	97.5	97.5
	Selected	6	2.5	2.5	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q15_2 Ethnicity: Black or African-American

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	207	85.5	86.3	86.3
	Selected	33	13.6	13.8	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q15_3 Ethnicity: Hispanic, Chicano or Latino

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	221	91.3	92.1	92.1
	Selected	19	7.9	7.9	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q15_4 Ethnicity: White or Euro-American

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	53	21.9	22.1	22.1
	Selected	187	77.3	77.9	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q15_5 Ethnicity: Native American

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	236	97.5	98.3	98.3
	Selected	4	1.7	1.7	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q15_6 Ethnicity: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	239	98.8	99.6	99.6
	Selected	1	.4	.4	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

q15.a Other specified

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	239	98.8	98.8	98.8
Half Black, Half White.	1	.4	.4	99.2
Pacific Islander (Palauan)	1	.4	.4	99.6
Romanian american	1	.4	.4	100.0
Total	242	100.0	100.0	

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	22.7	22.7	22.7
A great bunch of teachers and that should never change	1	.4	.4	23.1
A hand full of instructors showed they cared and I did well.	1	.4	.4	23.6
All faculty staff members have some sort of experience in the criminal justice field to help give me an overview of what I may be dealing with in the future.	1	.4	.4	24.0
As part of the off-campus program, I like the staff being the same as the ones at my community college. They know the students already and push us to or maximum potential.	1	.4	.4	24.4
Availability of certifications, Law Enforcement Academy on campus.	1	.4	.4	24.8
Blocked Scheduling	1	.4	.4	25.2
Class availability, I was able to take class using satellite campus. I like that the teachers all had degrees in the area in which they taught. It was simple to register. The work overall was reasonable. The location I was reasonable.	1	.4	.4	25.6
Criminal justice has always been something I was interested in.	1	.4	.4	26.0
Easniess of teachers and all other students and past students are nice.	1	.4	.4	26.4
everyone is really friendly and really wants to see you go further on in your career. they really care and want you to get a job when you graduate.	1	.4	.4	26.9
Experience and story's many of the professors bring to the classroom.	1	.4	.4	27.3
Expertise/first hand knowledge from the teachers.	1	.4	.4	27.7
faculty	2	.8	.8	28.5
Faculty	1	.4	.4	28.9
Friendliness of staff.	1	.4	.4	29.3
having all classes at night. This helps me out a lot because i work days.	1	.4	.4	29.8
How all the instructors bring in stories about cases they have had or how the law is broken down. I personal have enjoyed all of my classes so far	1	.4	.4	30.2
How friendly and knowledgeable the staff is, also their willingness to help.	1	.4	.4	30.6
How the advisors and professors are so nice and understanding of me.	1	.4	.4	31.0
I am good at it.	1	.4	.4	31.4
I can get a job with a Bachelor's Degree.	1	.4	.4	31.8

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
I enjoy learning real life situations from professionals. Less from the books and more real information. In this field, its a must. Very nice people at FSU GR! Most of the professors were great. Only very few were worthless of teaching the material.	1	.4	.4	32.2
I enjoy learning the process of Adjudication and the court systems	1	.4	.4	32.6
I enjoy that many of the professors were part of the law enforcement at some time in their life, so they give us real life situations that we may have to deal with.	1	.4	.4	33.1
i enjoy the actual content of the course work	1	.4	.4	33.5
I enjoy the courses	1	.4	.4	33.9
I enjoy the expertise that the professor has to offer. Encouragement to read,participate, and the fact he makes you feel comfortable and makes us a part of our learning process.	1	.4	.4	34.3
I enjoy the instructors and their enthusiasm. Many give examples of their jobs/previous jobs in the field.	1	.4	.4	34.7
I enjoyed learning about the law	1	.4	.4	35.1
I enjoyed most the hours that the course where offered, since I work full time. I liked the the expierence and knowledge that the instructors brought to class.	1	.4	.4	35.5
I like all the professors and the real world experiance they all have.	1	.4	.4	36.0
I like everything about the CJ program.	1	.4	.4	36.4
I like how all the courses are filled with actual things that happen and all the instructors have experiance in the criminal justice field.	1	.4	.4	36.8
I like how helpful the staff is preparing and encouraging me to further my career.	3	1.2	1.2	38.0
I like how reputable it is, and that people from all over the globe recognize Ferris for this program. I also like that most, if not all, of the professors have worked in the field; that makes them very knowledgeable.	1	.4	.4	38.4
I like learning about every in the criminal justice field. I like to read about the differnt laws.	1	.4	.4	38.8
I like that all of my credits were accepted from GRCC.	1	.4	.4	39.3
I like that all of the professors have some type of experiance in that field.	1	.4	.4	39.7
I like that I can be in the academy while I am taking classes	1	.4	.4	40.1
I like that in my first semester here, I was able to plan out how to get to my bachelor's and I was also able to include my minor in there.	1	.4	.4	40.5
I like that the police academy is part of the bachelors degree.	1	.4	.4	40.9
I like that the profs all have field experiance in the subject they are teaching. They provide real world examples for their history.	1	.4	.4	41.3
I like that the professors are experiance and know what they're talking about. I also like that they share stories as it helps to relate.	1	.4	.4	41.7

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
I like that the professors are extremely intelligent and have outstanding credentials. I have been very impressed with the Ferris State faculty.	1	.4	.4	42.1
I like that the professors at the staff are so easy to talk to and so personal.	1	.4	.4	42.6
I like that the Professors have a background and can tell you real - life stories that they encountered. I also like how I can go to any advisor and they can help me, even if mine doesn't.	1	.4	.4	43.0
I like that the professors have actual experience in the field that I am going in to.	1	.4	.4	43.4
I like that the teachers all work in area they teach. They have hands on experience & share real situations with the class.	1	.4	.4	43.8
I like that the teachers have the idea not to just teach the book but to give real life examples of what they have experienced when it correlates with the topic.	1	.4	.4	44.2
I like that there are many job opportunities. I also like how all the professors help you out and give real life stories.	1	.4	.4	44.6
i like that there options for you to choose instead of just one	1	.4	.4	45.0
I like that this program is available at community college campuses. It provides opportunities to people who would otherwise not be able to attend.	1	.4	.4	45.5
I like the classes that are offered. They are interesting and I like the fact that they are people who are, or have been, in the Criminal Justice field.	1	.4	.4	45.9
I like the faculty and how they tell a lot about their experience in the criminal justice career field and relate to what they are trying to teach us.	1	.4	.4	46.3
I like the involvement of the professors. They all have been in the field before teaching and that's a great way for us students to learn is the real life stories.	1	.4	.4	46.7
I like the location of my satellite campus. The willingness to help from my advisor at Macomb Community College	1	.4	.4	47.1
I like the off campus teaching style. The teachers make teaching relational.	1	.4	.4	47.5
I like the opportunities & that the academy is right on campus. If I were to take CJ at another Univ, I would have to go somewhere else for the academy portion. I also like how the advisers & faculty are so helpful & nice.	1	.4	.4	47.9
I like the opportunity to learn the "RIGHT" way and to be involved with the most updated information available in order to execute my job to the highest degree of professionalism and knowledge.	1	.4	.4	48.3
I like the professors how they're all who worked in the criminal justice field. It is fun hearing their stories regards situations they've been in.	1	.4	.4	48.8
I like the professors the most. They are very knowledgeable and helpful	1	.4	.4	49.2
I like the way that the faculty will stop what they are doing to help a student.	1	.4	.4	49.6

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
I liked all of my professors. They all have great knowledge about Criminal Justice and they all have some sort of experience that they have shared to better our (students) knowledge and understanding of the Criminal Justice system. They are also very helpful. I have had professors that are willing to help with classes that they don't teach or even with job applications and letter of recommendations, even with scholarship applications. I also have a great appreciation for the Criminal Justice program that Ferris has with Delta College. It is a wonderful program that makes it easier for students in the Great Lakes Bay Region to receive a four year college degree which would otherwise be more difficult.	1	.4	.4	50.0
I liked the internship experience the most.	1	.4	.4	50.4
I love how clear they are on the requirements we need. They are very organized and very willing to help me when I need it. No matter the problem, I just go to the CJ faculty and they fix it right away.	1	.4	.4	50.8
I love how everyone has helped me sort out my schedule and helped me make the decision about not transferring out of Ferris. Thanks to Dr. Stone! She is an amazing professor and I hope I am able to take more of her classes!!	1	.4	.4	51.2
I love how the instructors all have a background in the field and are able to give true life situations and examples.	1	.4	.4	51.7
I love how the professors have worked in that field for a long time. With that, I feel that they really know what they're talking about and it makes class more exciting.	1	.4	.4	52.1
I love that all of the instructors and advisors are willing to help and want to see you succeed. It is reassuring to know that there are staff members backing up your decision and it really makes me feel confident my choice for CJ. I also like that the instructors have experience in the CJ field. it helps that they are experienced because when you have questions about jobs, they know a lot and can usually answer your questions.	1	.4	.4	52.5
I love the courses. The CJ classes have provided me with the best preparation for going into the field as a professional.	1	.4	.4	52.9
I love the fact that all my instructors have worked in the fiels.	1	.4	.4	53.3
I love the instructors, I had a lot of professionals from the feild that were able to provide real life examples for most classroom concepts and that is very important.	1	.4	.4	53.7
I love the Lansing program because it is close to home and the University Center is a good place to take classes.	1	.4	.4	54.1
I love the realistic experiences I'm gaining from the program.	1	.4	.4	54.5
I love what the program teaches and the future that it offers. This degrees allows many outlets and perspectives.	1	.4	.4	55.0
I really enjoy that most professors that teach the criminal justice course have such distinguished careers in their fields. It provides valuable information.	1	.4	.4	55.4
i really like the professors they really strive to make sure you learn and understand because alot of things in criminal justice are so important to know especially the law part	1	.4	.4	55.8

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
I think that the classes are all great and are very informative. I like that the teachers are straight to the point and they let their expectations for them and the school known. The best part about it all is the internship, that's what gets you ready for the job out in the real world. The internship was one of the main reasons that I chose Ferris and the fact that it is a well respected school by potential employers.	1	.4	.4	56.2
I'm happy a CJ program was started @ the Muskegon Community College campus. I was a student @ Grand Valley and the commute was to much after working all day, so I transferred to Ferris.	1	.4	.4	56.6
Instructors are generally good and friendly. Dr. Lewis is great. Course requirements are clear. I've never had a problem parking at Bishop.	1	.4	.4	57.0
instructors provided were great and knowledgable	1	.4	.4	57.4
It is a well planned program and everything is laid out in front of the student so they know what classes they need to take in order to get them ready for their degree.	1	.4	.4	57.9
It is not difficult to get through. Not too many classes that are not really needed.	1	.4	.4	58.3
It prepares me for a full time job.	1	.4	.4	58.7
It provides good internship opportunities to get you ready for an occupation in criminal justice.	1	.4	.4	59.1
It's definitely fun. I think it takes a certain type of person to be interested in this field along with all the things we will encounter. The sense of professionalism but also sense of humor here is a good balance with students and faculty.	1	.4	.4	59.5
Its a large field and I am interested in working with law and helping those that deserve justice	1	.4	.4	59.9
Its convenient and easy	1	.4	.4	60.3
Just learning about all the level of employment the Criminal Justice Program have to offer.	1	.4	.4	60.7
Lansings office campus program with LCC	1	.4	.4	61.2
Location	1	.4	.4	61.6
Most of my professors have worked in the field locally and have provided me with a lot of practical lessons. They are always willing to help and have indicated that I may use them as references and that they will be glad to help me with employment after graduation.	1	.4	.4	62.0
Most of the faculty help you understand criminal justice, and they are available if needed. They are also very understanding and flexible.	1	.4	.4	62.4
Most of the new instructors. Like how its fast pace we get the real information & knowledge we need & how it is in the REAL work=ld.	1	.4	.4	62.8
Night classes	1	.4	.4	63.2
nothing	1	.4	.4	63.6
Organization of classes	1	.4	.4	64.0
Police Academy and helpfulness of faculty, faculty experience	1	.4	.4	64.5

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
professors	1	.4	.4	64.9
Professors are awesome. I click with the program.	1	.4	.4	65.3
Professors are knowledgeable and they use their on-the-job experiences to paint a vivid picture of what is being learned.	1	.4	.4	65.7
Quality of classes, how material is taught	1	.4	.4	66.1
quality of the program and opportunity it offers	1	.4	.4	66.5
Real life skills are taught	1	.4	.4	66.9
Recognition, knowledge, attitude, resources	1	.4	.4	67.4
since I love working with juveniles the CJ program offers the best way to provide help & keep them going in the right directions. I have had personal involvement with the cj system & they were mostly all negative until I became better educated in the different areas & why things should or should not have happened. This is a wonderful program & the more people who get educated in it the more people can help our young people.	1	.4	.4	67.8
Some of the teachers are very good at what they do and answer student questions as well as providing information that will be helpful. From what I've noticed the teachers from the legal and corrections aspect of criminal justice seem to do a very good job at teaching the material that is needed.	1	.4	.4	68.2
story time with the professors that have road experience. makes me want to get right into work	1	.4	.4	68.6
students are friendly.	1	.4	.4	69.0
Subject material.	1	.4	.4	69.4
Sue Pennock is the best secretary in the world!	1	.4	.4	69.8
Teachers	1	.4	.4	70.2
teachers have all worked in the field at some point in their career.	1	.4	.4	70.7
Teachers.	1	.4	.4	71.1
That all the classes in need to take this semester are in one location after work so I can still provide for my family and attend class.	1	.4	.4	71.5
That Ferris is Know throughout the US for CJ excellence	1	.4	.4	71.9
that it is known across the country.	1	.4	.4	72.3
The ability for MCOLES certification.	1	.4	.4	72.7
The Academy	1	.4	.4	73.1
The academy program	1	.4	.4	73.6
The actual Criminal justice programs.	1	.4	.4	74.0
The best part of the criminal justice program so far has been the facility, they are very educated and willing to so beyond to make sure you understand the content.	1	.4	.4	74.4
The best quality that FSU CJ program offers is the excellent teaching staff. All of the staff have amazing experiance in the system, and they share it! It's deeper than just books, it became a small family!!	1	.4	.4	74.8
The best thing about the CJ Program at Schoolcraft-Garden City is the quality and experience of the professors.	1	.4	.4	75.2
the class rate, its kinda of nice to have short week classes	1	.4	.4	75.6

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
The classes in law and basic CJ curriculum.	1	.4	.4	76.0
The classes were somewhat easy.	1	.4	.4	76.4
The course material and the knowledge I acquire.	1	.4	.4	76.9
The criminal justice law enforcement classes that I am in are very informative, and I enjoy the real life experiences that my professors tell us they have been through when they were working as police for that is what I would like to go through someday as well.	1	.4	.4	77.3
The experience of our instructors and the real life expertise they brought to the classroom.	1	.4	.4	77.7
The experience that the faculty brings to their classes.	1	.4	.4	78.1
The experience that the professors bring from their careers.	1	.4	.4	78.5
The fact it's offered through LCC. 3+1 program	1	.4	.4	78.9
The fact that all of the instructors are retired from the CJ field so they know first hand what the job is like. They don't just have a degree	1	.4	.4	79.3
The fact that the academy is incorporated into the curriculum instead of having to do it after obtaining a degree. Most faculty is retired or active law enforcement, they know their stuff.	1	.4	.4	79.8
The fact that the statewide program is offered at so many different community colleges.	1	.4	.4	80.2
the fact the the fourth year of law enforcement is an academy setting.	1	.4	.4	80.6
The faculty	1	.4	.4	81.0
The faculty and their willingness to help. (Garden City Campus)	1	.4	.4	81.4
The faculty are mostly current or former employees of the Criminal Justice field to give real life experience.	1	.4	.4	81.8
The faculty is super helpful	1	.4	.4	82.2
The faculty is very helpful.	1	.4	.4	82.6
The instructors do a really good job.	1	.4	.4	83.1
The instructors I've had have experience in the field. I also like that it is now offered through the University Center in Traverse City.	1	.4	.4	83.5
The instructors in the Law Enforcement Academy have many years of service in their resume. They have lived the experience of being a police officer. They bring a lot of real life scenario's to the table, so we can learn through experience.	1	.4	.4	83.9
The instructors seem to know what they are talking about and bring a lot of experience with them to share.	1	.4	.4	84.3
The instructors!	1	.4	.4	84.7
The interest the faculty members have the students' education.	1	.4	.4	85.1
The lecturers and the information from the professors.	1	.4	.4	85.5
The location at Delta College..	1	.4	.4	86.0
The location of Ferris at the University Center.	1	.4	.4	86.4
The location- I can receive my BS in Port Huron	1	.4	.4	86.8
The locations it's offered at.	1	.4	.4	87.2
The majority of the staff and students	1	.4	.4	87.6
The name behind its CJ program. It is a very well thought of program	1	.4	.4	88.0

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
The other students here are pretty awesome and easy to get to know. The classes make it easy to meet new people and consistently get to know the same people in the courses.	1	.4	.4	88.4
The professors all have a passion for CJ.	1	.4	.4	88.8
The profs are excellent, they take time to answer my questions w/out demeaning me. I like the fact that I can take my classes here at Delta. I am handicapped & everyone at Ferris has excepted me w/ all my health problems.	1	.4	.4	89.3
The professors are real. They do not sugar coat anything about the jobs we are entering.	1	.4	.4	89.7
The professors have experience in the field. They are able to give real life examples to support their lectures. Also, they inform us options after graduation. I was an accounting major before i switched to criminal justice. I feel like my accounting professors didn't inform us of what we could do with our degree.	1	.4	.4	90.1
The professors past job experiences	1	.4	.4	90.5
The professors they always have great stories and relate the material to what we are going to need in the field	1	.4	.4	90.9
the professors with relevant experience in the fields they teach about	1	.4	.4	91.3
The professors. They understand that you have to do other things outside of school and they are willing to work with you and help you.	1	.4	.4	91.7
The proffesors (I am off campus)	1	.4	.4	92.1
The program is driven to help their students succeed in the real life.	1	.4	.4	92.6
The program is very well organized. I love how the instructors all working the field. It brings experience and knowledge to the classroom.	1	.4	.4	93.0
The quality of the program and professors overall. It has a been a good experience.	1	.4	.4	93.4
The real life experiences that the instructors bring to class.	1	.4	.4	93.8
The real world experience of the instructors	1	.4	.4	94.2
The rep & quality education is exceptional. The required internship was extremely valuable. The accessibility to advisors & Director Riefert continue to be an asset. The Support Staff & Admin are outstanding. Most instructors appear extremely qualified in their fields & have both academic & experience credentials.	1	.4	.4	94.6
The small classes at Muskegon Community College campus!	1	.4	.4	95.0
The staff	1	.4	.4	95.5
The teachers	2	.8	.8	96.3
The Teachers	1	.4	.4	96.7
The teachers all have experience in the profession.	1	.4	.4	97.1
The teachers are all very helpful and have a lot of experience on the job, making it easier to learn the material.	1	.4	.4	97.5
The teachers previous experience with law enforcement agencies.	1	.4	.4	97.9

q16 Like most about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
The thing i liked most about the cj program is that most of our professor have lots of experience in the field.	1	.4	.4	98.3
Three Plus 1 at Delta made it easy to work toward my degree.	1	.4	.4	98.8
Variety of careers	1	.4	.4	99.2
Well organized, and easily guided through the program.	1	.4	.4	99.6
What I like most about the program is the option to go through the Academy my senior year and be MCOLES certified when I graduate.	1	.4	.4	100.0
Total	242	100.0	100.0	

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	33.1	33.1	33.1
a lot of classes & textbooks are exactly the same class after class.	1	.4	.4	33.5
all of the elective credits i need	1	.4	.4	33.9
All the writing.	1	.4	.4	34.3
At first, it was because only few classes were offered close by, but I think my students are enrolling so more classes are being offered close by. So I have no complaints, it's a great prog.	1	.4	.4	34.7
Availability and times of off campus classes	1	.4	.4	35.1
Classes off the BR campus are all grouped together. They are at the same day & time which means you have to wait another yr to take some classes because they are only offered at that one time a yr. We need more opportunities to take the off site courses which will help some to graduate a little earlier.	1	.4	.4	35.5
cost	1	.4	.4	36.0
Cost of the many classes	1	.4	.4	36.4
Daycare. Some of the new instructors grading, there's no one to talk to about grades once they leave they should still be available a week after finals.	1	.4	.4	36.8
Every class I needed to take wasn't offered at the campus I was attending, leaving me to take several online classes w/ instructors who don't seem to care as much.	1	.4	.4	37.2
Every prof I've had thus far constantly talks about Law Enforcement from Day 1. I would like the profs to talk about corrections & other opportunities. They assume everyone is going into Law Enf. I wish I could've found someone to help me accurately when I was having problems deciding what I wanted to do. I spoke to 2 different advisors & Career Svcs & no one truly helped me w/ what I was asking for. I'm still unsure of what my career opportunities are.	1	.4	.4	37.6
everything geared for law enforcement. Profs attitudes about rehabilitation.	1	.4	.4	38.0
Expensive books	1	.4	.4	38.4
Expenses	1	.4	.4	38.8

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
Faculty sometime catered to the students. Students needed to act in a more professional manner & if they couldn't they should be dismissed from the class.	1	.4	.4	39.3
For the amount of money I'm paying I should get a lot more out of some of my classes. The criminal law & criminal procedure class are the exact same class that use the exact same book. How is it fair to make me pay for both classes? The ethics course taught in Port Huron is the biggest waste of money & time. The textbooks were overpriced & our instructor doesn't use them anyway. He instructs his class by putting on a graphic, violent documentary each week, & then basically summing it up in terms of "don't do this in the field". I feel the class is geared towards LE only, which I'm not going into.	1	.4	.4	39.7
Having to take a MHT class	1	.4	.4	40.1
How easy it is to get off topic. Crime Control class needs to be looked at. I don't believe I got my money out of the class because we have been behind for a while now & it's easy to sidetrack the teacher	1	.4	.4	40.5
How many student are here simply for CJ.	1	.4	.4	40.9
I can't stand that math 119 is required. I was by far the hardest class for me out of the whole prog & I will never use the material in my job field. Many other students & instructors agree.	1	.4	.4	41.3
I cant really say that I dislike any part of the prog itself but the hypocrocy within the system itself can be very frustrating.	1	.4	.4	41.7
I don't believe that College Math was necessary. Not only has it costed me several hundred dollars because I had to take it over I know that most of the things that I learned I will never use. I feel that the Math portion was a waste of time and I could have been done with my degree much sooner. I have talked to several other CJ students that feel the same way as I do. I have been very committed in earning my degree and I am not afraid of hard work but I feel like I have had to work 10 times harder than I ever have in any class & still could not pass. In my opinion the math requirements are a waste of time & money.	1	.4	.4	42.1
I don't have any dislikes. I am a open person who is learning a new aspect of the field. Maybe after 5 or so years actually being in the field, I could better answer this question with a better understanding on what I "wished" I had been taught 5 years ago.	1	.4	.4	42.6
I don't like that the academy & sr yr are combined, I would love it if you separated them for those who can't live on campus. I am a single mom, work 2 jobs, & a full time student. I've heard of the academy being amazing but I am not able to attend it, unless it gets separated in the next 2 yrs!	1	.4	.4	43.0
I don't like the math part of it because for Generalist you not gonna use that much math. i don't think it should have been added. The other grad classes didn't have too. I believe it is a waste of students money.	1	.4	.4	43.4
I feel like if I'm not in the CJ fraternity, I don't get as much assistance or attention as those who are.	1	.4	.4	43.8

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
I hated one instructor, John Wright.. He was awful & rude to students. He didnt teach, he sat as a student.	1	.4	.4	44.2
I have no disagreements.	1	.4	.4	44.6
I have not noticed anything that i would say i do not like about the program.	1	.4	.4	45.0
I haven't found a problem yet.	1	.4	.4	45.5
I haven't found a whole lot that I don't like about the cj program.	1	.4	.4	45.9
I hoped for more field trips, actual experience.	1	.4	.4	46.3
I like the criminal justice program, I think it is structured very well.	1	.4	.4	46.7
I think more on-line classes should be made available for the off-campus/satellite students. Particularly the English & CJ Assessment class.	1	.4	.4	47.1
I was enrolled in a report writing class that didn't prepare me for work field. I'm at the FSU Lansing location. I have done research to teach myself how to properly format & write a police report.	1	.4	.4	47.5
I wish more courses were more geared toward cj.	1	.4	.4	47.9
i wish the course work was more challenging. some instructors seem to give away grades. a lot of repeated content	1	.4	.4	48.3
I wish there was more options for TR classes rather than just 1.	1	.4	.4	48.8
I wish there were something in place to allow for an easier transition from another college. I transferred from a CC as a sophomore & while enrolling/taking all the classes that were required here, I came up short on getting into the law enforcement track due to not having certain classes complete in my jr yr. I now have to wait another yr or change my track. I understand the responsibility is on the student to schedule their classes, but a little more interaction/communication from an advisor may have been more helpful, especially when coming from another coll.	1	.4	.4	49.2
Internship can only be completed during the summer term.	1	.4	.4	49.6
internship program. it should be offered more than summer semester & provide students with companies.	1	.4	.4	50.0
It has a rep of being easy. I'm proud to be in this prog, but sometimes hesitate to tell people that i'm in the CJ program because of it's reputation.	1	.4	.4	50.4
It is the students responsibility to find an internship, but ferris should help with that for those that are having difficulty finding one.	1	.4	.4	50.8
It seems that every class repeats each other in the next class.	1	.4	.4	51.2
It seems very repetitive: I had profs teach the same material 2 & 3 times. Maybe if the profs got together & talked about what they were going to cover, this overlap wouldn't happen.	1	.4	.4	51.7
It was all in the classroom, except the internship, and not out in the field. Very unrealistic & will not prepare me for the workforce. Also, the material was very vague & should encompass more like conservation laws, highway laws, forensic, etc.	1	.4	.4	52.1

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
It'd be nice to see more dedicated space on campus for the cj program.	1	.4	.4	52.5
It's at FSU & not a university that's actually well run & modern.	1	.4	.4	52.9
lack of availability of classes, not many options	1	.4	.4	53.3
Lack of certifications that are offered, such as training in fire or EMS.	1	.4	.4	53.7
lack of choices	1	.4	.4	54.1
lack of opportunities of contact with CJ staff	1	.4	.4	54.5
More options for a variety course. Like pick 2 courses from 6 as needed to give a little more detailed class option.	1	.4	.4	55.0
Most of the required CJ courses need better teachers & content to be useful.	1	.4	.4	55.4
Most of the statewide classes were offered at night only.	1	.4	.4	55.8
n/a	1	.4	.4	56.2
N/A	5	2.1	2.1	58.3
No opportunity to work w/ correctional facilities in classes. U-M English Dept. has PCAP which displays, sells, & publishes prisoner artwork.	1	.4	.4	58.7
No other certs available. CJ all over the state is changing to public safety but there are no EMS, fire science, life guarding etc certifications or training progs we can get to help us be more qualified to get the public safety jobs.	1	.4	.4	59.1
noen	1	.4	.4	59.5
none	1	.4	.4	59.9
None.	1	.4	.4	60.3
Not all classes are available at one location or one time. I thought the prog was focused more for working people. In the upcoming fall sem I have to lose hours at work in order to take the classes I need. Missing hrs hurts my income & makes it much more difficult for me to pay bills.	1	.4	.4	60.7
Not all of the required courses are offered every semester & held me back from finishing sooner.	1	.4	.4	61.2
Not challenging enough	1	.4	.4	61.6
Not many class times offered like in Community college	1	.4	.4	62.0
Not sure	1	.4	.4	62.4
nothing	2	.8	.8	63.2
Nothing	2	.8	.8	64.0
Nothing hands on, everything is about the Law enforcement people, feel left out being in corrections	1	.4	.4	64.5
nothing so far	1	.4	.4	64.9
Nothing, I like everything about the CJ program.	1	.4	.4	65.3
Nothing.	2	.8	.8	66.1
often hard to follow what classes are needed each semester.	1	.4	.4	66.5
On the GR campus there is not a good selection of times for the classes required. Its either really early in the morning or at night. Times are inconvenient.	1	.4	.4	66.9
online classes	1	.4	.4	67.4

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
poorly educated students, our programs building/location, I also feel like our program doesn't do enough in preparing students to help fix the problem known as our cj system.	1	.4	.4	67.8
Possibly more interaction w/ teachers outside of class & office hours	1	.4	.4	68.2
prerequisite classes	1	.4	.4	68.6
Presentations.	1	.4	.4	69.0
Professor Poland	1	.4	.4	69.4
Several of the faculty at the St. Clair Co Comm Coll campus are very unprofessional. I hate going to their classes.	1	.4	.4	69.8
So far I like everything.	1	.4	.4	70.2
Some insructors have no understanding of what it's like to have children, no understanding of certian forms of disabilities or have preconceived ideas of what they are.	1	.4	.4	70.7
some of the classes seem to easy and do not go into that much depth.	1	.4	.4	71.1
Some of the classes seem to overlap in material.	1	.4	.4	71.5
Some of the classes that are required, like sociology. The instructor seemed to want to push her own adjenda rather than teach what was in the book. The classes were very negative towards the world, particularly the US. She managed to turn volunteering & Santa Claus into bad things.	1	.4	.4	71.9
Some of the instructors have been less than satisfactory. Most have been exceptional, but there are a few who just make it miserable. I think that all instructors need to be on the same page & make sure the info they are telling their students is accurate.	1	.4	.4	72.3
Some of the pre-reqs are unnecessary & a waste of time. They also don't give us very much time to complete our 176 hours for our internship.	1	.4	.4	72.7
Some of the teachers don't seem to teach the material. A lot of the law enforcement teachers seem to spend the time in class talking about their experiences which are occasionally interesting (sometimes simply time-consuming) which do not help us to learn anything that will be needed in the future.	1	.4	.4	73.1
Some of the teachers in the off-campus prog need to be screened better. Just because they have a outstanding career in CJ doesn't mean that they are teacher material. Especially if they make the students teach the class.	1	.4	.4	73.6
some professors are nice people but suck at teaching i.e. mr. smith	1	.4	.4	74.0
Some profs don't help the studying process for exams in a proper time. One of my profs goes through things to look over & study, but he goes so fast I can't write or check the things off from my notes.	1	.4	.4	74.4

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
Some profs showed they couldn't care less. They were always right & even if you took it to the next step to resolve the problem the director didn't try & see both sides or considered a students side & didn't even listen to the student. My adviser didn't give me any advise until the end of my junior year for classes I needed to get certifications so I don't get those until I get my diploma.	1	.4	.4	74.8
Some teachers are more interesting than others.	1	.4	.4	75.2
Some teachers missing a lot of class & not using the book we were required to buy!	1	.4	.4	75.6
Sometimes I believe the profs are too lackadaisical when they are grading papers. Just not being strict enough & holding us to a college level.	1	.4	.4	76.0
Taking classes that aren't for what your field of study is.	1	.4	.4	76.4
Teacher that lecture, and aren't hands on.	1	.4	.4	76.9
Textbook costs.	1	.4	.4	77.3
That my adviser taught a lot of my classes.	1	.4	.4	77.7
That none of the classes are offered online.	1	.4	.4	78.1
That only certain classes are offered in either the spring or fall	1	.4	.4	78.5
The actual relation to my future job	1	.4	.4	78.9
The amount of classes offered at various locations throughout the state. One of each class is difficult to schedule work around.	1	.4	.4	79.3
The availability of advisors for Garden City campus students & their oversight over the students in the program.	1	.4	.4	79.8
The availability of the cj classes. There are some that are hard to get into.	1	.4	.4	80.2
The availability is always and issue because I work full time.	1	.4	.4	80.6
The building we are in is kinda a dumb, need new for as many students come though CJ program	1	.4	.4	81.0
The CJ prog is easy & doesn't take much to pass it. The academy is a different story but with CJ in general, it's an easy program.	1	.4	.4	81.4
The class hours were long & I could only attend 1 class a day. If the classes were 2 hrs there could be more than 1 class offered for that day.	1	.4	.4	81.8
The classes that are required to be taken junior year are not posted anywhere for easy access.	1	.4	.4	82.2
The cost & would like a broader range of CJ classes-more drug related & counseling type classes.	1	.4	.4	82.6
the courses such as english	1	.4	.4	83.1
The curriculum at Schoolcraft-Garden City. After you have taken the pre-qualification classes There is no organization to it. The cj students don't know what is or is not going to be offered the next semester until that semester is offered. It is a guessing game on what to take. If 5 classes are offered & you can only afford or fit in your schedule 2 of those classes you have no idea which 2 you should take.	1	.4	.4	83.5

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
The curriculum requirement for math seems too stringent. Students should be able to just opt for additional math background but as a LEO or Prob/Parole/CO not as much should be mandatory.	1	.4	.4	83.9
The extended Math courses needed to graduate.	1	.4	.4	84.3
The facilities, being a predominantly CJ school we should have our own building	1	.4	.4	84.7
the few classes provided each term. I would like to take summer classes at SC4	1	.4	.4	85.1
The FSU CJ program doesn't *in my opinion* is solid, no dislikes here.	1	.4	.4	85.5
The General education classes that are required for the program.	1	.4	.4	86.0
The internship is not friendly to people working full time to support their family.	1	.4	.4	86.4
The internship program is frustrating. I understand the purpose, but having to pay 4 credits for it seems kind of steep when it takes away our availability to work. Kelly Hicks is very helpful & nice, however.	1	.4	.4	86.8
The internship requirement. More specifically, the fact that Ferris does not place you into one.	1	.4	.4	87.2
The intro classes seem easy. My intro to CJ and intro to Law Enforcement classes didn't seem to challenge me enough. My instructors were really great & always helped you if you needed it, so maybe that is why I thought they were easy.	1	.4	.4	87.6
the lack of classes that are available	1	.4	.4	88.0
The lack of diversity when discussing issues.	1	.4	.4	88.4
The lack of options for statewide students in more academic subjects like criminology.	1	.4	.4	88.8
The length of the required internship being too short.	1	.4	.4	89.3
The less interesting subjects.	1	.4	.4	89.7
The location of all the classes.	1	.4	.4	90.1
The material is repetitive for someone already currently working in the CJ field.	1	.4	.4	90.5
The materials & books we have to spend but was not used as much, They are expensive to buy & some time there was no need to buy them.	1	.4	.4	90.9
The night class the time is to later.	1	.4	.4	91.3
The online Eng Class. Per the requirements, I had to take an online Eng Class which I hoped they would have provided off-campus classes (such as Delta classes) instead. I understand that it may be more convenient & less expensive to have it as an online class, but I like having a teacher in the class to better explain the lessons & it would be easier to ask questions. Ultimately, it would be easier to understand the lessons & what the professor requires of the students. That class was the hardest class I have taken. It brought my GPA down & it's quite frustrating.	1	.4	.4	91.7

q17 Like least about CJ program

	Frequency	Percent	Valid Percent	Cumulative Percent
The prog itself seems to be fine. I wish that other tracks than just law enforcement was highlighted once in a while.	1	.4	.4	92.1
The prog requires & restricts so many psyc & Soc classes. I understand why it is important but alongside my honors courses it's made my schedule rather difficult.	1	.4	.4	92.6
The program mirrored what I learned in my Assoc prog. I felt having to pay such a large amount of money for tuition, just to be taught the exact same thing was inappropriate. Ive taken a lot of classes & have been taught by several different instructors. My experience w/ the English 321 instructor, Sarah Gorman, was horrible. Read her reviews, I'm sure much will be said about her.	1	.4	.4	93.0
The quality of my internship was not what I expected. There is definitely no preparing students for employment after graduation besides CRIM 499	1	.4	.4	93.4
The times classes are offered.	1	.4	.4	93.8
The unnecessary classes needed for the degree. More of a waist of time & money, mainly humanities & upper level math. They are interesting but not needed in the field.	1	.4	.4	94.2
The value this program holds to real life.	1	.4	.4	94.6
There are no cj clubs to join & participate in.	1	.4	.4	95.0
There have been a few instructors who have not been able to effectively teach the material in classes. My instructor for report writing was fresh out of his masters & had never written a PSI (that is important to me!).	1	.4	.4	95.5
There is a minimal amount of classes on Tues & Thurs sometimes making it hard to schedual a minor along with a Bachlores	1	.4	.4	95.9
There is nothing that i don't like about the program it is very well run.	1	.4	.4	96.3
There may be so much competition getting into the program.	1	.4	.4	96.7
There should be more options when taking a class. Most of the classes offered in Lansing are only offered once. I think there should be more than one time offered.	1	.4	.4	97.1
There weren't many options of when to take classes at the GR campus.	1	.4	.4	97.5
they only offer the internship in the summer semester. hard to do when you work full time or have a seasonal job.	1	.4	.4	97.9
This far there is nothing that i dont like about the cj program.	1	.4	.4	98.3
Too many core classes.	1	.4	.4	98.8
We have to complete other classes that are not going to help us in our degree at all.	1	.4	.4	99.2
We're learning the same exact things in every class, so it's just repetitive, not challenging.	1	.4	.4	99.6
Which semesters classes are offered	1	.4	.4	100.0
Total	242	100.0	100.0	

q18 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	133	55.0	55.0	55.0
A bigger area for training for the law enforcement academy.	1	.4	.4	55.4
A corrections Acadamey or resources for individuals like myself to go to. This would instill a great leadership, safety techniques, socializing w/ uncooperative individuals, fitness, etc.	1	.4	.4	55.8
a grading scale through all the classes. Some profs give answers to the tests where others don't so the grades of the same class level vary through the prog.	1	.4	.4	56.2
A new facility for the law enforcement academy would be beneficial.	1	.4	.4	56.6
Add a drug class. How to ID the different types of drug by sight & smell. How they are made (what to look for if they are being made).	1	.4	.4	57.0
All aspects of the prog should be more like the LE track. There should be physical fitness requirements, gun range time, defensive tactic, & in the field outdoor lectures.	1	.4	.4	57.4
an easier way to get a hold of some advisors.	1	.4	.4	57.9
Another go-to person in Lansing. The 2 there are great, but they are always busy & it can be hard to see them. They try very hard to do what they can but we need another person.	1	.4	.4	58.3
At Delta we need help being able to talk to counselors about classes & when the new semesters start at FSU. The myFSU website is SO HARD to navigate. I always have a hard time figuring out when I should be registering for class.	1	.4	.4	58.7
Be more critical who you hire for the off-camp progs or make them take training seminars on certain things, such as how to deal with people who are prejudiced & what not to say to a student.	1	.4	.4	59.1
ccw classes maybe.	1	.4	.4	59.5
Challenge students more & expect more from them. Have an attendance policy for every class to give students an insight to going to a job. I work 50 hrs/wk & have called in sick once. It would be a good thing to get used to.	1	.4	.4	59.9
Continue to employee great teachers such as Ms. Edwards, Mr. Green & Mr. Walsh.	1	.4	.4	60.3
Daycare	1	.4	.4	60.7
Do a better job screening potential CJ students. There are a lot of students that have a criminal past & once they have completed the prog they aren't able to gain employment because of agency policies. Allowing them in the prog only benefits FSU not the student.	1	.4	.4	61.2
earlier testing for physical fitness & health so people don't spend 4 yrs in the prog then not make into the academy after putting everything into the prog & told they can't be a part of it right before it begins.	1	.4	.4	61.6
Eliminate math	1	.4	.4	62.0
Eliminate the math requirement.	1	.4	.4	62.4

q18 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
For those going into the academy & have to do an internship, we don't have enough time to get all 176 hours in w/ report writing, driving & shooting, & orientation.	1	.4	.4	62.8
free parking, we pay enough in tuition and free printing.	1	.4	.4	63.2
FSU & the dept should do a much better job at attempting to place students in jobs post graduation. The economic climate is extremely difficult & the cj job market is saturated. Testing on aptitude, interest & skills should be an exit operation for the dept. A great deal of time & effort should be spent on a postgrad database & networking operation to assure grads succeeds in the workplace & reflect positively on the reputation of our prog.	1	.4	.4	63.6
Get a bigger facility.	1	.4	.4	64.0
Give the instructors some training in military & disabilities, There is a need for this as i have had some problems with this issue.	1	.4	.4	64.5
Hands on learning, classes are getting boring & i'm thinking about transferring.	1	.4	.4	64.9
Have a set curriculum so students can plan their classes for the 2 yr prog. The Adv Eng is useless. The Report Writing class is very good; It reviewed English Components w/ it's major focus on Daily Log Sheets, PSI Reports, Incident & adm reports. A set curriculum would also benefit the profs because they would know what classes all 1st yr students have had putting everyone on the same page. This would make it eaiser for everyone to track. That was just an example but at least everyone would know what to expect & what classes are offered in what semester.	1	.4	.4	65.3
Have faculty be a bit more approachable.	1	.4	.4	65.7
Have hands on project w/in corrections. Especially for corrections track so students can interact with prisoners, inmates, counselors & corrections officers.	1	.4	.4	66.1
have more availability with classes.	1	.4	.4	66.5
hire better teachers, make sure that there is enough class so people can get into them when they need too.	1	.4	.4	66.9
I don't think 216 hrs is necessary for the internship, a lower amount would have worked to get the bigger picture. I wish there was job placement.	1	.4	.4	67.4
I have no suggestions as of yet.	1	.4	.4	67.8
I hear there may be a corrections academy as there is a law academy. This would be phenomenal.	1	.4	.4	68.2
I think its a great program overall!	1	.4	.4	68.6
I would have loved to have Don Duchene teach Current Issues.	1	.4	.4	69.0
I'd like to see the facilities upgraded. It would be great if CJ students could have their own single location to study. It would defiantly help unite those in the prog.	1	.4	.4	69.4

q18 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
If possible do more mock lesson. Don't just have students write papers & do presentation. Make lesson relate, do more hands on activities.	1	.4	.4	69.8
If you want to improve upon your graduation rate, remove the required math credit(s).	1	.4	.4	70.2
Improve the reputation, bigger budget & a pay raise for the profs.	1	.4	.4	70.7
In the CJ profession, you have to be able to treat people w/ respect, whether they're your peers or subordinates. Students aren't taught that treating people like crap isn't ok & they face very little problems for making things hard for other students. That needs to be dealt with. They want to be professionals, they need to learn how to be professional, but I can easily name 10 from this yr & 2 from last yr that just were distasteful to be around. Profs need to let the students know they are adults & will be held accountable for their actions, attendance, & how the treat others in & out of the classroom. The univ doesn't need bullies in this profession. The advisers need to contact their students every semester w/ a list of suggested classes to take for the semester & the year to get their certs when they finish the official class that finishes the certification.	1	.4	.4	71.1
Include certification courses in fire science and EMS	1	.4	.4	71.5
Incorporate more aspect into preparing for employment after college.	1	.4	.4	71.9
It would be nice if FSU had a partnership with a gun range in the area.	1	.4	.4	72.3
Just keep up the good work!	1	.4	.4	72.7
Just keep updating material.	1	.4	.4	73.1
Keep the instructors involved in the prog & hire more like them!	1	.4	.4	73.6
LE experience may be great for the police academy, but it doesn't seem to be a good type of experience for teachers w/in the rest of the track. The stories of being a police officer aren't helpful to those of us not going into LE & they simply take up time w/out teaching us anything.	1	.4	.4	74.0
Let students know that the BR campus requires a permit for parking.	1	.4	.4	74.4
Longer internships.	1	.4	.4	74.8
Look over the pre-reqs required & change them; i.e., abnormal psych should be a requirement but classes like FSUS was a waste of my time & money.	1	.4	.4	75.2
Loose the unnecessary classes.	1	.4	.4	75.6
Lower book pricing	1	.4	.4	76.0
Make classes available for the spring & fall semesters, not only 1 or the other. I haven't strayed from the curriculum, but scheduling can be a pain when trying to complete classes, but a class isn't available for a given semester.	1	.4	.4	76.4
make it more enjoyable!	1	.4	.4	76.9

q18 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
make more classes available during each semester.	1	.4	.4	77.3
Make the courses more relevant to the profession as opposed to the history & theories behind certain aspects of it. The undergrad part needs to be less oriented towards it. It is one of the main reasons I said "probably no" to picking CJ if I could start over.	1	.4	.4	77.7
Make the English Class available on campus rather than just online.	1	.4	.4	78.1
Make the internship accessible during any term.	1	.4	.4	78.5
make the internship available more than just once a summer.	1	.4	.4	78.9
make the internship easier to complete. I had recently started a part-time job in cj & was told that the hrs worked wouldn't qualify for the internship, even though I'd be learning on the job. I was told I would have to work additional hours, unpaid & only the unpaid hours would go toward my internship. This was unfair & caused me hardship as I need to work 2 jobs to help pay my coll expenses & now have to work an additional 24 hrs/wk unpaid. I don't understand why the hours that I am working wouldn't meet the internship requirements. I am very dissatisfied w/ the internship experience.	1	.4	.4	79.3
Make the internships available year round so if students cannot complete during the summer, they can complete the next semester available to them.	1	.4	.4	79.8
Material is very old for people currently in the LE field; ie, taking a report writing class when it was covered in the police academy as well as an every day part of our job. There should be a way to opt or test out of these classes. The internship shouldn't be part of a requirement for someone already in the field.	1	.4	.4	80.2
Maybe allow more time options to take each class.	1	.4	.4	80.6
More available classes each semester or increase the maximum capacity for the on-line classes.	1	.4	.4	81.0
more challenging less repeated content. whats with the rmls requirement?	1	.4	.4	81.4
more class time options	1	.4	.4	81.8
More classes that promote discussions on what is wrong w/ the system & what could be done.	1	.4	.4	82.2
More course offering available at different times at the Mott location.	1	.4	.4	82.6
more daytime classes.	1	.4	.4	83.1
more diversity in experienced professors. Everything is about law enforcement & many people are correction majors.	1	.4	.4	83.5
More frequent contact between your advisor and you.	1	.4	.4	83.9
more hands on	1	.4	.4	84.3
more hands on oportunites, less lecture.	1	.4	.4	84.7
More hands-on law-enforcement sooner. Nothing huge but some students might lose interest before they finish their 3 yrs of book work.	1	.4	.4	85.1
More off campus class times rather than just night classes.	1	.4	.4	85.5
More than one time offered for classes.	1	.4	.4	86.0

q18 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
More varieties of certain classes to help distinguish each student from one another.	1	.4	.4	86.4
Most of the required CJ courses need better teachers & content to be useful.	1	.4	.4	86.8
Move to the GR campus or build graduate housing.	1	.4	.4	87.2
No. Everything is well put together.	1	.4	.4	87.6
None. It is a great program.	1	.4	.4	88.0
Nope, all around it is a great program.	1	.4	.4	88.4
not as many electives	1	.4	.4	88.8
Nothing	1	.4	.4	89.3
Offer more cert progs; centralize the cj classes to one building or location.	1	.4	.4	89.7
offer more cj classes during both semesters including locations being on main campus	1	.4	.4	90.1
Offer more class times.	1	.4	.4	90.5
Offer more options for the 3+1 prog to trade classes out via online classes. I would have loved to have taken more advanced criminology, but the 3+1 prog locks you in a little bit too much w/ what you have to take.	1	.4	.4	90.9
ONLINE CLASSES!	1	.4	.4	91.3
Open more cj courses for the summer semester.	1	.4	.4	91.7
Other than providing more classes at the other sites I think the program is great and I let everyone that I talk with that this is the best university.	1	.4	.4	92.1
Own building	1	.4	.4	92.6
Possibly allow more people to join the police academy.	1	.4	.4	93.0
Promote the prog in high schools so before a student picks a major, he/she can look into FSU & keep it in mind.	1	.4	.4	93.4
Provide more class times & locations to make it easier for working students to attend w/out taking money out of their pockets.	1	.4	.4	93.8
put in certain requirements the school itself needs to see are being done.	1	.4	.4	94.2
Report writing & the Assessment class need to gain more focus. These classes have the potential to really prepare the students for the work force, but don't seem to be taken as seriously as Crim Law or Crim Law Procedure. They are just as important.	1	.4	.4	94.6
Require less gen ed classes.	1	.4	.4	95.0
Separate the academy & the senior year!	1	.4	.4	95.5
Set the Math course needed for a degree lower than a Math 119 or intermed Alg. The Math level only needs to be at an Algebra level. Anything higher is a true waste of time & money as it will not be put to any use.	1	.4	.4	95.9
Some day classes.	1	.4	.4	96.3
Stop piece-mealing instructors into the prog. Lets do some research before hiring them because it's not fun being a student in a class where the instructor is garbage.	1	.4	.4	96.7

q18 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Students should be required to take diversity classes to better understand the changing populations such as ethnic & GLBT backgrounds.	1	.4	.4	97.1
Talk early about the JLC program. Maybe advertise in the brochures of CJ. I didn't know about it & would have loved to be in that prog.	1	.4	.4	97.5
The English class mandated needs to be re-thought. I am currently taking ENG325 & it's for computer or business majors, & the professor who teaches it expects you to already have knowledge about the topics he is teaching. The only BUS class I have ever taken is Bus Law & that doesn't help me in this course. ENG325 either needs to be tailored so all majors can take it & succeed or that needs to be taken of as an option for CJ majors.	1	.4	.4	97.9
The ethics course needs work & some of the corrections & police & society courses are the exact same courses offered at SC4.	1	.4	.4	98.3
The hearing exam for the police academy should be held in a more quiet environment.	1	.4	.4	98.8
try to offer more courses & times.	1	.4	.4	99.2
very good program	1	.4	.4	99.6
Work w/ more out of state & federal agencies for available internship opportunities, FBI, US Marshall, DEA, ATF.	1	.4	.4	100.0
Total	242	100.0	100.0	

q19 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	195	80.6	80.6	80.6
All the instructors at this point have been extremely helpful and very knowledgeable.	1	.4	.4	81.0
All three of my profs Jay Bayles, Michael Bullotta, and Scott Fischer have been extremely helpful. They are all very knowledgeable and very fair. I have learned much more in these three classes than I did when attending class for my Associate's Degree.	1	.4	.4	81.4
Best school in my opinion.	1	.4	.4	81.8
Continue to provide classes at the Harper Woods campus this location is perfect for so many of my classmates and myself. When the CC campus is closed can FS suggest for the CC computer lab stay open for their students. Mr.Bale is an excellent teacher, is it possible for him to teacher a few more classes in the criminal justice program?	1	.4	.4	82.2
Crim 499 is a little excessive for only being a 1 credit class. 1-2 page papers due every week as well as a 12 page paper all for only for 1 credit?	1	.4	.4	82.6
Director Reifert should consider expansion of the program to include related job skills/inclusive of communications operations and emergency management programs as well as LEO and EMS support staff or administration. Many students commit to the criminal justice program and have too much invested to change majors once they determine it is not their field of interest. The inability to change coursework or direction, can result in the loss of time and money in addition to frustration of the consumer or student. A final thought: that being the initiation of a law program incorporation into the department would also be a tremendous draw for the University and would allow for movement between both the Law and CJ programs for students as well as additional options for Masters and Doctorate education .	1	.4	.4	83.1
Enjoyed the experiance, time and most of all the valuable information that I gained from each professor in the Criminal Justice classes.	1	.4	.4	83.5
Everything else is great!	1	.4	.4	83.9
Ferris State instructors really care about the students.	1	.4	.4	84.3
For the most part I have been very happy with my experiene with Ferris at SC4. There are some quality advisors and teachers that have really made a difference in my academic life, and have taught me alot. Two staff members specifically are Ken Lord and Todd Armstrong. Todd has helped many students find internships through his connections and has given me a new perspective as far as corrections go. Ken Lord makes himself available to students outside of class, often holding Saturday review sessions for anyone that would like extra help. Both of these professors really care about the students retaining the information, and they want each of their students to succeed!	1	.4	.4	84.7

q19 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Great program.	1	.4	.4	85.1
I absolutely love Russell Lewis, and Mishelle Stone. They are keepers!	1	.4	.4	85.5
I am proud to be a Bulldog.	1	.4	.4	86.0
I attend Ferris at a satellite campus	1	.4	.4	86.4
I could not answer question # 10, due to I'm a non-traditional student and we didn't have class ranks when I was in school.	1	.4	.4	86.8
I did just start the CJ program thing semester so who knows if this is at all helpful to you guys.	1	.4	.4	87.2
i enjoy this school and program very much, glad that i chose to attend Ferris State.	1	.4	.4	87.6
I feel like I'm spending way too much money to sit in classes and not learn anything and some of my classes I literally feel like I am learning very little to nothing at all.	1	.4	.4	88.0
I felt that I got a better education from other community colleges than I did at Ferris. The program was WAY too easy, except for Larry Phalan's criminal law classes, all the other teachers keep the bar too low and most of the students as a pain to work with,because they do not put forth effort. Raising the GPA minimum will not "do the trick", the subject material NEEDs to be more advanced and there needs to be more accountability for students. Also, when it comes to law enforcement the subject material should cover more careers, such as Security, DNR, Private Investigation, Law, etc. The teachers talked to us as if we were all going to be police officers or Corrections officers.	1	.4	.4	88.4
I hate FSU. The only reason I'm still here is the quality of the prog & the LEA. I never complain about FSU w/out mentioning how great the CJ faculty & prog are.	1	.4	.4	88.8
I have loved every semester and class here at FSU.	1	.4	.4	89.3
i have no additional comments	1	.4	.4	89.7
I like Ferris State and the criminal justice program here. The instructors in this field are some of the best instructors I have had. Again, the students that are also in this program are fun and easy to get along with/helpful. I came here because of the reputation of Ferris State's criminal justice field, but I got burnt scheduling my classes and it cost me another year (two semesters)at Ferris State. Transferring from another college, I did not know that certain classes on the curriculum weren't offered only one semester out of the school-year. This could have been avoided if the class was offered for more than one semester, or there was interaction from an advisor and an ease of transition from one college to another.	1	.4	.4	90.1
I love CJ and you guys are doing a great job.	1	.4	.4	90.5

q19 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
i really like ferris an ive done well here but some of the classes ive taken have had me wish i went to a different school the teachers are all nice but some just cant teach which i cant stand. also i hope that the advisers were interested in seeing that you got everything you need.	1	.4	.4	90.9
I will never regret going to FSU for the CJ prog. It has been the best decision of my life.	1	.4	.4	91.3
I wish they would talk about Lambda Alpha Epsilon more, since the criminal justice department knows all about LAE and would spread the word more about the fraternity. I also wish there was someone to talk with me through the steps to graduation, where I'm at currently, and what everything means. I have no idea about some stuff that is important and feel I've never gotten the assistance I've asked for.	1	.4	.4	91.7
I'm glad this program exists to help those who are not able to attend full time University and obtain a Bachelor without having to go to an actual University Campus.	1	.4	.4	92.1
I'm very happy that I had Mr. McCaw as an advisor. Though he is my acedemic advisor, I also view him as a mentor.	1	.4	.4	92.6
Its a really great program. Highly recomended.	1	.4	.4	93.0
Mr. Armstrong (Port Huron campus) should be told it is inappropriate & unprofessional to tell students that Associate's degrees are worthless. It was offensive to here an INSTRUCTOR say education is worthless, because that is what his statement boils down to. The student was completely embarrassed. Mr. Fischer shouldn't be telling students their desired profession as a defense attorney is wrong & that there are enough of those a**holes to defend that slime; that if they were arrested, they are guilty. That was beyond inappropriate & unprofessional. That student, who happens to be the same student from my previous comment about Mr. Armstrong, was humiliated and very angry. Mr. Fischer has also failed to redirect comments about homosexuality. Everyone has their own opinion on gay rights, but I found it offensive when people in the class were bashing gay people . Mr. Fischer did nothing to stop this behavior. That is a delicate situation & instructors should be trained how to deal with that. I spoke to this other student after these incidents to make sure she was going to make a report about them. She told me she was not going to do that because the instructors would know who told the university about the comments and she did not want any problems. This student, I have learned since, is a 4.0 GPA student at Ferris and she works hard to maintain her good grades. I think she would probably be angry if she knew what I have done, but I could not let these instructors get away with embarrassing her and downplaying any accomplishments she has gained in her effort to come back to school. If not hing else, these instructors need to attend training seminars on what NOT to say and how to handle their classrooms. These situations were completely uncalled for and unprofessional. I would never have expected this from a Ferris program.	1	.4	.4	93.4

q19 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Mr. Moses is a great mentor, coach, and advisor.	1	.4	.4	93.8
need newer facilities and more specified classes and tracks besides corrections, law enforcement, and generalist. such as forensics, law, investigation, computer skills, crime scene specialists, etc.	1	.4	.4	94.2
none	1	.4	.4	94.6
None at this time.	1	.4	.4	95.0
ONLINE CLASSES!!!!	1	.4	.4	95.5
Outstanding University and CJ program! Thank you.	1	.4	.4	95.9
Overall, I love the program. I feel that I have grown a lot as a person and have learned enough to prepare me for an entry level position. I am excited to start my internship this summer and graduate from FSU.	1	.4	.4	96.3
Profs have great attitude, advice, experience & knowledge towards what they are teaching.	1	.4	.4	96.7
so far i am really enjoying myself in the progrma. i just hate the fact its so many words to memorize..	1	.4	.4	97.1
Thank you for letting me express myself.	1	.4	.4	97.5
Thank You!	1	.4	.4	97.9
The academy instructors and office staff have been fantastic.	1	.4	.4	98.3
The Criminal justice instructors are great.	1	.4	.4	98.8
The instructors I had were very understanding of what happens in the real world. Thank the instructors for wanting to see students succeed and monitoring there class to see what kind of students they have.	1	.4	.4	99.2
With Ferris's reputation, it seems plausible that connections could be made with a correctional facility to make a positive and productive program. Even volunteering to drive family members (in ferris van)to correctional facilities would be a great way for Ferris CJ students to earn volunteer/class hours.	1	.4	.4	99.6
You would think that you wouldn't have as much work for a 1 credit class or a 100 level class as you do for higher classes. Yes, the material should be learned, but my 499 class (1 credit) had more work than a 240 humanities course (3 credits). Easy scientific understanding courses had more work too. I'd think that it's be more beneficial to have a couple of science classes that leaned toward things that CJ students would use later, like investigations, and more psychology and sociology, which are different sciences, but they are more useful than learning that moss grows on the north side of a tree in Michigan and counting beetles.	1	.4	.4	100.0
Total	242	100.0	100.0	

Appendix B

Survey Results of Graduates of the Undergraduate Criminal Justice Program

Criminal Justice APR...Alumni

Frequencies

Prepared by: Institutional Research & Testing, 05/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 How satisfied with overall experience	121	1	3.49	4.00	.797
q2 How frequently challenged to do your very best	121	1	3.44	4.00	.682
q3.a Your academic experience	122	0	3.58	4.00	.678
q3.b Your social experience	122	0	3.40	3.50	.688
q3.c Your overall experience	122	0	3.52	4.00	.695
q4.a Your academic experience	122	0	3.48	4.00	.763
q4.b Your social experience	121	1	3.30	3.00	.803
q4.c Your overall experience	121	1	3.42	4.00	.783
q5.a Gave me the practical skills to obtain employment in my field	122	0	3.11	3.00	.989
q5.b Gen ed gave me the skill to understand all types of people	122	0	3.37	3.00	.707
q5.c Social experience gave me the skills to get along with all types of people	122	0	3.34	3.00	.701
q5.d Gave me the skills to grow and learn as a person	122	0	3.46	4.00	.773
q5.e Gave me the skills to adjust to new job demands	122	0	3.19	3.00	.973
q5.f The most important thing I received was the practical learning in my major	122	0	3.30	3.50	.850
q5.g Most of the electives I took outside my major were valuable to me	120	2	2.80	3.00	.984
q5.h I often think back to what I learned in particular classes	122	0	3.16	3.00	.930
q5.i Gave me self-confidence to express my ideas	120	2	3.29	3.00	.854
q6 How you feel about your degree	122	0	2.47	3.00	.592
q7 How you think others feel about your degree	122	0	2.38	2.00	.565
q8 Wish had received degree from other university	121	1	1.89	2.00	.311
q9 If yes, why	122	0			
q10 Major/track	120	2	3.02	3.00	.767
q11.a Availability of my advisor	122	0	3.50	4.00	.956
q11.b Willingness of my advisor to help	119	3	3.55	4.00	.927

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q11.c Quality of courses for providing a good general education	120	2	3.55	4.00	.787
q11.d Quality of courses for preparing me for employment	122	0	3.39	4.00	.957
q11.e Fairness of grading in the major	120	2	3.69	4.00	.696
q11.f Quality of instruction in lower division courses in the major	122	0	3.65	4.00	.792
q11.g Quality of instruction in upper division courses in the major	121	1	3.70	4.00	.703
q11.h Opportunities for interaction with faculty in the major	121	1	3.71	4.00	.712
q12.a I chose my major because I was very interested in the subject matter	121	1	3.84	4.00	.447
q12.b I chose my major because it offered me career opportunities	119	3	3.20	3.00	.819
q12.c I chose my major because of an outstanding professor	119	3	2.17	2.00	1.084
q12.d I chose my major because I wanted to make money	119	3	2.19	2.00	1.011
q13 Wish had majored in something else	117	5	1.69	2.00	.464
q14 If yes, please specify	122	0			
q15 Current employment status	122	0	3.30	4.00	1.140
q16 Looking for another job	122	0	1.44	1.00	.499
q17 If yes, why	122	0			
q18 How long to secure employment	122	0	5.56	5.50	2.278
q19 Number of position changes since first job	122	0	2.25	2.00	.903
q20 How many involved change in career	121	1	1.85	2.00	.843
q21 Aware of opening of first job after graduation	116	6	5.40	7.00	2.987
q21.a Other specified	122	0			
q22 Starting salary of first position	121	1	3.76	3.00	2.229
q23 Feel about pay of current job	118	4	2.42	3.00	1.089
q24 Feel about type of work in current job	118	4	2.73	3.00	1.145
q25 If first job not in major, why accept it	121	1	1.99	1.00	1.486
q25.a Other specified	122	0			
q26 If present job not in major, why accept it	121	1	1.69	1.00	1.169
q26.a Other specified	122	0			
q27 Current salary	115	7	3.69	4.00	2.238
q28 Type of work currently do	122	0			
q29 Type of organization work for	122	0			
q30 Marital status	121	1	1.46	1.00	.620
q31_1 Race: Asian/Asian-American	119	3	.00	.00	.000
q31_2 Race: African-American/Black	119	3	.08	.00	.266
q31_3 Race: Caucasian/White	119	3	.87	1.00	.343
q31_4 Race: Hispanic/Latino	119	3	.06	.00	.236

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q31_5 Race: Native American/Alaska Native	119	3	.01	.00	.092
q31_6 Race: Native Hawaiian/Pacific Islander	119	3	.00	.00	.000
q32 Size of community where now live	121	1	4.55	5.00	1.384
q33 Sex	121	1	1.44	1.00	.498
q34 Year you graduated	122	0			
q35_1 Advanced degrees: None	122	0	.72	1.00	.450
q35_2 Advanced degrees: Master's	122	0	.24	.00	.427
q35_3 Advanced degrees: Law Degree	122	0	.02	.00	.128
q35_4 Advanced degrees: Ph.D.	122	0	.01	.00	.091
q35_5 Advanced degrees: Other	122	0	.04	.00	.199
q36 What major is/was your Master's in?	122	0			
q37 What major is/was your Ph.D. in?	122	0			
q38 If went to grad school, how characterize preparation	44	78	2.91	3.00	.858
q39 Suggestions for changing the program	122	0			
q40 Additional comments	122	0			

Frequency Table

q1 How satisfied with overall experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	7	5.7	5.8	5.8
	Somewhat Dissatisfied	2	1.6	1.7	7.4
	Somewhat Satisfied	37	30.3	30.6	38.0
	Very Satisfied	75	61.5	62.0	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q2 How frequently challenged to do your very best

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.6	1.7	1.7
	Seldom	7	5.7	5.8	7.4
	Sometimes	48	39.3	39.7	47.1
	Often	64	52.5	52.9	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q3.a Your academic experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	2.5	2.5	2.5
	Somewhat Dissatisfied	4	3.3	3.3	5.7
	Somewhat Satisfied	34	27.9	27.9	33.6
	Very Satisfied	81	66.4	66.4	100.0
	Total	122	100.0	100.0	

q3.b Your social experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	1.6	1.6	1.6
	Somewhat Dissatisfied	8	6.6	6.6	8.2
	Somewhat Satisfied	51	41.8	41.8	50.0
	Very Satisfied	61	50.0	50.0	100.0
	Total	122	100.0	100.0	

q3.c Your overall experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	2.5	2.5	2.5
	Somewhat Dissatisfied	5	4.1	4.1	6.6
	Somewhat Satisfied	39	32.0	32.0	38.5
	Very Satisfied	75	61.5	61.5	100.0
Total		122	100.0	100.0	

q4.a Your academic experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	2.5	2.5	2.5
	Somewhat Dissatisfied	11	9.0	9.0	11.5
	Somewhat Satisfied	32	26.2	26.2	37.7
	Very Satisfied	76	62.3	62.3	100.0
Total		122	100.0	100.0	

q4.b Your social experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	4.1	4.1	4.1
	Somewhat Dissatisfied	11	9.0	9.1	13.2
	Somewhat Satisfied	48	39.3	39.7	52.9
	Very Satisfied	57	46.7	47.1	100.0
Total		121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q4.c Your overall experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	3.3	3.3	3.3
	Somewhat Dissatisfied	10	8.2	8.3	11.6
	Somewhat Satisfied	38	31.1	31.4	43.0
	Very Satisfied	69	56.6	57.0	100.0
Total		121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q5.a Gave me the practical skills to obtain employment in my field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	11.5	11.5	11.5
	Somewhat Disagree	11	9.0	9.0	20.5
	Somewhat Agree	44	36.1	36.1	56.6
	Strongly Agree	53	43.4	43.4	100.0
Total		122	100.0	100.0	

q5.b Gen ed gave me the skill to understand all types of people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.5	2.5	2.5
	Somewhat Disagree	7	5.7	5.7	8.2
	Somewhat Agree	54	44.3	44.3	52.5
	Strongly Agree	58	47.5	47.5	100.0
Total		122	100.0	100.0	

q5.c Social experience gave me the skills to get along with all types of people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.5	2.5	2.5
	Somewhat Disagree	7	5.7	5.7	8.2
	Somewhat Agree	57	46.7	46.7	54.9
	Strongly Agree	55	45.1	45.1	100.0
Total		122	100.0	100.0	

q5.d Gave me the skills to grow and learn as a person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.1	4.1	4.1
	Somewhat Disagree	6	4.9	4.9	9.0
	Somewhat Agree	39	32.0	32.0	41.0
	Strongly Agree	72	59.0	59.0	100.0
Total		122	100.0	100.0	

q5.e Gave me the skills to adjust to new job demands

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	9.0	9.0	9.0
	Somewhat Disagree	15	12.3	12.3	21.3
	Somewhat Agree	36	29.5	29.5	50.8
	Strongly Agree	60	49.2	49.2	100.0
Total		122	100.0	100.0	

q5.f The most important thing I received was the practical learning in my major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.9	4.9	4.9
	Somewhat Disagree	13	10.7	10.7	15.6
	Somewhat Agree	42	34.4	34.4	50.0
	Strongly Agree	61	50.0	50.0	100.0
Total		122	100.0	100.0	

q5.g Most of the electives I took outside my major were valuable to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	13.1	13.3	13.3
	Somewhat Disagree	24	19.7	20.0	33.3
	Somewhat Agree	48	39.3	40.0	73.3
	Strongly Agree	32	26.2	26.7	100.0
	Total	120	98.4	100.0	
Missing	System	2	1.6		
Total		122	100.0		

q5.h I often think back to what I learned in particular classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	6.6	6.6	6.6
	Somewhat Disagree	20	16.4	16.4	23.0
	Somewhat Agree	38	31.1	31.1	54.1
	Strongly Agree	56	45.9	45.9	100.0
	Total	122	100.0	100.0	

q5.i Gave me self-confidence to express my ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	6.6	6.7	6.7
	Somewhat Disagree	7	5.7	5.8	12.5
	Somewhat Agree	47	38.5	39.2	51.7
	Strongly Agree	58	47.5	48.3	100.0
	Total	120	98.4	100.0	
Missing	System	2	1.6		
Total		122	100.0		

q6 How you feel about your degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is a degree of low quality	6	4.9	4.9	4.9
	It is a degree of average quality	53	43.4	43.4	48.4
	It is a degree of above average quality	63	51.6	51.6	100.0
	Total	122	100.0	100.0	

q7 How you think others feel about your degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is a degree of low quality	5	4.1	4.1	4.1
	It is a degree of average quality	66	54.1	54.1	58.2
	It is a degree of above average quality	51	41.8	41.8	100.0
	Total	122	100.0	100.0	

q8 Wish had received degree from other university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	10.7	10.7	10.7
	No	108	88.5	89.3	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q9 If yes, why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		113	92.6	92.6	92.6
	Basically the university never helped me in any way, other than take my money. No department will contact me back. I did however get a job in a field that has nothing to do with CJ.	1	.8	.8	93.4
	Cheaper	1	.8	.8	94.3
	Ferris is seen as a blue collar university and one that is generally less difficult than other universities.	1	.8	.8	95.1
	I felt more challenged at a community college than I did with the classes I took at FSU.	1	.8	.8	95.9
	I wish I had degree from MSU	1	.8	.8	96.7
	Most of the classes were student taught with little to no feedback from the instructor. Because of this, I feel like I didnt learn enough.	1	.8	.8	97.5
	My experience with the Ferris faculty was extremely disappointing. I'm confident that a teacher or professor at another university wouldn't spend class time looking up YouTube videos or repeatedly fail to show up for his or her own class.	1	.8	.8	98.4
	People do not know much about ferris	1	.8	.8	99.2
	UofM	1	.8	.8	100.0
	Total	122	100.0	100.0	

q10 Major/track

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-CJ (Associate's degree)	6	4.9	5.0	5.0
	Corrections	16	13.1	13.3	18.3
	Generalist	68	55.7	56.7	75.0
	Law Enforcement	30	24.6	25.0	100.0
	Total	120	98.4	100.0	
Missing	System	2	1.6		
Total		122	100.0		

q11.a Availability of my advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	7	5.7	5.7	5.7
	Somewhat Dissatisfied	8	6.6	6.6	12.3
	Somewhat Satisfied	35	28.7	28.7	41.0
	Very Satisfied	61	50.0	50.0	91.0
	No Opinion	11	9.0	9.0	100.0
Total		122	100.0	100.0	

q11.b Willingness of my advisor to help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	4.9	5.0	5.0
	Somewhat Dissatisfied	7	5.7	5.9	10.9
	Somewhat Satisfied	33	27.0	27.7	38.7
	Very Satisfied	62	50.8	52.1	90.8
	No Opinion	11	9.0	9.2	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q11.c Quality of courses for providing a good general education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	2.5	2.5	2.5
	Somewhat Dissatisfied	5	4.1	4.2	6.7
	Somewhat Satisfied	43	35.2	35.8	42.5
	Very Satisfied	61	50.0	50.8	93.3
	No Opinion	8	6.6	6.7	100.0
Total		120	98.4	100.0	
Missing	System	2	1.6		
Total		122	100.0		

q11.d Quality of courses for preparing me for employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	9	7.4	7.4	7.4
	Somewhat Dissatisfied	8	6.6	6.6	13.9
	Somewhat Satisfied	38	31.1	31.1	45.1
	Very Satisfied	61	50.0	50.0	95.1
	No Opinion	6	4.9	4.9	100.0
Total		122	100.0	100.0	

q11.e Fairness of grading in the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	1.6	1.7	1.7
	Somewhat Dissatisfied	4	3.3	3.3	5.0
	Somewhat Satisfied	29	23.8	24.2	29.2
	Very Satisfied	79	64.8	65.8	95.0
	No Opinion	6	4.9	5.0	100.0
	Total	120	98.4	100.0	
Missing	System	2	1.6		
Total		122	100.0		

q11.f Quality of instruction in lower division courses in the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.8	.8	.8
	Somewhat Dissatisfied	8	6.6	6.6	7.4
	Somewhat Satisfied	37	30.3	30.3	37.7
	Very Satisfied	63	51.6	51.6	89.3
	No Opinion	13	10.7	10.7	100.0
	Total	122	100.0	100.0	

q11.g Quality of instruction in upper division courses in the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	1.6	1.7	1.7
	Somewhat Dissatisfied	4	3.3	3.3	5.0
	Somewhat Satisfied	29	23.8	24.0	28.9
	Very Satisfied	79	64.8	65.3	94.2
	No Opinion	7	5.7	5.8	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q11.h Opportunities for interaction with faculty in the major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.8	.8	.8
	Somewhat Dissatisfied	7	5.7	5.8	6.6
	Somewhat Satisfied	26	21.3	21.5	28.1
	Very Satisfied	79	64.8	65.3	93.4
	No Opinion	8	6.6	6.6	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q12.a I chose my major because I was very interested in the subject matter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Somewhat Disagree	1	.8	.8	1.7
	Somewhat Agree	14	11.5	11.6	13.2
	Strongly Agree	105	86.1	86.8	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q12.b I chose my major because it offered me career opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	5.7	5.9	5.9
	Somewhat Disagree	9	7.4	7.6	13.4
	Somewhat Agree	56	45.9	47.1	60.5
	Strongly Agree	47	38.5	39.5	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q12.c I chose my major because of an outstanding professor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	36.9	37.8	37.8
	Somewhat Disagree	25	20.5	21.0	58.8
	Somewhat Agree	33	27.0	27.7	86.6
	Strongly Agree	16	13.1	13.4	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q12.d I chose my major because I wanted to make money

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	31.1	31.9	31.9
	Somewhat Disagree	33	27.0	27.7	59.7
	Somewhat Agree	35	28.7	29.4	89.1
	Strongly Agree	13	10.7	10.9	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q13 Wish had majored in something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	29.5	30.8	30.8
	No	81	66.4	69.2	100.0
	Total	117	95.9	100.0	
Missing	System	5	4.1		
Total		122	100.0		

q14 If yes, please specify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		90	73.8	73.8	73.8
	A different program, a CJ masters is not needed and is mostly looked down at, u really only need a high school edu. For majority of the jobs in the. CJ field. It was a waste of time and money.	1	.8	.8	74.6
	A Different program, such as management, communications, would have been better suited for my profession as a police officer	1	.8	.8	75.4
	Administration	1	.8	.8	76.2
	An area with more career opportunities.	1	.8	.8	77.0
	Any other social science	1	.8	.8	77.9
	Business administration	1	.8	.8	78.7
	Different program	1	.8	.8	79.5
	Due to lack of job availability I sometimes wish I had chosen an entirely different program like nursing. However I enjoy criminal justice much more, just having difficulty finding a job post graduation.	1	.8	.8	80.3
	Engineering	1	.8	.8	81.1
	Entirely Different but not sure what.	1	.8	.8	82.0
	Forensic Biology. My advisor misled me so I have a degree that is useless in the field I want to work in.	1	.8	.8	82.8
	From my standpoint almost any undergraduate degree is better than a criminal justice degree. For most jobs in law enforcement it is as good or better to have a management or accounting degree. In corrections they don't seem to care what the degree is in as long as you have one. Other professions look for degrees in a specific field (engineering, accounting, nursing, etc.) Because of this getting a degree in accounting would have opened up more law enforcement jobs than a degree in CJ and it also would open up jobs as an accountant which a CJ degree does not do.	1	.8	.8	83.6
	Honestly I would have chose an entirely different program. No one is hiring and the ones that are hiring require multiple years of experience. You can't get experience without being hired. If I would have known what a pain in the butt it would have been to find a job in this field, I would have totally picked a whole different major.	1	.8	.8	84.4

q14 If yes, please specify

	Frequency	Percent	Valid Percent	Cumulative Percent
I am currently a Senior in the Nuclear Medicine program. I could not find employment in Criminal Justice and was forced to return to school. I wish I had done this the first time. I have more passion for the CJ aspect but if I had graduated from Nuclear Medicine in 07 when I graduated from CJ I would be gainfully employed right now!	1	.8	.8	85.2
I often reflect on choosing a different area of concentration. If I could go back and do it again, I would have chosen an area of concentration that provided me a broader market for employment possibilities. A Criminal Justice degree, basically, paints you into a corner.	1	.8	.8	86.1
I should have went into business or accounting. At least then some company would call me back.	1	.8	.8	86.9
I think a social work degree would have been better suited for me.	1	.8	.8	87.7
I think I would have done accounting or pharmacy. I was hired by a police department as a police officer. That was not the career for me.	1	.8	.8	88.5
I wish I was a doctor	1	.8	.8	89.3
I wish I would have chosen an entirely different program because I graduated 8 months ago and I haven't been able to get a job in the Criminal Justice field.	1	.8	.8	90.2
I wish i would have concentrated more of the Science areas such as Chemistry.	1	.8	.8	91.0
I wish I would have either went through the police academy or choosen a program that had more job opportunities. I wish I knew that the generalist track was worthless. I wish they would have done a better job of explaining that if you wanted to be a police officer with a generalist track that you would have to jump through a lot more hoops to obtain a job. I was unable to get a job in my field. I now work for a cable company.	1	.8	.8	91.8
I wish I would have gone into nursing.	1	.8	.8	92.6
I would have chose a different major because of the lack of jobs in my field now. I am still unemployed.	1	.8	.8	93.4
IT Systems Administration	1	.8	.8	94.3
Medical Field	1	.8	.8	95.1
Not sure	1	.8	.8	95.9
Now that it is time for me to find a job, ferris isn't helping at all, I am having a hard time because I "lack experience" how am I suppose to get a job somewhere without experience?	1	.8	.8	96.7
Nursing	1	.8	.8	97.5
Nursing would be another area of concentration.	1	.8	.8	98.4
Possibly I would have done Accounting or Finance. These degrees are useful in a CJ profession.	1	.8	.8	99.2
There are no jobs in my field	1	.8	.8	100.0
Total	122	100.0	100.0	

q15 Current employment status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not working	20	16.4	16.4	16.4
	Working 20 hours a week or less	6	4.9	4.9	21.3
	Working part time (21-39 hours per week)	14	11.5	11.5	32.8
	Working full time (at least 40 hours per week)	82	67.2	67.2	100.0
	Total	122	100.0	100.0	

q16 Looking for another job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	55.7	55.7	55.7
	No	54	44.3	44.3	100.0
	Total	122	100.0	100.0	

q17 If yes, why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		60	49.2	49.2	49.2
	Additional compensation and benefits	1	.8	.8	50.0
	Because I am graduating	1	.8	.8	50.8
	Because I am not employed since the police academy.	1	.8	.8	51.6
	Because I don't have a job. I have applied for many jobs and still do not have one. I graduated in 2010 .	1	.8	.8	52.5
	Because I have not been able to find employment in my field that will also work around my law school schedule.	1	.8	.8	53.3
	Because you can't find parole probation officer jobs in this state and this state is hiring tons of engineers	1	.8	.8	54.1
	Cant find employment within my field and that's with no luck from Ferris or/and the job market.	1	.8	.8	54.9
	Career advancement	1	.8	.8	55.7
	Currently working for the Friend of the Court is not my ideal position.	1	.8	.8	56.6
	Getting close to graduating with my masters so haven't looked for an actual job in my field till now because I jumped right into the graduate program after graduating with my bachelors.	1	.8	.8	57.4
	Getting into actually police work	1	.8	.8	58.2
	I am a full time unpaid intern at UofM Hospital, and working as a waitress on the weekends.	1	.8	.8	59.0
	I am always looking for a new job to give myself the full benefit of my degree. I do not currently work where I am using my degree but I do enjoy my job.	1	.8	.8	59.8
	I am in a career not associated with my degree.	1	.8	.8	60.7
	I am looking for a full time job in the field of my major.	1	.8	.8	61.5
	I am looking for a job in the field that my degree is in.	1	.8	.8	62.3
	I am not currently employed in the field which I majored in	1	.8	.8	63.1
	I am working in a position that does not utilize my degree.	1	.8	.8	63.9

q17 If yes, why

	Frequency	Percent	Valid Percent	Cumulative Percent
I currently have a long commute, however otherwise I am very happy with my position. Also if you dont look, you dont know what other opportunities are out there.	1	.8	.8	64.8
I had a job related to my degree but was laid off. I am currently working part time while I further my education.	1	.8	.8	65.6
I have not been able to find employment due to budget restraints, the economy, and the fact that there are over 400+ qualified candidates who are also applying for the same jobs I am.	1	.8	.8	66.4
I live in inner city Detroit and a majority of the Criminal Justice jobs are in high demand, but no one is really hiring. Either I am over-qualified or I don't have enough work experience.	1	.8	.8	67.2
I need a full time job with benefits.	1	.8	.8	68.0
I need a job	1	.8	.8	68.9
I need a job that's why, why else would I be looking for a job if I didn't need one. Some of these questions are absurdly ridiculous	1	.8	.8	69.7
I recently had a baby	1	.8	.8	70.5
I took a job in North Carolina as a probation officer but would like to find employment in Michigan	1	.8	.8	71.3
I want to actually use my degree	1	.8	.8	72.1
I would like to get out of Michigan for a while.	1	.8	.8	73.0
I'm in law school now and simply just trying to advance my career.	1	.8	.8	73.8
I'm seeking full-time employment.	1	.8	.8	74.6
im in internship for the last two years, I'm also working on Masters degree at Michigan State	1	.8	.8	75.4
In Mid-Michigan Police Academy acquiring my MCOLES certification. Graduating in May, 2013. Currently seeking employment.	1	.8	.8	76.2
It is not in the field I graduated in	1	.8	.8	77.0
Just for job progression and to get back to Michigan.	1	.8	.8	77.9
Limited opportunities in my present job.	1	.8	.8	78.7
Looking for a job more related to the degree I received at Ferris.	1	.8	.8	79.5
Looking for a job related to my degree	1	.8	.8	80.3
Looking for a position with more opportunities	1	.8	.8	81.1
Looking for career job.	1	.8	.8	82.0
Low pay.	1	.8	.8	82.8
My current job is not in my field of study. I want a job in the Criminal Justice field.	1	.8	.8	83.6
My current job is not in the Criminal Justice field because no one has hired me with my lack of experience.	1	.8	.8	84.4
My current position is for a court records clerk! It starts out at \$30,000 per yr and is a great stepping stone but not exactly what I'm interested in! I will indeed continue to job seek for positions I'm more interested in!	1	.8	.8	85.2

q17 If yes, why

	Frequency	Percent	Valid Percent	Cumulative Percent
My job has no opportunity for advancement nor is it the focus of my degree.	1	.8	.8	86.1
n/a	1	.8	.8	86.9
Need something Full Time	1	.8	.8	87.7
No one is hiring! Michigan's economy is terrible!	1	.8	.8	88.5
Not another job. Just a job period.	1	.8	.8	89.3
Not enough hours, and low pay.	1	.8	.8	90.2
Not in career field.	1	.8	.8	91.0
Not sure	1	.8	.8	91.8
Part time only looking for full time	1	.8	.8	92.6
Poor economy.	1	.8	.8	93.4
The job I have is not in my field.	1	.8	.8	94.3
To advance my career	1	.8	.8	95.1
To utilize my degree to move into administration within Law Enforcement.	1	.8	.8	95.9
Unable to find long term work in the CJ field that accepts my degree without further schooling or without my degree being insignificant.	1	.8	.8	96.7
Want a job in my education field.	1	.8	.8	97.5
Want to be able to use my degree.	1	.8	.8	98.4
Well I did find a job out in North Dakota, but not in the CJ field.	1	.8	.8	99.2
Where I currently work does not have benefits or paid leave, and is part time. I have had an interview that appears promising within my career field but is entry level and does not require my education.	1	.8	.8	100.0
Total	122	100.0	100.0	

q18 How long to secure employment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Can't remember	2	1.6	1.6	1.6
I enrolled in a graduate program	9	7.4	7.4	9.0
I did not look for a position	11	9.0	9.0	18.0
I still have not found a position	28	23.0	23.0	41.0
Less than two months	11	9.0	9.0	50.0
Two to six months	20	16.4	16.4	66.4
Seven to twelve months	11	9.0	9.0	75.4
More than a year	9	7.4	7.4	82.8
I had a position secured prior to leaving Ferris	21	17.2	17.2	100.0
Total	122	100.0	100.0	

q19 Number of position changes since first job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not applicable/Can't remember	27	22.1	22.1	22.1
	None, I still have the same position	46	37.7	37.7	59.8
	One or two times	44	36.1	36.1	95.9
	Three or four times	2	1.6	1.6	97.5
	More than four times	3	2.5	2.5	100.0
Total		122	100.0	100.0	

q20 How many involved change in career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not applicable/Can't remember	52	42.6	43.0	43.0
	None, I still have the same position	36	29.5	29.8	72.7
	Once or twice	32	26.2	26.4	99.2
	More than twice	1	.8	.8	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q21 Aware of opening of first job after graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I was already working in the field	32	26.2	27.6	27.6
	Through the Criminal Justice office	1	.8	.9	28.4
	Newspaper advertisement	6	4.9	5.2	33.6
	Direct contact with employer	10	8.2	8.6	42.2
	Faculty contact or reference	2	1.6	1.7	44.0
	Contact through friend or relative	14	11.5	12.1	56.0
	Other	51	41.8	44.0	100.0
	Total	116	95.1	100.0	
Missing	System	6	4.9		
Total		122	100.0		

q21.a Other specified

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	59.0	59.0	59.0
A fellow Masters classmate	1	.8	.8	59.8
A friend	1	.8	.8	60.7
Careerbuilder.com	1	.8	.8	61.5
County website	1	.8	.8	62.3
Criminal justice job fair	1	.8	.8	63.1
During my summer internship Employees at the department told me about the opening and that it would be a good opportunity	1	.8	.8	63.9
empco	1	.8	.8	64.8
Found on the world wide web	1	.8	.8	65.6
Have yet to find a job related to my major	1	.8	.8	66.4
I am currently unemployed.	1	.8	.8	67.2
I have always searched for employment through the MISC, newspapers, cit websites, etc.	1	.8	.8	68.0
I have yet to obtain employment.	1	.8	.8	68.9
I haven't found a job yet, seems like everywhere I apply they want 3-4 years of experience which I don't have. Never though it would be so difficult to find a job, even after earning a BA.	1	.8	.8	69.7
I was a waitress when I graduated and I still am a waitress.	1	.8	.8	70.5
I was accepted into the graduate CJ program at MSU and learned of the program from a professor and online.	1	.8	.8	71.3
I was already a police officer. The knowledge and communication skills I have were learned in the field, not a classroom.	1	.8	.8	72.1
I was already established in my own business.	1	.8	.8	73.0
I was already working, but not in the field.	1	.8	.8	73.8
Internet	3	2.5	2.5	76.2
Internet adds	1	.8	.8	77.0
Internet job listing sites	1	.8	.8	77.9
Internship	2	1.6	1.6	79.5
Internship with the Michigan State Police.	1	.8	.8	80.3
It is in the school system not CJ system	1	.8	.8	81.1
Job site.	1	.8	.8	82.0
LinkedIn	1	.8	.8	82.8
MCOLES website	1	.8	.8	83.6
My grad professor was a retired officer from the department	1	.8	.8	84.4
N/A	3	2.5	2.5	86.9
na	2	1.6	1.6	88.5
NA	1	.8	.8	89.3
None	1	.8	.8	90.2
Personal research	1	.8	.8	91.0
Seeking on MCOLES website.	1	.8	.8	91.8
Still looking for career	1	.8	.8	92.6

q21.a Other specified

	Frequency	Percent	Valid Percent	Cumulative Percent
Temperary Agency	1	.8	.8	93.4
The county's website and the State's website. I am employed in two postions that involve my degree	1	.8	.8	94.3
Unemployed	1	.8	.8	95.1
USA Jobs	1	.8	.8	95.9
USAjobs	1	.8	.8	96.7
usajobs.gov	1	.8	.8	97.5
Was informed of job through fellow student in graduate program at Ferris	1	.8	.8	98.4
Was not working in the field yet	1	.8	.8	99.2
Web site	1	.8	.8	100.0
Total	122	100.0	100.0	

q22 Starting salary of first position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not applicable/Can't remember	26	21.3	21.5	21.5
	Less than \$20,000	22	18.0	18.2	39.7
	\$20,001 - \$25,000	14	11.5	11.6	51.2
	\$25,001 - \$30,000	11	9.0	9.1	60.3
	\$30,001 - \$35,000	10	8.2	8.3	68.6
	\$35,001 - \$40,000	17	13.9	14.0	82.6
	\$40,001 or more	21	17.2	17.4	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q23 Feel about pay of current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	34	27.9	28.8	28.8
	Somewhat Dissatisfied	21	17.2	17.8	46.6
	Somewhat Satisfied	42	34.4	35.6	82.2
	Very Satisfied	21	17.2	17.8	100.0
	Total	118	96.7	100.0	
Missing	System	4	3.3		
Total		122	100.0		

q24 Feel about type of work in current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	28	23.0	23.7	23.7
	Somewhat Dissatisfied	13	10.7	11.0	34.7
	Somewhat Satisfied	40	32.8	33.9	68.6
	Very Satisfied	37	30.3	31.4	100.0
	Total	118	96.7	100.0	
Missing	System	4	3.3		
Total		122	100.0		

q25 If first job not in major, why accept it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not applicable	76	62.3	62.8	62.8
	Can't remember	1	.8	.8	63.6
	I could not find a job in my field	31	25.4	25.6	89.3
	I had developed new career interests since leaving Ferris State University	3	2.5	2.5	91.7
	There was insufficient pay and limited opportunities for promotion and advancement in my major field	2	1.6	1.7	93.4
	Other	8	6.6	6.6	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q25.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		110	90.2	90.2	90.2
	desire to serve in the military.	1	.8	.8	91.0
	Did not have my drivers license yet	1	.8	.8	91.8
	Had current employment while I was in school	1	.8	.8	92.6
	I accepted it because I needed to be able to pay my bills and support my children.	1	.8	.8	93.4
	I accepted the job because I didnt know how long it would take to get the job that I wanted.	1	.8	.8	94.3
	I am working at the same job that I had prior to Ferris State University	1	.8	.8	95.1
	i still dont have a job	1	.8	.8	95.9
	I was a home health-aid in college. I accepted it and still have it, because I love helping others, but the pay is low.	1	.8	.8	96.7
	I was working full time prior to graduation, which helped leverage a higher salary once I joined private security. Q22 is regarding first job in my career after graduation.	1	.8	.8	97.5
	It was with my same employer of 17 years and my degree enabled me to get this job. I turned down other jobs in corrections and law enforcement.	1	.8	.8	98.4
	No experience in any job that I have applied	1	.8	.8	99.2
	Prior sevice Army who gained Commission through Ferris ROTC.	1	.8	.8	100.0
	Total	122	100.0	100.0	

q26 If present job not in major, why accept it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not applicable/Can't remember	77	63.1	63.6	63.6
	I could not find a job in my field	27	22.1	22.3	86.0
	I had developed new career interests since leaving Ferris State University	3	2.5	2.5	88.4
	There was insufficient pay and limited opportunities for promotion and advancement in my major field	6	4.9	5.0	93.4
	Other	8	6.6	6.6	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q26.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		115	94.3	94.3	94.3
	Had current employment while I was in school	1	.8	.8	95.1
	i still dont have a job, any job seems like no one wants to hire new college grads	1	.8	.8	95.9
	It is in my field, I work as a Public Safety Officer now, but I am trying to work with kids.	1	.8	.8	96.7
	No experience in my career field took job tp support family	1	.8	.8	97.5
	On Maternity Leave	1	.8	.8	98.4
	Stayed with my current employer.	1	.8	.8	99.2
	Was not satisfied with the administration of the company for which i previously worked.	1	.8	.8	100.0
	Total	122	100.0	100.0	

q27 Current salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$20,000	30	24.6	26.1	26.1
	\$20,001 - \$25,000	12	9.8	10.4	36.5
	\$25,001 - \$30,000	11	9.0	9.6	46.1
	\$30,001 - \$40,000	21	17.2	18.3	64.3
	\$40,001 - \$50,000	18	14.8	15.7	80.0
	\$50,001 - \$55,000	7	5.7	6.1	86.1
	\$55,001 - \$60,000	7	5.7	6.1	92.2
	\$60,001 or more	9	7.4	7.8	100.0
	Total	115	94.3	100.0	
Missing	System	7	5.7		
Total		122	100.0		

q28 Type of work currently do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	4.9	4.9	4.9
Account manager at a security company.	1	.8	.8	5.7
Accounting Department, accounts receivable and accounts payable clerk. I am in charge of paying all vendor invoices that come through our office.	1	.8	.8	6.6
Active Duty Army 1st Lieutenant, Infantry Officer	1	.8	.8	7.4
Armed guard	1	.8	.8	8.2
Audit fraudulent tax returns.	1	.8	.8	9.0
Business Development Manager for security firm	1	.8	.8	9.8
Child Protective Service Investigator	1	.8	.8	10.7
Child protective services	2	1.6	1.6	12.3
Children's Protective Services	1	.8	.8	13.1
CJ	1	.8	.8	13.9
Claims adjuster	1	.8	.8	14.8
Classroom Instructional Aide	1	.8	.8	15.6
Clerical	1	.8	.8	16.4
Clerical work	1	.8	.8	17.2
Corrections	1	.8	.8	18.0
Corrections officer	1	.8	.8	18.9
Corrections Officer	2	1.6	1.6	20.5
Corrections Officer.	1	.8	.8	21.3
County jail corrections officer	1	.8	.8	22.1
County Marine Patrol Tow Truck Operator	1	.8	.8	23.0
Experiential Facilitation				
Currently unemployed.	1	.8	.8	23.8
Domestic Violence & Sexual Assault Case Manager	1	.8	.8	24.6
Enforcement officer for the Friend of the Court.	1	.8	.8	25.4
Facility Managment	1	.8	.8	26.2
Ferris dps dispatch.	1	.8	.8	27.0
FOC Court Records Clerk	1	.8	.8	27.9
Food Inspector(Commodity Grading)	1	.8	.8	28.7
Forecasting	1	.8	.8	29.5
Human Services	1	.8	.8	30.3
I a currently seeking employment.	1	.8	.8	31.1
I am a Border Patrol Agent.	1	.8	.8	32.0
I am a Dairy Clerk at a grocery store.	1	.8	.8	32.8
I am a first year full-time masters student in the Criminal Justice masters program.	1	.8	.8	33.6
I am a full time grad student.	1	.8	.8	34.4
I am a home health-aid.	1	.8	.8	35.2

q28 Type of work currently do

	Frequency	Percent	Valid Percent	Cumulative Percent
I am a part-time Correction's Officer at Ottawa County's Jail. I just started training for the Michigan Department of Corrections as a Corrections Officer.	1	.8	.8	36.1
I am a substitute teacher however I am not called often.	1	.8	.8	36.9
I am assigned to the Avondale School District as a School Resource Officer.	1	.8	.8	37.7
I am currently a unpaid full time intern in Nuclear Medicine. And a waitress part time on the weekends.	1	.8	.8	38.5
I am currently unemployed.	1	.8	.8	39.3
I do corrections in Kent County Michigan.	1	.8	.8	40.2
I work for a cable company doing installations. I did not need a degree for this.	1	.8	.8	41.0
I work for the government within low income housing programs.	1	.8	.8	41.8
intelligence.	1	.8	.8	42.6
IT Support (Helpdesk like)	1	.8	.8	43.4
Job searching so unemployed	1	.8	.8	44.3
Judicial clerk	1	.8	.8	45.1
Law enforcement	2	1.6	1.6	46.7
Law Enforcement	2	1.6	1.6	48.4
Law Enforcement for the Pentagon Police Department	1	.8	.8	49.2
Law Enforcement Officer	1	.8	.8	50.0
Legal Secretary	1	.8	.8	50.8
Manufacturing	2	1.6	1.6	52.5
Market research evaluator	1	.8	.8	53.3
Medical records	1	.8	.8	54.1
Michigan State Trooper	1	.8	.8	54.9
Migrant case worker	1	.8	.8	55.7
None, still looking for a job	1	.8	.8	56.6
Own my own business	1	.8	.8	57.4
Parking cars	1	.8	.8	58.2
Parole Officer	1	.8	.8	59.0
Patient Advocate in a Level 1 Trauma Center ER. I work with people who are under a great deal of stress both patients and families. I deal with traumatic injured patients and deaths.	1	.8	.8	59.8
police	1	.8	.8	60.7
Police	2	1.6	1.6	62.3
Police officer	3	2.5	2.5	64.8
Police Officer	4	3.3	3.3	68.0
Police Officer with a major University.	1	.8	.8	68.9
Polie Officer	1	.8	.8	69.7

q28 Type of work currently do

	Frequency	Percent	Valid Percent	Cumulative Percent
Probation parole officer	1	.8	.8	70.5
Probation/Parole Agent	1	.8	.8	71.3
Probation/Parole Agent, State of Michigan	1	.8	.8	72.1
Project Manager of National Accounts for a private security company.	1	.8	.8	73.0
Psychoeducational groups	1	.8	.8	73.8
Public Safety	1	.8	.8	74.6
Public Safety Officer.	1	.8	.8	75.4
Regulation Officer	1	.8	.8	76.2
Residential care counselor for the MDOC	1	.8	.8	77.0
Retail	1	.8	.8	77.9
Rockwater energy solutions.	1	.8	.8	78.7
School teacher assisting	1	.8	.8	79.5
Secretarial work for a bailbondsmen/process server/property preservation and rental management.	1	.8	.8	80.3
Security	3	2.5	2.5	82.8
Security - on call Private investigation police officer reserve	1	.8	.8	83.6
Security and Emergency Preparedness in gas and oil field	1	.8	.8	84.4
Server	1	.8	.8	85.2
Sheriff's Deputy	1	.8	.8	86.1
social work	1	.8	.8	86.9
Social Work	1	.8	.8	87.7
SOM Corrections Officer	1	.8	.8	88.5
State of Michigan DHS foster care worker	1	.8	.8	89.3
Stay at home mom	2	1.6	1.6	91.0
Student	2	1.6	1.6	92.6
Substitute Teacher	1	.8	.8	93.4
Supervisor	1	.8	.8	94.3
Teaching	1	.8	.8	95.1
truck driver/deliveries	1	.8	.8	95.9
Unemployed	1	.8	.8	96.7
US Customs and Border Protection. Immigration case work, terrorism related work and research, and currently assigned as an instructor at the Federal LAW Enforcement Training Center	1	.8	.8	97.5
Work at a movie theater.	1	.8	.8	98.4
Work in a school district as a parapro	1	.8	.8	99.2
Work with at risk youth	1	.8	.8	100.0
Total	122	100.0	100.0	

q29 Type of organization work for

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	9.8	9.8	9.8
A public safety department	1	.8	.8	10.7
An academic University	1	.8	.8	11.5
automotive	1	.8	.8	12.3
Bethany Christian Services	1	.8	.8	13.1
Calhoun County MI	1	.8	.8	13.9
Cherry Street	1	.8	.8	14.8
City	1	.8	.8	15.6
City government	1	.8	.8	16.4
City of Fort Myers Police Department	1	.8	.8	17.2
City of Lansing	1	.8	.8	18.0
City police department	1	.8	.8	18.9
Cj	1	.8	.8	19.7
Comcast	1	.8	.8	20.5
Contract	1	.8	.8	21.3
Contracted company	1	.8	.8	22.1
Contracted security	1	.8	.8	23.0
Corrections	1	.8	.8	23.8
County & State	1	.8	.8	24.6
County Sheriff Automotive Shop Youth Rehab Facility	1	.8	.8	25.4
County Sheriff Department	1	.8	.8	26.2
County Sheriffs Office	1	.8	.8	27.0
County Sherrifs department	1	.8	.8	27.9
Court	1	.8	.8	28.7
Department of Corrections, State of Michigan	1	.8	.8	29.5
Department of Human Services	1	.8	.8	30.3
Educational group	1	.8	.8	31.1
Event/ manufacturing.	1	.8	.8	32.0
Friend of the Court	1	.8	.8	32.8
General Motors	1	.8	.8	33.6
Government	3	2.5	2.5	36.1
Government- State of Michigan	1	.8	.8	36.9
Government.	1	.8	.8	37.7
Governmental Agency.	1	.8	.8	38.5
Grocery store.	1	.8	.8	39.3
Hockey Central Hockey retail sales and service.	1	.8	.8	40.2
Hospital & Restaurant	1	.8	.8	41.0
Hospital.	1	.8	.8	41.8
Hurley Medical Center.	1	.8	.8	42.6
I am a first year full-time masters student in the Criminal Justice masters program.	1	.8	.8	43.4
I am currently unemployed.	1	.8	.8	44.3
I apply for work and send out resumes.	1	.8	.8	45.1
I don't.	1	.8	.8	45.9

q29 Type of organization work for

	Frequency	Percent	Valid Percent	Cumulative Percent
I work for the Kent County Sheriff Department in Grand Rapids, Michigan	1	.8	.8	46.7
I work for the State.	1	.8	.8	47.5
Ingham County 55th District Court	1	.8	.8	48.4
Insurance	1	.8	.8	49.2
IPC International	1	.8	.8	50.0
Krispy Kreme	1	.8	.8	50.8
Lansing township police	1	.8	.8	51.6
Large corporation in plastic injection molding	1	.8	.8	52.5
Law Firm	1	.8	.8	53.3
Law firm.	1	.8	.8	54.1
Local city police department	1	.8	.8	54.9
manufacturing	1	.8	.8	55.7
Michigan State Police	1	.8	.8	56.6
Military	1	.8	.8	57.4
Municipal	1	.8	.8	58.2
Municipal Government	1	.8	.8	59.0
n/a	2	1.6	1.6	60.7
N/A	1	.8	.8	61.5
Non profit	2	1.6	1.6	63.1
Non-profit	1	.8	.8	63.9
none	1	.8	.8	64.8
None	1	.8	.8	65.6
North Carolina department of public safety	1	.8	.8	66.4
Nursing	1	.8	.8	67.2
Oil Company	1	.8	.8	68.0
Police department	1	.8	.8	68.9
Police Department	1	.8	.8	69.7
Police Dept.	2	1.6	1.6	71.3
Private Security Agency	1	.8	.8	72.1
Private security agency city police dept	1	.8	.8	73.0
Private Security Company	1	.8	.8	73.8
Public Safety	1	.8	.8	74.6
Public Schools	2	1.6	1.6	76.2
Restaurant/sports bar	1	.8	.8	77.0
Retail	1	.8	.8	77.9
Security	1	.8	.8	78.7
Security Firm	1	.8	.8	79.5
See #28.	1	.8	.8	80.3
Sheriff Dept	1	.8	.8	81.1
Sheriff's Office.	1	.8	.8	82.0
small business	1	.8	.8	82.8
State Government	1	.8	.8	83.6
State of MI. Dept. of Treasury.	1	.8	.8	84.4
state of michigan	1	.8	.8	85.2
State of Michigan	5	4.1	4.1	89.3

q29 Type of organization work for

	Frequency	Percent	Valid Percent	Cumulative Percent
State of Michigan case woker	1	.8	.8	90.2
State of Michigan Department of Human Services	1	.8	.8	91.0
State of Michigan.	1	.8	.8	91.8
Support Technology (United States Steel)	1	.8	.8	92.6
Temp service	1	.8	.8	93.4
The City of Auburn Hills Police Department.	1	.8	.8	94.3
The Pentagon Force Protection Agency	1	.8	.8	95.1
The State of Michigan	1	.8	.8	95.9
Unemployed	1	.8	.8	96.7
United States Department of Agriculture - Specialty Crops Inspection	1	.8	.8	97.5
University of Michigan	1	.8	.8	98.4
US Department of Homeland Security, Bureau of Customs and Border Protection	1	.8	.8	99.2
Wayne county regional police academy	1	.8	.8	100.0
Total	122	100.0	100.0	

q30 Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	73	59.8	60.3	60.3
	Married	40	32.8	33.1	93.4
	Divorced	8	6.6	6.6	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q31_1 Race: Asian/Asian-American

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	119	97.5	100.0	100.0
Missing	System	3	2.5		
Total		122	100.0		

q31_2 Race: African-American/Black

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	110	90.2	92.4	92.4
	Selected	9	7.4	7.6	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q31_3 Race: Caucasian/White

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	16	13.1	13.4	13.4
	Selected	103	84.4	86.6	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q31_4 Race: Hispanic/Latino

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	112	91.8	94.1	94.1
	Selected	7	5.7	5.9	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q31_5 Race: Native American/Alaska Native

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	118	96.7	99.2	99.2
	Selected	1	.8	.8	100.0
	Total	119	97.5	100.0	
Missing	System	3	2.5		
Total		122	100.0		

q31_6 Race: Native Hawaiian/Pacific Islander

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	119	97.5	100.0	100.0
Missing	System	3	2.5		
Total		122	100.0		

q32 Size of community where now live

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agricultural area	7	5.7	5.8	5.8
	Rural area but not an agricultural area	8	6.6	6.6	12.4
	Town (less than 2,500)	6	4.9	5.0	17.4
	Town (2,500 - 24,999)	19	15.6	15.7	33.1
	Small City (25,000 - 100,000)	53	43.4	43.8	76.9
	Large City (over 100,000)	28	23.0	23.1	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q33 Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	68	55.7	56.2	56.2
	Female	53	43.4	43.8	100.0
	Total	121	99.2	100.0	
Missing	System	1	.8		
Total		122	100.0		

q34 Year you graduated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.8	.8	.8
	2003	1	.8	.8	1.6
	2006	2	1.6	1.6	3.3
	2007	6	4.9	4.9	8.2
	2008	9	7.4	7.4	15.6
	2009	12	9.8	9.8	25.4
	2010	24	19.7	19.7	45.1
	2011	29	23.8	23.8	68.9
	2012	35	28.7	28.7	97.5
	2013	1	.8	.8	98.4
	2102	1	.8	.8	99.2
	yes	1	.8	.8	100.0
	Total		122	100.0	100.0

q35_1 Advanced degrees: None

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	34	27.9	27.9	27.9
	Selected	88	72.1	72.1	100.0
	Total	122	100.0	100.0	

q35_2 Advanced degrees: Master's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	93	76.2	76.2	76.2
	Selected	29	23.8	23.8	100.0
	Total	122	100.0	100.0	

q35_3 Advanced degrees: Law Degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	120	98.4	98.4	98.4
	Selected	2	1.6	1.6	100.0
	Total	122	100.0	100.0	

q35_4 Advanced degrees: Ph.D.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	121	99.2	99.2	99.2
	Selected	1	.8	.8	100.0
	Total	122	100.0	100.0	

q35_5 Advanced degrees: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	117	95.9	95.9	95.9
	Selected	5	4.1	4.1	100.0
	Total	122	100.0	100.0	

q36 What major is/was your Master's in?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		112	91.8	91.8	91.8
	CJ	1	.8	.8	92.6
	crim justice	1	.8	.8	93.4
	Criminal justice	1	.8	.8	94.3
	Criminal Justice	2	1.6	1.6	95.9
	Criminal Justice, Generalist	1	.8	.8	96.7
	Going to be in cj	1	.8	.8	97.5
	I began to earn my degree in Forensic Psychology and the Legal System	1	.8	.8	98.4
	I don't have a Master's Degree	1	.8	.8	99.2
	Law enforcement	1	.8	.8	100.0
	Total	122	100.0	100.0	

q37 What major is/was your Ph.D. in?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		121	99.2	99.2	99.2
	N/A I am going for a Juris Doctor, not a PhD	1	.8	.8	100.0
	Total	122	100.0	100.0	

q38 If went to grad school, how characterize preparation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	1.6	4.5	4.5
	Fair	12	9.8	27.3	31.8
	Good	18	14.8	40.9	72.7
	Excellent	12	9.8	27.3	100.0
	Total	44	36.1	100.0	
Missing	System	78	63.9		
Total		122	100.0		

q39 Suggestions for changing the program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	44.3	44.3	44.3
Actually help in finding a job after employment. I attended the Mott Community College campus, and there was no help in finding employment in my field. I am still struggling.	1	.8	.8	45.1
An out brief conducted by the advisor prior to graduating on the advance degree options.	1	.8	.8	45.9
Anatomy of a Setup would be an excellent course to incorporate into the program. Similar to the course offered through the Correctional Academy.	1	.8	.8	46.7
Be more specific with the three different tracks you can take as a Criminal Justice Major. I went the generalist track and have not yet found a job because i would like to work in the forensic portion of the job in the field and no one will hire me because i have not gone through a police academy and i am not certified. Had i known that i would run into this future issue so often i would of changed me track to law enforcement to have better experience in the field.	1	.8	.8	47.5
Better academic advising. Come to find out to do what I really wanted to do which was work with kids, I should have had a degree in Social Work.	1	.8	.8	48.4
Better assistance after graduation finding employment.	1	.8	.8	49.2
Continue the work that you have already excelled in,	1	.8	.8	50.0
Continue to recruit minorities, have guest speakers in that field of employment.	1	.8	.8	50.8
Do more than talk, lecture only takes you so far. Also have job postings more available to the students in their faces in the classrooms. Set up interviews for seniors.	1	.8	.8	51.6
Electives need to be more relevant to the area of concentration. Lower level instructors need to have more real-world experience to bring to the classroom.	1	.8	.8	52.5
Focus more on report writing because it is so important in the field of Criminal Justice. Break down the internship into two 108 hour portions rather than 216. This will give students a better chance to see more in the Criminal Justice field and may give them a better knowledge of what they want to do long term.	1	.8	.8	53.3
Focus more on the practical issues, things they will face. Not memorizing stats. If law enforcement based, focus on law enforcement not prison histories.	1	.8	.8	54.1
For advisors listen to their advisee's in what THEY what to do. And to have better knowledge in those feilds and to be up to date in the current changes on those fields.	1	.8	.8	54.9
Gathering more employer recruiters.	1	.8	.8	55.7
Get better counselors at the Ferris location at Mott Community College in Flint MI.	1	.8	.8	56.6
Get Dr. Stone out of the program, her grading SUCKS, she has her favorites, she just doesn't fit the program.	1	.8	.8	57.4
Have CJ classes that are more geared towards the private sector of the CJ field Ex Security Industry Private Investigation	1	.8	.8	58.2

q39 Suggestions for changing the program

	Frequency	Percent	Valid Percent	Cumulative Percent
Help students find good internship spots. Give them a list of agency's that are looking for interns and help students decide what they want to do after they earn a degree. The instructors should advise people of all the different positions within a CJ fields but also they should let them know that a lot of the positions are limited. A lot of agency's need you to have 3 or more years of experience before they consider hiring you. Getting a job after graduation is very difficult. Make sure that students understand to pick the right agency to intern for some people get hiring in but most don't.	1	.8	.8	59.0
hi	1	.8	.8	59.8
I believe combining more social work courses/humanities classes would be beneficial. Towards the end of my college career all of the classes were pretty much teaching the same thing. If you studied for one class you were pretty much set for the others.	1	.8	.8	60.7
I did not like how the internship was ran. Did not give much help.	1	.8	.8	61.5
I do not know, but it is embarrassing that the acceptable GPA is 2.5	1	.8	.8	62.3
I don't think changing things would help individual students. I believe each student gets everything out of what they put in to their college experience. Just push/motivate individuals to do more and they will be more diverse.	1	.8	.8	63.1
I feel an addition of a research methods and statistics class into the undergraduate program would benefit the future graduates. I doubled majored in the psychology program and would have been struggling in my current grad program if I had not had the research methods and statistics class through the psychology department.	1	.8	.8	63.9
I have no further intrest in the future of Ferris.	1	.8	.8	64.8
I liked when guest speakers who worked for various law enforcement and corrections agencies came to speak. They were very informative.	1	.8	.8	65.6
I loved the program. I have friends who have attended other universities who say they are not prepared for the real world after their degree completion. I like that the social aspect is limited and the law is the central focus.	1	.8	.8	66.4
I was part of the 3 and 1 program at Delta College. I would strongly encourage students to finish all courses offered at Delta before enrolling at Ferris.	1	.8	.8	67.2
I would have liked a smoother transition from graduation to finding a job. The internship program was kind of a joke. I just kind of went through the motions. At the time I was fine with it but now I wish it would have been better. When choosing a track, students should have an idea of the type of jobs that you will be looking for. The generalist track is similar to a communications degree, it is so basic that it doesn't really help you with getting a job.	1	.8	.8	68.0
I would reccomend that the instructor teaches the class instead of the students.	1	.8	.8	68.9

q39 Suggestions for changing the program

	Frequency	Percent	Valid Percent	Cumulative Percent
I would suggest better ways to stay connected to those in your graduating class so everyone can help each other network.	1	.8	.8	69.7
I would suggest implimenting more real life courses. Sometimes it is very difficult to find a job directly after college. I would also suggest that the program network with jobs that are Criminal Justice based so that they can develop a relationship with the students.	1	.8	.8	70.5
If the RMLS requirements still exist, I would suggest some sort of class specifically geared toward CJ students to help them in becoming physically fit for the academy. Such as how to develop a routine, what to develop, diet, etc.	1	.8	.8	71.3
If you do not have experience in the field. Make sure you try to volunteer or work as an intern to gain that experience.	1	.8	.8	72.1
In the generalist field don't require corrections classes. Having business type of classes would be better served. I know both public and private would have applications for this.	1	.8	.8	73.0
Job placement.	1	.8	.8	73.8
Job seeking assistance	1	.8	.8	74.6
Keep professors with practical work expirience, keep program practically based.	1	.8	.8	75.4
Let students know about more feilds than just police and corrections. I wish I would have known about CPS when I was going through school.	1	.8	.8	76.2
Make research methods and data analysis an OPTION, not a requirement for grad program. I don't plan on doing research in the future and feel as though I could've been learning something more applicable to my career interests and development. I feel as it is a COMPLETE waste of my time/money.	1	.8	.8	77.0
Make the classes more mentally challenging. When I was there someone that showed up once a week could get the same grade as a student that was there every day. The grading needs to be stricter.	1	.8	.8	77.9
Make the off campus classes a little more difficult.	1	.8	.8	78.7
More emphises on Drugs and Gangs its two major problems with in the criminal justice program that were barely touched upon	1	.8	.8	79.5
More help with job placement in you field and the actual job you interned at.	1	.8	.8	80.3
More practical and hands on.	1	.8	.8	81.1
More practical excercises and field work.	1	.8	.8	82.0
More student proof of study. Less true/false, multiple-choice, and more essay questions and 'forum' activities to discuss points of view on subjects...to tell what they know, not what they can memorize, or guess.	1	.8	.8	82.8
More tech requirements	1	.8	.8	83.6
My internship professor was extremely unprofessional and even threatend me. I felt if i complained nothing would be done anyway.	1	.8	.8	84.4

q39 Suggestions for changing the program

	Frequency	Percent	Valid Percent	Cumulative Percent
none	2	1.6	1.6	86.1
None	2	1.6	1.6	87.7
None the program is the best I've been through to date, even better than the governments FLETC training.	1	.8	.8	88.5
None, the law enforcement program is excellent.	1	.8	.8	89.3
None. Maybe job placement opportunities	1	.8	.8	90.2
Obtain more teachers who are police officers/jailers, not an ivory tower educated person who has never had experience on the street or in the jail. The important skills and information for many "CJ" fields of work are learned from real experiences, not books.	1	.8	.8	91.0
offer assistance in job placement	1	.8	.8	91.8
Offer job placement or help with finding a job.	1	.8	.8	92.6
Offer more variety with a generalist degree. Looking back, a CJ degree with a Accounting concentration/minor would have been beneficial.	1	.8	.8	93.4
Possibly more help on where to look for a job.	1	.8	.8	94.3
Stronger emphasis on psychology and sociology	1	.8	.8	95.1
Take bad teacher evaluations seriously. Some instructors honestly don't belong there and as a student it seems like a waste of time and money when I get an awful instructor.	1	.8	.8	95.9
The Law Enforcement program was great. The only thing I would like to add, looking back now after holding a law enforcement job, would be interviewing suspects and dealing with persons with mental health issues.	1	.8	.8	96.7
The program needs networking, where students get a chance to meet other professionals in the field, that can give feedback and job opportunities. The program was interesting, it's just not needed. Everyone in the CJ profession that has top positions don't even have a BA degree. It seems as if the masters is just a personal achievement not a degree that will help you get a higher paying job.	1	.8	.8	97.5
There should be more field trips, job shadowing, and classes in forensics.	1	.8	.8	98.4
Tighter supervision of the instructors. Some failed to teach the subject material.	1	.8	.8	99.2
Well lets see help graduates get employed!!!! Been graduated since 2008 and we are in 2013???	1	.8	.8	100.0
Total	122	100.0	100.0	

q40 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	93	76.2	76.2	76.2
Actually offer a seminar in Law Enforcement like the program advertises. I was VERY disappointed in the lack of this offering. I may have in earnest sought out my Masters deg elsewhere if I had known that Seminar in Law Enforcement was not available, as well as such an unnecessary amount of focus on Research & data collection methods. Although I'm going to be very proud to have completed this prog I can't say I'd encourage people to attempt it. I feel as though there are other classes that could be offered that would be more beneficial to grad students.	1	.8	.8	77.0
bye	1	.8	.8	77.9
Go Bulldawgs!	1	.8	.8	78.7
Have not got any help getting employed and each time I inquire everyone wants to look over my resume. How many times can you improve a resume? I want a career!!! Tired of cj career fields they never pertain to me. They are always requiring MCOLES. Be nice to see a broad of companies they also offer CJ students to get employed.	1	.8	.8	79.5
I am very unhappy with the career help I am getting from FSU, they don't help you get jobs at all, you are left w/ an education & no work. I regret getting my masters because I can't get work. This survey was very poorly done.	1	.8	.8	80.3
I attended the off-campus Lansing location.	1	.8	.8	81.1
I couldn't thank Ferris enough for the experience I had in the CJ program. I consider the faculty top notch and willing to bend over backwards for me. Keep doing great things and preparing students for their careers.	1	.8	.8	82.0
I enjoyed my time at FSU & know I have a respectable degree from a quality univ. The Bach degree sets me apart from other officers. I think FSU has better prepared me for my graduate studies.	1	.8	.8	82.8
I found the Grand Rapids campus very helpful and accommodating. I was in a unique situation with the military and everyone who worked with me was professional and understanding. I very much appreciated it and have nothing but positive memories and a great career to show for it.	1	.8	.8	83.6
I had a great time at Ferris, but graduated at a time of economic instability to my current job is not very related to my degree.	1	.8	.8	84.4
I had a terrible experience with professor Amey who was my advisor for my internship. We where told to write reports like the department we where working with and when I did he said he didn't like it. He gave me bad grades because he didn't like my writing style. He would answer a question in a email with another question instead of just answer a simple question. When dealing with him on the phone he was rude and unprofessional.	1	.8	.8	85.2

q40 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
I interned for mdoc parole and probation office. But the university never said that there's not a very big hiring for those or that there's a hiring freeze for this kind of job. Also they never told us that, this job is only hired internally from mdoc and not externally. It is but very rarely. I kept hearing our faculty has connections in this county and that county but never saw the results. You need to have better job placement help for your students plain and simple.	1	.8	.8	86.1
I lived the experience and my education with Ferris State. It is unfortunate for me that the economy became as bad as it did. I lost my home, my credit rating has suffered immensely (which is a factor in employment), and I have over \$1000,000 in student loan debt, and no job. I am basically homeless, I am 53 yrs. young.	1	.8	.8	86.9
I spent 5 years on a deg that I couldn't use in the field that I wanted to work in when I was done with school. I've gone through 2 advisors during those times & was misled each time. I didn't know till I was doing my internship with the MI State Police when they had me tour the MSP lab. That was when I was informed that I needed a biology, chemistry, or anthropology degree to be working in a forensic lab. That internship was the completion for my degree. So I spent over \$30,000 on a piece of paper to hang on my wall that is worthless.	1	.8	.8	87.7
I spent a lot of money in student loans and I have tons of debt now and I feel like I have nothing to show for it. There were a lot of great teachers and I did learn a lot, but degree I recieved is some what worthless. It may be all my fault but thats how I feel and I hope this helps other kids some day. Thank you for the chance to express my feelings, good luck.	1	.8	.8	88.5
I think generalist should focus on security and emergency preparedness. People wanting to go into LE or correction would have picked that program rather than generalist. Reaching out to private companies and building partnerships would help also. I made \$65,000 as intern my first year and last year I made \$97,000 as graduate student intern.	1	.8	.8	89.3
I think that the Criminal Justice program at Ferris State University is one of the best in the country, and I am glad that I was able to experience this.	1	.8	.8	90.2
I was already working as a police officer, so I know what the field is like. The degree allowed me to advance in my field. But for someone that is new to the field, they need to have the opportunity to see what it is like.	1	.8	.8	91.0
It would be great if Ferris State University offered an on line Master's program for Criminal Justice. If this is something that is being considered, or in the works, please let me know. Thanks, Bryan Chubb. bchubb@sbcglobal.net	1	.8	.8	91.8
Johnsk23@ferris.edu	1	.8	.8	92.6

q40 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Knowing someone in the field will give you a greater chance at a CJ job than a degree in this field. Most jobs advance on knowing someone or experience not education in the CJ field. African American females have the worst advantage in the CJ field. There are no opportunities for us. We are looked down at in this field. Overall, the degree was a waste of time and money for African American females.	1	.8	.8	93.4
One comment doesn't pertain to the prog as a whole be more affects certain teaching methods. Many profs in the prog would have students "present" a chapter out of the book. This is absolutely detested by all students. We aren't teachers nor do many of us have the experience or expertise to teach on the subject matter. Spending every class for the whole semester listening to students spew out the exact same words from the text does not teach us anything. This only makes us feel as if the teachers don't care about the students or what they are learning & are only there for a paycheck. Make a survey about this & I guarantee you will get the same answers.	1	.8	.8	94.3
Overall when I first attended the university everyone spoke of help everywhere and all I found was obstacles. If I could go back in time I would not have gone to ferris. Had I started working right out of high school I would probably be a manager by now, instead I am a 24 year old male who has to take an entry level position and make student loan payments.	1	.8	.8	95.1
Thank you ferris state university.	1	.8	.8	95.9
Thank you for making my life a success!	1	.8	.8	96.7
Thank you for the education experience.	1	.8	.8	97.5
The available responses for questions 6 and 7 repeat the same two options.	1	.8	.8	98.4
The commitment of the Dean to ensure his faculty are conducting themselves as professionals is lackluster. I brought an issue up to the Dean and it was just dismissed even though the teacher was a first year teacher.	1	.8	.8	99.2
The instructors in and around the CJ program go above and beyond to prep students for their career field. What they do for students and how they teach is a direct reflection of the Ferris State University CJ program and the quality education that is earned through the institution. That being said I believe that the instructors input on making the program better far outweighs the input of the students, at least in the law enforcement academy setting.	1	.8	.8	100.0
Total	122	100.0	100.0	

Appendix C

Survey Results of Members of the Criminal Justice Advisory Committee Concerning the
Undergraduate Criminal Justice Program

Advisory Committee Frequencies

Statistics

		q1a Based on performance objectives that represent job skills	q1b Designed to provide students with practical job application experience	q1c Responsive to upgrading and retraining of employed persons	q1d Periodically reviewed and revised to keep current
N	Valid	9	9	9	9
	Missing	0	0	0	0
Mean		4.67	4.67	4.67	4.67
Median		5.00	5.00	4.00	5.00
Mode		4 ^a	5	4	5
Std. Deviation		.707	.866	.866	.866

Statistics

		q2a Equipment well maintained	q2b Equipment current and representative of CJ jobs	q3a Facilities provide adequate lighting, heat, etc.	q3b Facilities allocate sufficient space to support instruction	q3c Facilities meet essential health and safety standards
N	Valid	9	9	9	9	9
	Missing	0	0	0	0	0
Mean		4.89	4.67	4.56	4.56	5.11
Median		5.00	5.00	4.00	4.00	5.00
Mode		6	4 ^a	4 ^a	4	6
Std. Deviation		1.167	1.000	1.667	1.333	.928

Statistics

		q4a Placement services available to students completing the program	q4b Job opportunities exist for students completing the program	q5a Demonstrate students are prepared for entry level employment	q5b Collect information on job success and failure of former students	q5c Provide information to review and revise the program
N	Valid	9	9	9	9	9
	Missing	0	0	0	0	0
Mean		4.67	4.89	4.89	4.44	5.11
Median		5.00	5.00	5.00	5.00	5.00
Mode		4 ^a	5	5	6	6
Std. Deviation		.707	.782	.782	1.740	1.054

Frequency Table

q1a Based on performance objectives that represent job skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Agree	4	44.4	44.4	44.4
	5 Strongly Agree	4	44.4	44.4	88.9
	6 Unsure	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q1b Designed to provide students with practical job application experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	1	11.1	11.1	11.1
	4 Agree	2	22.2	22.2	33.3
	5 Strongly Agree	5	55.6	55.6	88.9
	6 Unsure	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q1c Responsive to upgrading and retraining of employed persons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Agree	5	55.6	55.6	55.6
	5 Strongly agree	2	22.2	22.2	77.8
	6 Unsure	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

q1d Periodically reviewed and revised to keep current

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	1	11.1	11.1	11.1
	4 Agree	2	22.2	22.2	33.3
	5 Strongly Agree	5	55.6	55.6	88.9
	6 Unsure	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q2a Equipment well maintained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	1	11.1	11.1	11.1
	4 Agree	3	33.3	33.3	44.4
	5 Strongly Agree	1	11.1	11.1	55.6
	6 Unsure	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q2b Equipment current and representative of CJ jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	1	11.1	11.1	11.1
	4 Agree	3	33.3	33.3	44.4
	5 Strongly Agree	3	33.3	33.3	77.8
	6 Unsure	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

q3a Facilities provide adequate lighting,heat, etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	1	11.1	11.1	11.1
	4 Agree	4	44.4	44.4	55.6
	6 Unsure	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q3b Facilities allocate sufficient space to support instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Disagree	1	11.1	11.1	11.1
	4 Agree	4	44.4	44.4	55.6
	5 Strongly Agree	1	11.1	11.1	66.7
	6 Unsure	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q3c Facilities meet essential health and safety standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Agree	3	33.3	33.3	33.3
	5 Strongly Agree	2	22.2	22.2	55.6
	6 Unsure	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q4a Placement services available to students completing the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Agree	4	44.4	44.4	44.4
	5 Strongly Agree	4	44.4	44.4	88.9
	6 Unsure	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q4b Job opportunities exist for students completing the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Agree	3	33.3	33.3	33.3
	5 Strongly Agree	4	44.4	44.4	77.8
	6 Unsure	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

q5a Demonstrate students are prepared for entry level employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Agree	3	33.3	33.3	33.3
	5 Strongly Agree	4	44.4	44.4	77.8
	6 Unsure	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

q5b Collect information on job success and failure of former students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Disagree	2	22.2	22.2	22.2
	3 Neutral	1	11.1	11.1	33.3
	4 Agree	1	11.1	11.1	44.4
	5 Strongly Agree	1	11.1	11.1	55.6
	6 Unsure	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q5c Provide information to review and revise the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	1	11.1	11.1	11.1
	4 Agree	1	11.1	11.1	22.2
	5 Strongly Agree	3	33.3	33.3	55.6
	6 Unsure	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Appendix D

Survey Results of Employers of Alumni of the Undergraduate Criminal Justice Program

Employer Survey Frequencies

Statistics

		q1a Communication skills of graduates hired by your agency	q1b Academic knowledge of graduates hired by your agency	q1c Vocational skills of graduates hired by your agency	q1d Human relation skills of graduates hired by your agency
N	Valid	54	53	54	54
	Missing	0	1	0	0
Mean		3.93	4.25	3.94	3.98
Median		4.00	4.00	4.00	4.00
Mode		4	4	4	4
Std. Deviation		.773	.705	.899	.835

Statistics

		q1e Ability to learn of graduates hired by your agency	q1f Ferris CJ graduates compared to graduates from other schools	q2 Would recommend Ferris graduates to other agencies	q3 Strong points of Ferris CJ graduates hired by your agency in the past five years
N	Valid	54	53	54	54
	Missing	0	1	0	0
Mean		4.20	4.02	1.28	
Median		4.00	4.00	1.00	
Mode		4	4	1	
Std. Deviation		.855	.951	.685	

Statistics

		q4 Weak points of Ferris CJ graduates hired by your agency in the past five years	q5 Additional comments
N	Valid	54	54

Missing	0	0
Mean		
Median		
Mode		
Std. Deviation		

Frequency Table

q1a Communication skills of graduates hired by your agency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Below average	1	1.9	1.9	1.9
	3 Average	14	25.9	25.9	27.8
	4 Above average	28	51.9	51.9	79.6
	5 Excellent	10	18.5	18.5	98.1
	6 Unsure	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

q1b Academic knowledge of graduates hired by your agency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Average	7	13.0	13.2	13.2
	4 Above average	27	50.0	50.9	64.2
	5 Excellent	18	33.3	34.0	98.1
	6 Unsure	1	1.9	1.9	100.0
	Total	53	98.1	100.0	
Missing	System	1	1.9		
Total		54	100.0		

q1c Vocational skills of graduates hired by your agency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Below average	2	3.7	3.7	3.7
	3 Average	15	27.8	27.8	31.5
	4 Above average	23	42.6	42.6	74.1
	5 Excellent	12	22.2	22.2	96.3
	6 Unsure	2	3.7	3.7	100.0
	Total	54	100.0	100.0	

q1d Human relation skills of graduates hired by your agency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Below average	1	1.9	1.9	1.9
	3 Average	15	27.8	27.8	29.6
	4 Above average	23	42.6	42.6	72.2
	5 Excellent	14	25.9	25.9	98.1
	6 Unsure	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

q1e Ability to learn of graduates hired by your agency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Below average	1	1.9	1.9	1.9
	3 Average	10	18.5	18.5	20.4
	4 Above average	22	40.7	40.7	61.1
	5 Excellent	19	35.2	35.2	96.3
	6 Unsure	2	3.7	3.7	100.0
	Total	54	100.0	100.0	

q1f Ferris CJ graduates compared to graduates from other schools

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	2 Below average	2	3.7	3.8	3.8
	3 Average	13	24.1	24.5	28.3
	4 Above average	24	44.4	45.3	73.6
	5 Excellent	10	18.5	18.9	92.5
	6 Unsure	4	7.4	7.5	100.0
	Total	53	98.1	100.0	
Missing	System	1	1.9		
Total		54	100.0		

q2 Would recommend Ferris graduates to other agencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	46	85.2	85.2	85.2
2 No	1	1.9	1.9	87.0
3 Maybe	7	13.0	13.0	100.0
Total	54	100.0	100.0	

q3 Strong points of Ferris CJ graduates hired by your agency in the past five years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	24.1	24.1	24.1
A school where the basic academy is part of the four year degree is great. A cadet gets way more training than a normal academy	1	1.9	1.9	25.9
Ability to adapt to the criminal justice process, computer skills, communication ability	1	1.9	1.9	27.8
Ability to work on a team	1	1.9	1.9	29.6
Articulate, respectful, educated and able to be learners	1	1.9	1.9	31.5

Better understanding of criminal law. Repeatedly outscored others on oral boards for hiring. Better understanding of and ability to write police reports	1	1.9	1.9	33.3
Book knowledge	1	1.9	1.9	35.2
Communication skills and academic knowledge	1	1.9	1.9	37.0
Communication skills and academic knowledge sets them apart	1	1.9	1.9	38.9
Dedicated. Contemporary knowledge	1	1.9	1.9	40.7
Excellent writing and communication skills	1	1.9	1.9	42.6
Excellent, well rounded program	1	1.9	1.9	44.4
Ferris has done a great job at pre-screening candidates and accepting very good students.	1	1.9	1.9	46.3
Geared toward upper level management	1	1.9	1.9	48.1
Good attitude with good communication skills. Excellent officer	1	1.9	1.9	50.0
Good base knowledge and vocational skills	1	1.9	1.9	51.9
Good communication and writing skills, public relations skills, perform well in the field training program	1	1.9	1.9	53.7
Good overall quality	1	1.9	1.9	55.6
Good working knowledge of police work and a level of confidence and pride that serves the department	1	1.9	1.9	57.4

Grasp concepts well, certified, well rounded	1	1.9	1.9	59.3
Hands on field scenario work	1	1.9	1.9	61.1
Having the ability to learn	1	1.9	1.9	63.0
Human relations skills and communication skills	1	1.9	1.9	64.8
Job related activities	1	1.9	1.9	66.7
Knowledge of law and application. Writing and organizational skills	1	1.9	1.9	68.5
Leadership skills, organizational skills, communication skills	1	1.9	1.9	70.4
Motivated, eager to handle challenges. Work was very efficient. Very attentive. Excellent internship program	1	1.9	1.9	72.2
Problem solving, flexible and resilient	1	1.9	1.9	74.1
Professional demeanor and attitude. Strong academic and legal knowledge base	1	1.9	1.9	75.9
Strong CJ background makes them ready to go to work with out need for much additional training. Highly trainable adn able to take on new challenges quickly. Assimilate readily	1	1.9	1.9	77.8
Students are well prepared physically and mentally	1	1.9	1.9	79.6
Their pride in their academy experience, criminal law, driving skills, firearms training	1	1.9	1.9	81.5
They adapt to situations much better than non	1	1.9	1.9	83.3

graduates				
They are quick starters with excellent communication and strong skills required to successfully complete our FTO program	1	1.9	1.9	85.2
They enjoy to think on their own	1	1.9	1.9	87.0
They exhibited well balanced knowledge of criminal justice curriculum	1	1.9	1.9	88.9
They seem to have a better working knowledge of the CJ field. The problem solving/scenario based training makes a real difference	1	1.9	1.9	90.7
Trainability and dedication to learning	1	1.9	1.9	92.6
Very familiar with required job tasks	1	1.9	1.9	94.4
Very well prepared for oral interview, thinks well on his feet. Goes beyond the initial stop	1	1.9	1.9	96.3
Well educatedc	1	1.9	1.9	98.1
Well prepared for a criminal justice career	1	1.9	1.9	100.0
Total	54	100.0	100.0	

q4 Weak points of Ferris CJ graduates hired by your agency in the past five years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	33.3	33.3	33.3
A little "green" when it comes to life experiences and dealing with an urban	1	1.9	1.9	35.2

environment				
Application. Level of cockyness, already knows it all	1	1.9	1.9	37.0
Distance between Big Rapids and our departmen makes it tough on a cadet	1	1.9	1.9	38.9
Experience	1	1.9	1.9	40.7
Grammar, chronological thinking for reports and attention to detail	1	1.9	1.9	42.6
Haven't seen any yet	1	1.9	1.9	44.4
Lacks a basic understanding of mental health diagnoses and how to interact with mental health prisoners	1	1.9	1.9	46.3
Needs more preparation for immediate patrol duties-need certification pre-service in PBT, Datamaster, Radar,Taser, pepperspray, etc.	1	1.9	1.9	48.1
No demonstrative exposeure to field police work, no real world understanding of the actual job	1	1.9	1.9	50.0
No weak points observed	1	1.9	1.9	51.9
None	8	14.8	14.8	66.7
Not enough time spent on the gun range. More computer skills	1	1.9	1.9	68.5
Not necessarily ready to perform field functions without many hours of extensive training	1	1.9	1.9	70.4
Nothing	1	1.9	1.9	72.2
Nothing noticable	1	1.9	1.9	74.1
Occasionally a hard time	1	1.9	1.9	75.9

listening to directions				
One was terminated for off duty drug charges	1	1.9	1.9	77.8
Practical occupational skills, problem solving and basic understanding of the job requirements	1	1.9	1.9	79.6
Report writing but I find this at all CJ programs.	1	1.9	1.9	81.5
Ethics-police work is shift work, weekends, overtime, rain, stress, etc. Is it ethical to not answer your phone if the department is calling-personal vs. professional				
Small departments would benefit from preservice training in radar, SFST, Class II operator	1	1.9	1.9	83.3
The ability to write	1	1.9	1.9	85.2
The usual rookie stuff-report writing, policy knowledge, basic arrest/search procedures and protocol, scared to be decisive/lack of decisiveness	1	1.9	1.9	87.0
Those who know they are going into corrections could use more exposure in a correctional setting before graduating.	1	1.9	1.9	88.9
We have found that the firearms training portion to be less than average	1	1.9	1.9	90.7
Weak/overwhelmed in legal areas	1	1.9	1.9	92.6
Work ethic	1	1.9	1.9	94.4

Written communication skills poor	1	1.9	1.9	96.3
Young and lack of experience	1	1.9	1.9	98.1
Your academy is not preparing students for oral boards in the pre-employment hiring process for police officer. I have witnessed poor performance with many Ferris grads. They lack confidence and appear ill equipped in their answers	1	1.9	1.9	100.0
Total	54	100.0	100.0	

q5 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	77.8	77.8	77.8
Comprehensive program	1	1.9	1.9	79.6
Ferris has a well respected CJ program. Good partnership with Delta College 3 and 1 program	1	1.9	1.9	81.5
Good program, stellar graduates	1	1.9	1.9	83.3
Have hired one graduate in the last 5 years. Good candidate but hard to compare one to other school grads.	1	1.9	1.9	85.2
I have seen a growing lack of dedication among applicants overall to the profession but Ferris is a better source	1	1.9	1.9	87.0

Keep up the good work!	1	1.9	1.9	88.9
Overall postive recommendation	1	1.9	1.9	90.7
We have been very pleased with the graduates from Ferris	1	1.9	1.9	92.6
We have confidence in people out of your program	1	1.9	1.9	94.4
We have five Ferris educated officers that all excel and are willing to tak on new challenges	1	1.9	1.9	96.3
Would not hesitate to hire or recommend Ferris graduates	1	1.9	1.9	98.1
Young adults need to experience things no matter what level of training they have received.	1	1.9	1.9	100.0
Total	54	100.0	100.0	

Appendix E

Survey Results of Faculty and Staff of the Undergraduate Criminal Justice Program

Faculty Frequencies

Statistics

		q1 FLITE Library holdings	q2 Overall ability of the program to provide practical job knowledge	q3 Amount of technology incorporated into the degree program	q4 Quality of the classrooms in Bishop Hall
N	Valid	18	19	18	18
	Missing	1	0	1	1
Mean		4.78	4.74	3.94	3.83
Median		5.00	5.00	4.00	4.50
Mode		6	5	3	6
Std. Deviation		1.309	.562	1.211	2.121

Statistics

		q5 Size of the classrooms in Bishop Hall	q6 Quality of the classrooms in off campus locations	q7 Size of the classrooms in off campus locations	q8 Emphasis on the communication skills of students	q9 Culminating academic knowledge of graduates
N	Valid	18	19	19	19	19
	Missing	1	0	0	0	0
Mean		3.61	3.79	3.53	3.95	4.26
Median		4.00	3.00	3.00	4.00	4.00
Mode		6	3	3	4	4
Std. Deviation		2.279	1.398	1.541	.780	.653

Statistics

		q10 Written communication skills of graduates	q11 Social/human relations skills of graduates	q12 Desire of the typical CJ student to learn	q13 Degree of professional development provided	q14 Quality of the laboratory facilities used by the program
N	Valid	19	19	19	19	18
	Missing	0	0	0	0	1
Mean		3.37	3.68	3.47	4.68	5.22
Median		3.00	4.00	4.00	5.00	5.00
Mode		3	4	4	5	6
Std. Deviation		.831	.671	.905	1.204	.808

Statistics

		q15 Quality of advising provided to Pre-CJ students	q16 Quality of advising provided to upper level CJ students	q17 Amount of resources provided by the administration for the program	q18 Quality of instruction provided by CJ faculty	q19 Quality of office equipment
N	Valid	18	18	19	19	19
	Missing	1	1	0	0	0
Mean		4.50	4.61	4.42	4.68	4.26
Median		4.50	5.00	5.00	5.00	5.00
Mode		4	5	5	5	5
Std. Deviation		1.150	1.092	1.121	.582	1.147

Statistics

		q20 Opportunities for interaction between faculty and CJ students	q21 Overall quality of the CJ program
N	Valid	19	19
	Missing	0	0
Mean		4.42	4.47
Median		5.00	5.00
Mode		5	5
Std. Deviation		.692	.841

Frequency Table

q1 FLITE Library holdings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Average	5	26.3	27.8	27.8
	4 Above average	2	10.5	11.1	38.9
	5 Excellent	3	15.8	16.7	55.6
	6 Unsure	8	42.1	44.4	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q2 Overall ability of the program to provide practical job knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Above average	6	31.6	31.6	31.6
	5 Excellent	12	63.2	63.2	94.7
	6 Unsure	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q3 Amount of technology incorporated into the degree program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Fair	1	5.3	5.6	5.6
	3 Average	7	36.8	38.9	44.4
	4 Above average	5	26.3	27.8	72.2
	5 Excellent	2	10.5	11.1	83.3
	6 Unsure	3	15.8	16.7	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q4 Quality of the classrooms in Bishop Hall

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	3	15.8	16.7	16.7
	2 Fair	5	26.3	27.8	44.4
	4 Above average	1	5.3	5.6	50.0
	5 Excellent	2	10.5	11.1	61.1
	6 Unsure	7	36.8	38.9	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q5 Size of the classrooms in Bishop Hall

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	6	31.6	33.3	33.3
	2 Fair	2	10.5	11.1	44.4
	4 Above average	2	10.5	11.1	55.6
	5 Excellent	1	5.3	5.6	61.1
	6 Unsure	7	36.8	38.9	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q6 Quality of the classrooms in off campus locations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	1	5.3	5.3	5.3
	2 Fair	1	5.3	5.3	10.5
	3 Average	8	42.1	42.1	52.6
	4 Above average	3	15.8	15.8	68.4
	5 Excellent	3	15.8	15.8	84.2
	6 Unsure	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

q7 Size of the classrooms in off campus locations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	2	10.5	10.5	10.5
	2 Fair	2	10.5	10.5	21.1
	3 Average	7	36.8	36.8	57.9
	4 Above average	3	15.8	15.8	73.7
	5 Excellent	2	10.5	10.5	84.2
	6 Unsure	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

q8 Emphasis on the communication skills of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Average	6	31.6	31.6	31.6
	4 Above average	8	42.1	42.1	73.7
	5 Excellent	5	26.3	26.3	100.0
	Total	19	100.0	100.0	

q9 Culminating academic knowledge of graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Average	2	10.5	10.5	10.5
	4 Above average	10	52.6	52.6	63.2
	5 Excellent	7	36.8	36.8	100.0
	Total	19	100.0	100.0	

q10 Written communication skills of graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Fair	2	10.5	10.5	10.5
	3 Average	10	52.6	52.6	63.2
	4 Above average	5	26.3	26.3	89.5
	5 Excellent	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

q11 Social/human relations skills of graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Average	8	42.1	42.1	42.1
	4 Above average	9	47.4	47.4	89.5
	5 Excellent	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

q12 Desire of the typical CJ student to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Fair	3	15.8	15.8	15.8
	3 Average	6	31.6	31.6	47.4
	4 Above average	8	42.1	42.1	89.5
	5 Excellent	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

q13 Degree of professional development provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	1	5.3	5.3	5.3
	3 Average	1	5.3	5.3	10.5
	4 Above average	4	21.1	21.1	31.6
	5 Excellent	9	47.4	47.4	78.9
	6 Unsure	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

q14 Quality of the laboratory facilities used by the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 Above average	4	21.1	22.2	22.2
	5 Excellent	6	31.6	33.3	55.6
	6 Unsure	8	42.1	44.4	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q15 Quality of advising provided to Pre-CJ students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	1	5.3	5.6	5.6
	4 Above average	8	42.1	44.4	50.0
	5 Excellent	6	31.6	33.3	83.3
	6 Unsure	3	15.8	16.7	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q16 Quality of advising provided of upper level CJ students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	1	5.3	5.6	5.6
	4 Above average	5	26.3	27.8	33.3
	5 Excellent	10	52.6	55.6	88.9
	6 Unsure	2	10.5	11.1	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

q17 Amount of resources provided by the administration for the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	1	5.3	5.3	5.3
	3 Average	1	5.3	5.3	10.5
	4 Above average	7	36.8	36.8	47.4
	5 Excellent	8	42.1	42.1	89.5
	6 Unsure	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

q18 Quality of instruction provided by CJ faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Average	1	5.3	5.3	5.3
	4 Above average	4	21.1	21.1	26.3
	5 Excellent	14	73.7	73.7	100.0
	Total	19	100.0	100.0	

q19 Quality of office equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Poor	1	5.3	5.3	5.3
	3 Average	3	15.8	15.8	21.1
	4 Above average	5	26.3	26.3	47.4
	5 Excellent	9	47.4	47.4	94.7
	6 Unsure	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

q20 Opportunities for interaction between faculty and CJ students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Average	2	10.5	10.5	10.5
	4 Above average	7	36.8	36.8	47.4
	5 Excellent	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

q21 Overall quality of the CJ program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Fair	1	5.3	5.3	5.3
	3 Average	1	5.3	5.3	10.5
	4 Above average	5	26.3	26.3	36.8
	5 Excellent	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

Appendix F

List of Criminal Justice Advisory Committee Members and Their Affiliations

**FERRIS STATE UNIVERSITY
SCHOOL OF CRIMINAL JUSTICE
ADVISORY COMMITTEE MEMBERS**

Dr. Avon L. Burns, Coordinator
Mott Community College
1401 East Court Street
Mott Memorial Building, Room 2005A
Flint, MI 48503-2089
Work: 810-762-0336
aburns@MCC.Edu

Mr. James Cook, Asst. Director
FSU Public Safety
1319 Cramer Circle
Big Rapids, MI 49307
Work: 231-591-5905
James_cook@ferris.edu

Mr. Anthony Dickson, Field Agent
Michigan Dept. of Corrections
5565 S. M-37
Baldwin, MI 49304
231-745-0290 Ext. 3
dicksona@michigan.gov

Sheriff Tim Donnellon
St. Clair County
1170 Michigan Road
Port Huron, MI 48060
810-985-8115

Mr. Gary Ebels, Department Head
Grand Rapids Community College
Criminal Justice Department
143 Bostwick, N.E.
Grand Rapids, MI 49503
Work: 616-234-4282
gebels@grcc.edu

Lt. Megan Erickson
Jail Lieutenant
Mecosta County Jail
Mecosta Cty. Sheriff Dept.
225 S. Stewart
Big Rapids, MI 49307
231-592-0150
merickson@co.mecosta.mi.us

Sonja Everitt
Resident Agent in Charge
Bureau of Alcohol, Tobacco,
Firearms & Explosives
Grand Rapids Field Office
38 W. Fulton St., Ste 200
Grand Rapids, MI 49503
Phone: 616-301-6108
Fax (616) 732-2783
Email: Sonja.everitt@atf.gov

Mr. Mark Hill
Supervisory Deputy U.S. Marshal
United States Marshals Service
G.R. Ford Federal Building
110 Michigan St., NW, Ste 500
Grand Rapids, MI 49503
Phone: 616-456-2438
E-mail: mark.hill@usdoj.gov

Mr. Peter Jaklevic
Prosecutor
Mecosta County
400 Elm Street
Big Rapids, MI 49307
Work: 231-592-0141
pjaklevi@co.mecosta.mi.us

Mr. Terrence J. Jungel
Executive Director
Michigan Sheriffs' Assoc.
515 N. Capitol Avenue
Lansing, MI 48933-1241
Work: 517-485-3135

Ms. Kate Miller
6816 Heatheridge Blvd.
Saginaw, MI 48603
989-790-2878

**FERRIS STATE UNIVERSITY
SCHOOL OF CRIMINAL JUSTICE
ADVISORY COMMITTEE MEMBERS**

Ms. Andrea Nerbonne, Director
BR Department of Public Safety
435 N. Michigan
Big Rapids, MI 49307
231-527-0005

Mr. John Steele
MCOLES
106 W. Allegan St., Ste 600
Lansing, MI 48909
517-322-5614

Lt. Bill Nowicki
Grand Rapids Police Dept.
1 Monroe Center, NW
Grand Rapids, MI 49503
616-456-3604
Wnowicki@grcity.us

Mr. Jim Taylor, Undersheriff
Mecosta County Sheriff's Dept.
225 S. Stewart
Big Rapids, MI 49307
Work: 231-592-0150
jtaylor@co.mecosta.mi.us

Dr. Robert Parsons
14735 Tomahawk Lane
Big Rapids, MI 49307
231-796-8189

Mr. Edward A. Thomas
Lansing Community College
Law Enforcement Program
P.O. Box 40010
Lansing, MI 48901-7210
Work: 517-483-5278
thomase@lcc.edu

Mr. Todd Purcell, Sheriff
Mecosta County Sheriff's Department
225 S. Stewart
Big Rapids, MI 49307
Work: 231-592-0150
tpurcell@co.mecosta.mi.us

Asst. Chief Karianne Thomas
Kalamazoo Dept. of Public Safety
150 E. Crosstown Parkway, Suite A
Kalamazoo, MI 49001

Mr. Lynn Ried
MCOLES
106 W. Allegan St., Ste 600
Lansing, MI 48909
517-322-5614

Mr. Mike Wendling
10256 Webb Road
Goodells, MI 48027

Mr. Charles R. Sinclair
MDOC Deputy Director
Field Operations
Grandview Plaza
P.O. Box 30003
Lansing, MI 48909
517-335-1377
Cell: 517-582-3105
SinclairC@michigan.gov

Mr. Michael Wiltse, Director
Delta Police Academy
1961 Delta Road
University Center, MI 48710
Work: 989-686-9110
michaelwiltse@delta.edu

**FERRIS STATE UNIVERSITY
SCHOOL OF CRIMINAL JUSTICE
ADVISORY COMMITTEE MEMBERS**

SCHOOL OF CRIMINAL JUSTICE

Faculty/Staff

Mr. Steve Amey
Assistant Professor
BIS 521
231-591-5083
E-mail: ameys@ferris.edu

Dr. Russell Lewis
Professor
BIS 515
231-591-3581
E-mail: lewisr@ferris.edu

Mr. Tim Cassady
8458 Apple Blossom Lane
Flushing, MI 48433
810-762-0461
E-mail: cassadyt@ferris.edu

Mr. Mike McCaw
FSU/Grand Rapids
ATC – 151 Fountain, NE
Grand Rapids, MI 49503-3263
616-643-5738
E-mail: mccawm@ferris.edu

Ms. Margaret Edwards
Stevenson Center for Higher Learning
221 South Quarterline Road
Muskegon, MI 49442
231-777-0511
E-mail: margaretedwards@ferris.edu

Mr. Julius Moses
5680 Lannoo
Grosse Pointe, MI 48236
810-762-0461
E-mail: Mosesj2@ferris.edu

Mr. Tim Eklin
Assistant Professor
BIS 530
231-591-5082
E-mail: timothyeklin@ferris.edu

Mr. Terry Nerbonne
Professor
BIS 519
231-591-2836
E-mail: nerbonnt@ferris.edu

Mr. Frank Elo
Adjunct
BIS 516
231-591-5017
E-mail: elof@ferris.edu

Ms. Maria Putt
Assistant Director
31528 Marblehead
Farmington, MI 48336
517-388-6152
E-mail: puttm@ferris.edu

Dr. Nancy Hogan
Professor
BIS 525
231-591-2664
E-mail: nancy_hogan@ferris.edu

Mr. Cecil Queen
Associate Professor
BIS 539
231-591-3581
E-mail: queenc@ferris.edu

**FERRIS STATE UNIVERSITY
SCHOOL OF CRIMINAL JUSTICE
ADVISORY COMMITTEE MEMBERS**

Dr. Steve Reifert
Director
BIS 505
231-591-5013
E-mail: reiferts@ferris.edu

Mr. Michael Wiggins
31528 Marblehead
Farmington, MI 48336
248-752-8635
E-mail: MichaelWiggins@ferris.edu

Ms. Chrystal Roach
Assistant Professor
BIS 528
231-591-3128
E-mail: ChrystalRoach@ferris.edu

Mr. Steven Siegrist
5484 Riverbend Cir.
Grand Ledge, MI 48837
517-881-5720
E-mail: siegriss@ferris.edu

Dr. Mischelle Stone
Assistant Professor
BIS 534
231-591-3782
E-mail: mischellestone@ferris.edu

Dr. Greg Vander Kooi
Associate Professor
BIS 518
231-591-2548
E-mail: vanderkg@ferris.edu

Dr. Michael Vasicek
Assistant Professor
BIS 517
231-591-5371
E-mail: vasicem@ferris.edu

Ms. Kristin Walters
Assistant Professor
BIS 536
231-591-2452
E-mail: kristinwalters@ferris.edu

Appendix G

Program Requirements of the Undergraduate Criminal Justice Program

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION
PRE-CRIMINAL JUSTICE - ASSOCIATE OF ARTS DEGREE

NAME: _____ Student #: _____

REQUIRED		COMMUNICATION COMPETENCE - 9 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1	3	
ENGL	250	English 2	3	
COMM		Inter. Comm. (COMM 105) OR Fund. of Public Speaking (COMM 121)	3	
SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required: 2 courses, including at least one laboratory course from any of the following areas: ASTR; BIOL; CHEM; GEOG 111 or 121; GEOL; PHSC; PHYS. Exclude BIOL 207, BIOL 307, CHEM 307 Note: If pursuing a forensic minor, students should take the prerequisite of BIOL 109 , as well as CHEM 207 .				
			4	
			3-4	
QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher: This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher (Substitute a 3 credit elective).				
			3	
CULTURAL ENRICHMENT - 9 Credit Hours Required: 3 courses from the following areas including at least one at the 200 level or above: ARCH 244; ARTH; ARTS; COMM 231; FREN; GERM; HIST; HUMN (Exclude HUMN 217); LITR; MUSI; PHOT 101; SPAN; THTR. No more than 5 hours of music activities, theater activities or art studio courses shall count toward fulfillment of this requirement.				
LITR	286	Justice in Literature	3	
			3	
			3	
SOCIAL AWARENESS - 9 Credit Hours Required: 3 courses, including at least one Foundations course from two of the following areas: PSYC and SOCY.				
PSYC	150	Introduction to Psychology	3	
SOCY	121	Introductory Sociology	3	
SOCY		Select One: SOCY 225, 230, 242, 340, 341, and 344.	3	
RELATED REQUIREMENTS - 23 Credit Hours Required:				
CRIM	110	Introduction to Criminal Justice	3	
SELECT ONE		CRIM 111 – Intro to Corrections; CRIM 112 – Intro to U.S. Legal System; CRIM 113 – Intro to Law Enforcement	3	
CRIM	220	Supervision & Management in Criminal Justice	3	
CRIM	260	Delinquency Prevention & Control	3	
		Select One: ACCT 201; BLAW 221; or BUSN 122.	3	
ISYS		Select One: ISYS 105; ISYS 202; or ISYS 204.	3	
RMLS		Must be an activity class.	1	
RMLS		Must be an activity class.	1	
		Elective	3	
GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

Minimum GPA for admission to upper level = 2.5 Law Enforcement, 2.0 Corrections, 2.0 Generalist

(** MCOJC certification course - grade of "C" or better required for Corrections) **TOTAL HOURS REQUIRED FOR THE DEGREE – 60/61** 8-9-12

“Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.”

LAW ENFORCEMENT OPTION - 74 Semester Hours

You **MUST** also complete all requirements on the **Pre-Criminal Justice** check sheet with this option.

REQUIRED		COURSE TITLE	S.H.	GRADE
CRIM	305	Ethical Issues in Criminal Justice	3	
CRIM	311	Police and Society	3	
CRIM	321	Police Report Writing **	3	
CRIM	355	Precision Driving **	3	
CRIM	356	Firearms **	3	
CRIM	385	Current Issues in Criminal Justice	3	
CRIM	391	Criminal Justice Internship	4	
CRIM	402	Physical Fitness Conditioning	1	
CRIM	403	Physical and Defensive Tactics **	5	
CRIM	420	Conflict Management in Criminal Justice **	4	
CRIM	425	Michigan Criminal Law **	4	
CRIM	430	Michigan Criminal Procedure **	4	
CRIM	453	Patrol Problems **	4	
CRIM	454	Traffic Management **	5	
*CRIM	440	Criminal Investigation **	5	
CRIM	498	Law Enforcement Assessment Course	1	
RMLS	425	Advanced First Aid **	3	
LITR	343	Crime and Violence in Literature	3	
*PSYC		Select One: PSYC 341, 325, 331, 342, 410, 422, 430.	3	
PSYC		Select One: PSYC 341, 325, 331, 342, 410, 422, 430.	3	
SOCY		Select One: SOCY 225, 230, 242, 340, 341, 344, 345, 443, 450, 460.	3	
		Elective	3	
Total			73	
<p>GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.</p>				
<p>NOTE: A MINIMUM 2.5 GPA IS REQUIRED FOR ADMISSION TO THIS OPTION. YOU MUST MAINTAIN A MINIMUM GRADE POINT AVERAGE OF 2.50 WHILE ENROLLED IN THE CURRICULUM. A 2.50 GPA IS ALSO REQUIRED FOR GRADUATION.</p>				

*If pursuing a forensic minor, please meet with your advisor for appropriate course deviations.

**MCOLES certification course - grade of "C" or better is required.

Revised 2-20-13

"Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program."

CORRECTIONS OPTION - 60 Semester Hours

You **MUST** also complete all requirements on the **Pre-Criminal Justice** check sheet with this option.

REQUIRED		COURSE TITLE	S.H.	GRADE
CRIM	305	Ethical Issues in Criminal Justice	3	
CRIM	319	Conflict Management in Corrections **	3	
CRIM	322	Report Writing for Corrections	3	
CRIM	370	Correctional Institutions **	3	
CRIM	385	Current Issues in Criminal Justice	3	
CRIM	391	Criminal Justice Internship	4	
CRIM	401	Physical and Defensive Tactics	3	
CRIM	425	Michigan Criminal Law	4	
CRIM	430	Michigan Criminal Procedure	4	
CRIM	435	Legal Issues in Corrections **	3	
CRIM	475	Correctional Clients **	4	
CRIM	499	Criminal Justice Assessment Course	2	
LITR	343	Crime and Violence in Literature	3	
		Elective	3	
		Elective	3	
		Elective	3	
		Elective	3	
		Elective	3	
		Elective	3	
		Total	60	
<p>GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.</p>				
<p>NOTE: A MINIMUM 2.0 GPA IS REQUIRED FOR ADMISSION TO THIS OPTION. A 2.0 GPA IS REQUIRED FOR GRADUATION.</p>				

** MCOTC certification course – grade of “C” or better is required.

“Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.”

GENERALIST OPTION - 60 Semester Hours

You **MUST** also complete all requirements on the **Pre-Criminal Justice** check sheet with this track.

REQUIRED		COURSE TITLE	Semester Offered	S.H.	GRADE
CRIM	305	Ethical Issues in Criminal Justice	Fall	3	
CRIM	310	Corrections and Society	Fall	3	
CRIM	311	Police and Society	Fall	3	
CRIM	321/322	Report Writing	Summer	3	
CRIM	385	Current Issues in Criminal Justice	Spring	3	
CRIM	391	Criminal Justice Internship	Summer	4	
CRIM	411	Crime Control Policy	Fall/Spring	3	
CRIM	425	Michigan Criminal Law	Fall	4	
CRIM	430	Michigan Criminal Procedure	Spring	4	
CRIM	499	Criminal Justice Assessment Course	Final Spring Semester	2	
LITR	343	Crime and Violence in Literature	Fall/Spring	3	
SOCY		Select One: SOCY 340, 341, 344, 345, 443, 450	Fall/Spring	3	
				38	
		Electives to bring total hours to 60			
		Elective (300/400 level course)		4	
		Elective		3	
		Elective		3	
		Elective		3	
		Elective		3	
		Elective		3	
		Elective		3	
				3	
		Total		60	
<p>GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.</p>					
<p>NOTE: A MINIMUM 2.0 GPA IS REQUIRED FOR ADMISSION TO THIS OPTION. A 2.0 GPA IS ALSO REQUIRED FOR GRADUATION.</p>					

Revised 2-20-13

“Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.”

Appendix H

The Resumes/Vitas of Full-Time Criminal Justice Faculty

Curriculum Vitae

Steven J. Amey

Assistant Professor of Criminal Justice
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
521 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-5083; Fax: (231) 591-3792
E-mail: amey@s@ferris.edu

Home Address:

317 Winter Ave.
Big Rapids, MI 49307
Phone: (810) 434-0255

Education

Aug 2011 to present

Doctor of Philosophy Degree in Instructional Design & Technology
Wayne State University
Detroit, MI 48202

May 2010, Master of Science in Administration Degree, Distinction

Central Michigan University
Mount Pleasant, MI 49307

Thesis: St. Clair County Drug Task Force is a necessary unit

This research study investigates the necessity of a local narcotics unit that deal with local narcotics problems. The research objective was to show the needs of the unit and compared basic criteria associated with the quantities of narcotics seized, assets obtained, search warrants executed, weapons located and arrest rates. The results were compared between a current five year span and yielded a 400% increase in all of the data analyzed.

May 1995, Bachelor of Science Degree, Distinction

Criminal Justice
Ferris State University
Big Rapids, MI 49307

May 1992, Associate of Arts Degree, Cum Laude

Criminal Justice
St. Clair County Community College
Port Huron, MI 48060

Professional Academic Positions

**Ferris State University
School of Criminal Justice
Big Rapids, MI 49307** **August 2011-Present**

**Ferris State University
School of Criminal Justice
(Satellite Instructor)
Port Huron, MI 48060** **August 2009-August 2011**

**St. Clair County Community College August 2005-August 2011
School of Criminal Justice
(Adjunct Instructor to Fulltime Lecturer)
Sault Ste. Marie, MI 49783**

Assistant Professor

Instructed the following academic Criminal Justice Courses: CRIM 305 Ethical Dilemmas in Criminal Justice, CRIM 356 Firearms (assisting range safety officer), CRIM 411 Crime Control Policy, CRIM 391 Internship Advisor, Assisting in academic advising for undergraduate students

Adjunct Faculty to Lecturer

Instructed the following courses for the St. Clair County Community College from 2005-2011, CJ 101 Introduction to Criminal Justice, CJ 104 Juvenile Delinquency, CJ 105 Police Patrol Operations, CJ 206 Traffic Law and Accident Investigation, CJ 213 Legal Aspects for Law Enforcement, CJ 215 Basic Criminal Investigation, CJ 220 Specific Offense Criminal Investigation, 208A and 208B Internship Advisor

Research Interests: Computer Forensics and New Technology, Use of Force Issues, Police Emergency Driving and Pursuit Issues, Firearms, Ethics in Criminal Justice, Criminal Investigation Techniques, Patrol Problems, Interview and Interrogation Problem-Based Learning Methods

NON- ACADEMIC PROFESSIONAL EXPERIENCE

St. Clair County Sheriff's Office

Detective	July 2006 to January 2011
Deputy Sheriff, St. Clair County Sheriff's Office	January 2005- July 2006
Drug Task Force Narcotics Investigator	April 2001- January 2005
Deputy Sheriff, St. Clair County Sheriff's Office	January 2000- April 2001
Drug Task Force Narcotics Investigator	May 1997-January 2000
Deputy Sheriff, St. Clair County Sheriff's Office	December 1995-May 1997
Capac Police Department Patrolman	May 1995-May 1995

COMPUTER FORENSICS CERTIFICATES OF ADDITIONAL TRAINING

Access Data Courses Forensic Tool Kit

Mar-08	AccessData Windows Forensics Vista	Jan-08	AccessData Boot Camp
Feb-08	AccessData Internet Forensics	Jan-08	AccessData Windows Forensics
Feb-08	AccessData Applied Decryption	Dec-07	AccessData Forensic Fundamentals

Eastern Michigan University National Center of Academic Excellence Information Assurance

ep/Nov 07	School of Computer Forensics
May/Jul-07	School of Cyber Crime Investigation

CERTIFICATES OF ADDITIONAL POLICE TRAINING

Apr-12	Michigan State Police Precision Driving Instructor Program
Mar-12	Michigan State Police Advanced Precision Driving
Oct-11	PRISIM 16 hour Professional Simulation Instructor Training Course
Jul-11	Firearms Master Instructor Pistol / Rifle National Rifle Association
Jun-11	Range Safety Officer / National Rifle Association
Aug 10	Appointed to DreamCatchers advisory board organization that fight against child abuse
May-10	IACIS (International Association of Computer Investigative Specialist)
Jan-10	911 caller- Is the caller the killer? Homicide school training
Nov-09	Successfully completed 8 weeks of creating online course
Oct-09	Advanced Course of the Reid Technique of Interviewing & Interrogation
Sep-09	Michigan Association of Chiefs of Police (MACP) Environmental Crimes Enforcement Seminar
Sep-09	MACP Environmental Crimes Enforcement Seminar
Sep-09	Cold Case Homicide Investigations
Jul-09	United States Attorney's Office training in Search Warrants in child exploitation case
May-09	Appointed to Ferris State University's Criminal Justice Advisory Board
May-07	Cyber terrorism Defense Analysis Center SENTINEL Cybersecurity: Incident Handling and Response
pr-07	National Board on Fire Service Professional Qualifications Fire Investigator
Apr-07	55th fire Investigation Unit-Fire Investigation 1 School

Jan-07 Background Investigations for Police Applicants
 Jan-07 Forensic Interviewing of Children Seminar
 pr-07 Medicolegal Death Investigator recertification
 Nov-06 U.S. Department of Homeland Security National Incident Management System
 Jun-06 Forensic Mapping Specialist for Crash and Crime Scene Investigators
 Jul-05 Masters Conference for Advanced Death Investigation
 Jun-05 Methamphetamine Awareness Clinic
 Apr-05 Wayne State University Medicolegal Investigation of Death
 Oct-04 Medicolegal Death Investigator school
 Sep-04 Weapons of Mass Destruction Awareness for Emergency Responders
 Jan-04 Royal Canadian Mounted Police Operation Pipeline / Convoy Criminal Interdiction Techniques
 May-03 National Intelligence Academy Mobile Surveillance
 Mar-03 Highway Drug Investigative and Interdiction School
 Feb-03 Basic L.E.I.N. TAC school
 Feb-03 Undercover Survival
 Apr-02 Oakland Police Academy training in drug forfeiture
 Sep-01 Fingerprint Pattern Interpretation Course
 Jun-01 Police Traffic Accident Investigation 2
 Jun-01 Master Instructor Narcotic Identification Course
 Mar-01 Police Traffic Accident Investigation 1
 Apr-01 Emergency Vehicle Operation Recertification
 Jan-01 Concealed Weapons Detection
 Oct-00 Basic Commercial Vehicle Code
 Apr-00 High Risk Felony Vehicle Stops
 Apr-99 Basic Reid Technique of Interviewing & Interrogation
 Apr-99 Advanced Course of the Reid Technique of Interviewing & Interrogation
 un-99 Drug Enforcement Administration Clandestine Laboratory Investigation
 Jan-99 Narcotest Correct Interpretation of drug field tests
 Oct-98 Crime Scene Evidence Technician School
 Apr-98 Evidence & Property management school
 Dec-97 Two weeks Basic Narcotic Investigators School
 Oct-95 DWI Detection and Standardized Field Sobriety Testing Course
 Oct-95 Certified Instruction in proper use of chemical weapons
 Aug-95 Radar Operators Certification
 Apr-94 Hazardous Material/First Responder Awareness
 Mar-91 Black Belt Achievement Program member

Awards and Citations

June 6, 2012 St. Clair County Sheriff Department Unit Commendation
 March 22, 2010 St. Clair County Sheriff Department Unit Commendation
 February 28, 2003 Port Huron Police Department Unit Citation Award (Bravery)
 August 20, 2004 Port Huron Police Department Unit Citation Award (Bravery)

Timothy M. Eklin

Curriculum Vitae

PROFESSIONAL OBJECTIVE

To reach tenure as a criminal justice professor by blending my practitioner knowledge with rigorous academic pursuits while maintaining a vigilant focus on student learning.

EDUCATIONAL SUMMARY

2008 Ph.D. Candidate, Antioch University – Organizational Leadership and Change – *2013 completion*
2001 M.A., Saginaw Valley State University – Organizational Leadership & Public Administration
1986 B.A., Saginaw Valley State College – Criminal Justice Major / Sociology Minor
1984 A.A., C.S. Mott Community College – Criminal Justice Major

CAREER HIGHLIGHTS

- Twenty plus years of professional criminal justice experience at the state and local levels
- Supervised prisoners in levels I-V and have experience with male, female, and youthful offenders
- Eight years of classroom experience teaching corrections content at the college level
- Conducted survey research on the leadership styles of prison executives in five Midwestern states
- Outstanding graduate student paper award, Midwest Criminal Justice Association, 2011
- Experience selecting random samples and performing survey data analysis using SPSS software
- Experience using grounded theory qualitative research methodology using NVivo software

SCHOLARLY ENGAGEMENT

- **2013, Doctoral Dissertation Research** – Currently engaged in data collection and analysis phase
 - Dissertation Title: *Command and Control Cultures: A Grounded Theory Study of the Lived Experiences of Correctional Officers*
- **2012, March: Academy of Criminal Justice Sciences (ACJS) – Panelist – New York, NY**
 - Based on a working manuscript titled: *Nature of Correctional Leadership*
- **2011, September: Michigan Corrections Association (MCA) – Presenter – Mt. Pleasant, MI**
 - Presented various leadership issues impacting the future of corrections
- **2011, September: Midwest Criminal Justice Association (MCJA) – Chicago, IL**
 - Won graduate student academic paper award competition

PROFESSIONAL WORK EXPERIENCE

2012 – Present **Ferris State University** – Big Rapids, MI
ASSISTANT PROFESSOR – CRIMINAL JUSTICE

- Teaching responsibilities for undergraduate students
- Advise students regarding program requirements and content
- Counsel students on career planning and preparation
- Provide service to the university
- Contribute to my professional community of practice
- Focus on student retention and academic success

Timothy M. Eklin

Curriculum Vitae

- 2007 – 2012 **Baker College** – Flint, MI
ASSOCIATE DEAN – EDUCATION AND HUMAN SERVICES DIVISION
- Administrative oversight of the human service and criminal justice programs
 - Coordinator for the criminal justice program for nine Baker campuses
 - Instruct courses in the MCOTC corrections officer certificate program
 - Develop and revise curriculum for the criminal justice program
 - Personnel responsibilities including hiring and evaluating faculty members
 - Conduct orientation and academic advising sessions with students
 - Facilitate professional development sessions for faculty and staff
 - Provide leadership for work groups as needed to meet institutional objectives
 - Carried a teaching load continuously since fall 2005
- 2001 – 2003 **Lapeer City Police Department** – Lapeer, MI
RESERVE POLICE OFFICER (Part-time)
- Served a patrol function and provided security at special events
 - Participated in regular training sessions involving police tactics
 - Attended regular in-service training sessions to improve job skills
- 1987 – 2007 **Michigan Department of Corrections** (MDOC) – Lansing, MI
DEPARTMENTAL MANAGER 3 – Level 14 – Michigan Civil Service Classification
- Worked as a corrections officer and various supervisory/managerial positions
 - Managed and led department-wide program initiatives impacting 17,000 employees
 - Served as team leader and project manager on numerous cutting-edge projects
 - Authored a federal USDOJ grant resulting in a \$1 million award
 - Developed spending plan for a \$3.6 million annual appropriation
 - Authored and delivered training curriculum for both new and in-service personnel
 - Successfully promoted six times within several organizational divisions
- 1986 – 1987 **Lapeer County Sheriff's Department** – Lapeer, MI
DEPUTY SHERIFF – MARINE DIVISION
- Performed duties as a deputy sheriff in the marine division
 - Actively involved with the search and rescue dive team

CURRENT UNIVERSITY ENGAGEMENT ACTIVITIES

- **New Faculty Transition Program (NFTP)**
 - Attending nine month structured professional development program
 - Explores various instructional approaches, technologies, and resources
- **Academic Service Learning (ASL) Committee**
 - Provide perspective and leadership as a steering committee member
 - Promote university-wide service learning initiatives
- **Faculty Center for Teaching and Learning (FCTL) Advisory Board Member**
 - Serving a two-year term to provide input from the faculty perspective
 - Assist in determining relevance, effectiveness, and the future initiatives
- **Faculty Search Committee Member – School of Criminal Justice**
 - Reviewed candidate credentials for pre-screening
 - Attended interviews, meetings, and events related to faculty selection

Timothy M. Eklin

Curriculum Vitae

COMMUNITY BASED INVOLVEMENT

- **Michigan Correctional Officers' Training Council (MCOTC)** – Term expiring March 2013
 - Appointed by The Honorable Jennifer M. Granholm, Governor of Michigan
 - Establish academic and training standards for Michigan correctional officers
 - Oversee certification for 7,200 state correctional officers in Michigan
 - Elected as vice-chairman during my first term
 - Elected as committee chairman during the current term
- **Leadership Genesee, Leadership Development Program Participant**, Class 2008-09
 - Received training to enhance individual leadership skills
 - Participated in professional networking among participants, community leaders, alumni, and others in Genesee County, Michigan
 - Gained awareness for community issues, resources, needs, and civic engagement responsibilities
- **Habitat for Humanity – Genesee County, MI**
 - Served on the Board of Directors – August, 2008 to December, 2010
 - Former member of the family selection sub-committee

UNDERGRADUATE COURSES INSTRUCTED

- Introduction to Corrections
- Correctional Facilities
- Client Relations in Corrections
- Client Growth and Development
- Criminology
- Criminal Justice Internship Seminar I
- Criminal Justice Internship Seminar II
- Evidence-Based Practices in Criminal Justice (Research Methods)
- Research Methods in Human Services
- Ethical Issues in Criminal Justice
- Conflict Management in Corrections

PROFESSIONAL MEMBERSHIPS

- **American Corrections Association (ACA) – Professional II Member**
 - Attended conference in Dallas, Texas – January 2008
- **Midwest Criminal Justice Association (MCJA) – Student Member**
 - Attended annual conference in Chicago, IL – September 2011
- **Michigan Corrections Association (MCA) – Student Member**
 - Attended conference in Mount Pleasant, MI – September 2011
- **Academy of Criminal Justice Sciences – (ACJS)**
 - Member (Ph.D. student membership)
 - Attended conference in Boston, MA – March 2009

Nancy Lynne Hogan, Ph.D.
527 Ridgeview Drive
Big Rapids, Michigan 49307
231-592-3104

Educational Background

Doctor of Philosophy (1996), Justice Studies, *Arizona State University*, Tempe, AZ 85287

Dissertation: May The Force Be With You: Men and Women Detention Officers Using Force.

Honors: Graduate Teaching Assistant, 1992-1995
Adjunct Teaching Associate, 1996
ASU Teaching Assistant Excellence Award, April 1993; May, 1994
Justice Studies Outstanding Teaching Associate, April, 1995

Master of Science (1991), Administration of Justice, *Mercyhurst College*, Erie, PA 16546

Thesis: Testing AIDS Educational Methods for Inmates

Honors: James V. Kinnane Outstanding Graduate Award
National Dean's List
Graduate Fellowship

Bachelor of Arts (1979), Criminal Justice, *Gannon University*, University Square, Erie, PA 16541

Honors: Magna Cum Laude
Who's Who Among American Colleges
Pi Gamma Mu Honor Social Science Fraternity
Dean's List

Academic Teaching Experience

January, 2012- **Professor/University Graduate Education Coordinator**
Appointed by Provost in January 2012 to centralize graduate level functions.
Tasks include: establishing the Office of Graduate Studies, developing a more functional admissions process, policy updates and creation, supervision of office staff, etc.

August, 1997- **Professor (2005), Graduate Program Coordinator**
Dec, 2011 School of Criminal Justice, ***Ferris State University***, Big Rapids, Michigan,
tenured-2002; Post tenure review-2007; Merit Promotion, 2010, Post-tenure
review-2011

Courses include: Nature of Crime (Graduate); Seminar in Corrections

(Graduate); Research Methods (Graduate); Crisis Intervention (Graduate), Comprehensive Critique/Exam (Graduate); Qualitative Research (Graduate); Crime and the Media (Graduate); Women and Social Control (Graduate) Comparative Criminal Justice Systems—Study Away Program in Ireland (graduate/undergraduate); Correctional Institutions; Correctional Clients; Introduction to Corrections; Crime Control Policy; Conflict Management in Corrections, Capstone Course, Report Writing, Internship Advisor, and graduate thesis committees.

May, 1996-
July, 1997

Assistant Professor

Sociology & Criminology, *Morehead State University*, Morehead, Kentucky. Courses included: Contemporary Social Problems; Criminology; Seminar in Criminal Behavior; History of Corrections; Sex & Gender.

1995-1996

Adjunct Teaching Associate

School of Justice Studies, *Arizona State University*, Tempe, Arizona Criminal Justice Administration, *Arizona State University West*, Phoenix, Arizona. Courses included: The Correctional Function; Basic Statistical Analysis.

1992-1995

Graduate Teaching/Research Assistant

School of Justice Studies, *Arizona State University*, Tempe, Arizona Courses included: Discretionary Justice; Women, Law & Social Control; The Correctional Function; Basic Statistical Analysis.

Research and Teaching Interests

My interests are primarily in the field of Corrections, especially health & safety issues for officers and inmates; use-of-force in conflict situations; programming for inmates; correctional & criminal justice policy; ethics; criminological theory and predictors of juvenile deviancy, job satisfaction, and criminal behavior.

Scholarly Productivity

Peer-Reviewed journals

Forthcoming Lambert, E., Kelley, T., & Hogan, N. "Work-family conflict and organizational citizenship behaviors: A preliminary examination." *Journal of Crime and Justice*, accepted June 20, 2012.

Forthcoming Garland, B., and Hogan, N., & Lambert, E. "Antecedents of role stress among correctional staff: A replication and expansion." *Criminal Justice Policy Review*,

accepted: 5-17-12.

- Forthcoming Lambert, E. & Hogan, N. "The importance of job satisfaction and organizational commitment in shaping turnover intent among staff at a private prison." *Criminal Justice Review*.
- Forthcoming Lambert, E., Hogan, N. & Cheeseman, K. "Research note: Strain-based work-family conflict and its relationship with perceptions of distributive and procedural justice among correctional staff. *Journal of Police and Criminal Psychology*, accepted 8-8-12.
- Forthcoming: Griffin, M. Lambert, E. & Hogan, N. "Loyalty, love, and investments: The impact of job outcomes on the organizational commitment of correctional staff. *Criminal Justice and Behavior*, accepted 11-8-12.
- Forthcoming: Lambert, E.G., Hogan, N.L., Kelley, T., Kim, B., & Garland, B. When domains spill over: The relationships of affective and continuance commitment with work-family conflict among correctional staff. *Criminal Justice Policy Review*. Accepted: 12-20-12
- 2013 Lambert, E., Hogan, N., Dial, K., & Barton-Bellessa, S. "The relationship between job stressors and job involvement among correctional staff: A test of the job demands model". *Howard Journal of Criminal Justice*, 52(1), 19-38.
- 2013 Garland, B., Hogan, N. Kelley, T., Bitna, K., & Lambert, E. "To be or not to be committed: The effects of continuance and affective commitment on absenteeism and turnover intent among private prison personnel". *Journal of Applied Security Research*, 8, 1-23. DOI: 10.1080/19361610.2013.738402
- 2012 Lambert, E., Kelley, T., & Hogan, N. "The association of occupational stressors with different forms of organizational commitment among correctional staff. *American Journal of Criminal Justice*, online 9-22-2012.
- 2012 Hogan, N., Lambert, E. Barton-Bellessa, S. "Evaluation of CHANGE, an involuntary cognitive program for high risk inmates. *Journal of Offender Rehabilitation*, 51,(6), 370-388.
- 2012 Griffin, M., Hogan, N., & Lambert, E. "Doing 'people work' in the Prison Setting: A examination of the job characteristics model and correctional staff burnout". *Criminal Justice & Behavior*, 39 (9), 1131-1147. online first-May 9, 2012.
- 2012 Lambert, E., Hogan, N., Dial, K., Altheimer, I., Barton-Bellessa, S. "Examining the effects of stressors on organizational citizenship behaviors among private correctional staff: A preliminary study. *Security Journal*, 25 (2), 152-172.

- 2012 Lambert E., Hogan, N., Barton-Bellessa, S., & Jiang, S. "Examining the relationship between supervisor trust and management trust and job burnout among correctional staff." *Criminal Justice and Behavior*, 39(7), 938-957.
- 2012 Lambert, E. , Kelley, T. & Hogan, N. "Hanging on too long: The relationship between different forms of organizational commitment and emotional burnout among correctional staff. *American Journal of Criminal Justice*, online, DOI: 10.1007/s12103-012-9159-1.
- 2011 Pollock, J., Hogan, N., Lambert, E., Ross, J. & Sundt, J. "A Utopian Prison: Contradiction in Terms?" *Journal of Contemporary Criminal Justice*, online, 1-17.
- 2011 Lambert, E., Hogan, N., Cheeseman-Dial, K., Jiang, S., & Khondaker, M. "Is the job burning me out? An exploratory test of the job characteristics model on the emotional burnout of prison staff." *The Prison Journal*, 92(1), 3-23.
- 2011 Lambert, E., Hogan, N., & Dial, K. "The effects of job involvement on private correctional staff: A preliminary study." *Journal of Applied Security Research*, 6(2), 158-183.
- 2011 Cheesman, K., Bitna K., Lambert, E., & Hogan, N. "These clients are criminals: The effect of correctional officer perceptions of inmates and overall job satisfaction. *Journal of Crime & Justice*, 34(2), 81-102.
- 2011 Eric Lambert, Nancy Hogan, and Shannon Barton-Bellessa. "The association between perceptions of distributive justice and procedural justice with support of treatment and support of punishment among correctional staff." *Journal of Offender Rehabilitation*, 50(4), 202-220.
- 2011 Lambert, E., Altheimer, I., Hogan, N. & Barton-Bellessa, S. "An exploratory study of the correlates of correctional orientation in a treatment-oriented prison: A partial test of person-environment fit theory." *Criminal Justice and Behavior*, 38, 453-470.
- 2011 Lambert, E. & Hogan, N. "Association between distributive and procedural justice and life satisfaction among correctional staff: Research note." *Professional Issues in Criminal Justice*, 6(3/4), 31-41.
- 2010 Lambert, E., Altheimer, I., & Hogan, N. "Exploring the relationship between social support and job burnout among correctional staff." *Criminal Justice and Behavior*, 4, 1217-1236.

- 2010 Lambert, E., Hogan, N., Altheimer, I., Wareham, J. "The effects of different aspects of supervision among female and male correctional staff: A preliminary study." *Criminal Justice Review*, 35(4), 492-513.
- 2010 Lambert, E. Hogan, N. "An exploratory examination of a gendered model of the effect of role stressors." *Women and Criminal Justice*, 20, 192-217.
- 2010 Lambert, E. & Hogan, N. "Work-family conflict and job burnout among correctional staff". *Psychological Reports*, 106, 19-26.
- 2010 Lambert, E. & Hogan, N. "Wanting change: The relationship of perceptions of organizational innovation with correctional staff job Stress, job satisfaction, and organizational commitment". *Criminal Justice Policy Review*, 21 (2) 160-184.
- 2010 Lambert, E., Hogan, N. & Jiang, S. "A preliminary examination of the relationship between organizational structure and emotional burnout among correctional staff". *The Howard Journal*, 49(2), 125-146. DOI:10.1111/j.1468-2311.2010.00606.x
- 2010 Lambert, E., Hogan, N., & Altheimer, I. "The association between work-family conflict and job burnout among correctional staff: A preliminary study." *American Journal of Criminal Justice*, 35 (1), 37-55. DOI: 10.1007/s12103=009-9067-I.
- 2010 Lambert, E., Hogan, N., & Altheimer, I. "An exploratory examination of the Consequences of burnout in terms of life satisfaction, turnover intent, and absenteeism among private correctional staff." *The Prison Journal*, 90(1), 94-114. DOI: 10.1177/0032885509357586
- 2010 Lambert, E., Hogan, N., Jiang, S, Elechi, O., Benjamin, B., Morris, A., Laux, J., & Dupuy, P. "The relationship among distributive and procedural justice and correctional life satisfaction, burnout, and turnover intent: An exploratory study." *Journal of Criminal Justice*, 38, 7-16. DOI:10.1016/j.jcrimjus.2009.11.002
- 2009 Lambert, E. Hogan, N. Elechi, O., Jiang, S. Laux, J., Dupuy, P., Morris, A. "A further examination of antecedents of correctional staff life satisfaction. *Social Science Journal*, 44(4), 689-706.
- 2009 Lambert, E., Hogan, N., & Tucker, K. "Problems at work: Exploring the correlates of role stress among correctional staff." *The Prison Journal*, 1-22. DOI: 10.1177/0032885509351006
- 2009 Griffin, M., Hogan, N., Lambert, E., Tucker-Gail, K., & Baker, D. "Job involvement, job stress, job satisfaction, and organizational commitment and the burnout of

correctional staff." *Criminal Justice and Behavior*, 1-17. DOI: 10.1177/0093854809351682.

- 2009 Lambert, E., Clarke, A., Tucker, K., & Hogan, N. "Multivariate analysis of reasons for death penalty support between male and female college students: Empirical support for Gilligan's 'ethic of care'." *A Critical Journal of Crime, Law, and Society*, 22(3), 239-260.
- 2009 Lambert, E., Hogan, N., Altheimer, I., Jiang, S., & Stevenson, M. "The relationship between burnout and support for punishment and treatment: A preliminary examination." *International Journal of Offender Therapy and Comparative Criminology*, 54(6), 1004-1022.
- 2009 Lambert, E., & Hogan, N. "Creating a positive work experience: The issues of support from supervisors and management in shaping the job stress, job satisfaction, and organizational commitment of private correctional staff." *Journal of Applied Security Research*, 4, 462-482.
- 2009 Lambert, E., Hogan, N., Jiang, S., & Jenkins, M. "I am fried: The issues of stressors and burnout among correctional staff." *Corrections Compendium*, Summer, 16-23.
- 2009 Lambert, E., Hogan, N., Barton, S., & Elechi, O. "The impact of job stress, job involvement, job satisfaction and organizational commitment on correctional staff support for rehabilitation and punishment." *A Critical Journal of Crime, Law, and Society*, 22(2), 109-122.
- 2009 Lambert, E., Hogan, N., Moore, B., Tucker, K., Jenkins, M., Stevenson, M. & Jiang, S. "The impact of the work environment on prison staff: The issue of consideration, structure, job variety & training." *American Journal of Criminal Justice*, 166-180. DOI: 10:1007/s12103-009-9062-6
- 2009 Hogan, N., Lambert, E., Jenkins, M. & Hall, D. "The impact of job characteristics on private prison staff: Why management should care?" *The American Journal of Criminal Justice*, DOI: 10.1007/212103-009-9060-8
- 2009 Lambert E. & Hogan, N. "Exploring the predictors of treatment views Of correctional staff: A test of an integrated work model." *Journal of Offender Rehabilitation*, 48: 504-528.
- 2009 Lambert, E. & Hogan, N. "A test of the importation and work environment models: The effects of work ethic, importance of money, and management views on the job

satisfaction and organizational commitment of correctional staff." *Journal of Crime and Justice*, 32(1), 61-92.

- 2008 Lambert, E., Hogan, N., Paoline, E. & Stevenson, M. "I want to know and I want to be part of it: The impact of instrumental communication and integration on private prison staff." *Journal of Applied Security Research*, 3 (2), 205-229.
- 2008 Lambert, E., Hogan, N. & Jiang, S. "Exploring antecedents of five types of organizational commitment." *Criminal Justice Policy Review*, 19(4), 466-490.
- 2008 Lambert, E. Jiang, S. & Hogan, N. "The issue of trust in shaping the job Stress, job satisfaction, and organizational commitment of correctional staff." *Policy Issues in Criminal Justice*, 3(4), 37-64.
- 2008 Lambert, E., Hogan, N., Moore, B., Jenkins, M., Jiang, S. & Clarke, A. "The death penalty attitudes of criminal justice students: Are they different from other students?" *Criminal Justice Studies*, 21(2), 193-212.
- 2008 Lambert, E., Hogan, N., Barton, S., Jiang, S., Baker, D. "The impact of punishment and rehabilitation views on organizational commitment among correctional staff: A preliminary study." *American Journal of Criminal Justice*, 33(1), 85-98.
- 2008 Lambert, E., Hogan, N. & Griffin, M. "Being the good soldier: Organizational citizenship behavior and commitment among correctional staff." *Criminal Justice and Behavior*, 35, 56-68.
- 2007 Lambert, E. Hogan, N. Barton, S., Jiang, S. Ventura, L., & Nerbonne, T. "Rural law enforcement officers' perceptions of the likelihood of arrest in various situational domestic violence cases: The impact of personal characteristics of the officer and type of agency." *Journal of Police and Criminal Psychology*, 2(2), 91-101.
- 2007 Lambert, E., Hogan, N., Nerbonne, T., Lambert, J., Barton, S., Watson, P., & Buss, J. "Differences in forensic science views and needs of law enforcement: A survey of Michigan law enforcement agencies." *Police Practice and Research, an International Journal* , 8 (5), 415-430.
- 2007 Lambert, E. Hogan, N., & Griffin, M. "The Impact of distributive and procedural justice on correctional staff job stress, job satisfaction, and organizational commitment." *Journal of Criminal Justice*, 35(6), 644-656.
- 2007 Lambert, E., Hogan, N., Cluse-Tolar, T. "This job is killing me: The impact of job characteristics on correctional staff job stress." *Applied Psychology in Criminal Justice*, 3(2), 117-142.

- 2007 Lambert, E. & Hogan, N. "Absent correctional staff: An exploratory study of the correlates of correctional staff absenteeism views and absenteeism." *Corrections Compendium*, 32 (4), 7-27.
- 2007 Lambert, E., Hogan, N., Barton, S. & Stevenson, M. "An evaluation of CHANGE, a pilot prison cognitive treatment program." *Journal of Articles in Support of the Null Hypothesis*, 5(1), www.jasnh.com
- 2007 Lambert, E., Hogan, N., & Baker, D. "Gender similarities and differences in correctional staff work attitudes and perceptions of the work environment." *Western Criminology Review* 8,(1), 16-31.
- 2006 Lambert, E., Hogan, N., Camp, S. & Ventura, L. "The impact of work-family conflict on correctional staff: A preliminary study." *Criminology & Criminal Justice*, 6(4) 371-386.
- 2006 Hogan, N., Lambert, E., Jenkins, M. & Wambold, S. "The impact of occupational stressors on correctional staff organizational commitment: A preliminary study." *Journal of Contemporary Criminal Justice*, 22,(1), 44-62.
- 2006 Lambert, E. & Hogan, N. "Possible antecedent of correctional staff work on family conflict". *Professional Issues in Criminal Justice*, 1(2), 17-34.
- 2006 Lambert, E., Hogan, N., & Allen, R. "Correlates of correctional officer job stress: The impact of organizational structure". *American Journal of Criminal Justice*, 30 (2) 227-246.
- 2006 Paoline, E. III, Lambert, E. & Hogan, N. "A calm and happy keeper of the keys: The impact of ACA views, relations with co-workers, and policy views on the job stress and job satisfaction of correctional staff". *The Prison Journal*, 86 (2), 182-205.
- 2006 Lambert, E., Hogan, N. & Paoline, E. III. "The impact of centralization and formalization on correctional staff job satisfaction and organizational commitment." *Criminal Justice Studies: A Critical Journal of Crime, Law, and Society* 19 (1) 23-44.
- 2005 Lambert, E., Hogan, N., Paoline, E. III, & Baker, D. "The good life: The impact of job satisfaction and occupational stressors on correctional staff life satisfaction - an exploratory study". *The Journal of Crime and Justice*, 18(2), 1-26
- 2005 Lambert, E., Hogan, N. & Paoline, E. III, & Clarke, A. "The impact of role stressors on job stress, job satisfaction, and organizational commitment among private prison staff". *Security Journal*, 18(4), 33-50.

- 2004 Hogan, N., Lambert, E., Hepburn, J, Cullen, F., & Burton, V. "Is there a difference? Exploring male and female correctional officers' definition and response to conflict situations". *Women & Criminal Justice* 15(3/4), 143-165.
- 2004 Lambert, E. & Hogan N. "Academic dishonesty Among criminal justice majors: A research note" *American Journal of Criminal Justice*,29(1), 1-20.
- 2004 Lambert, E., Hogan, N. & Barton, S. "The nature of work-family conflict among correctional staff". *Criminal Justice Review*, 29(1), pp. 145-172.
- 2003 Lambert, E., Hogan, N., & Barton, S. "Collegiate academic dishonesty revisited: What have they done, how often have they done it, who does it, and why did they do it?" *Electronic Journal of Sociology*, 7(4) pp. 1-29.
- 2003 Lambert, E., Nerbonne, T., Watson, P., Buss, J., Clarke, A., Hogan, N. Barton, S., & Lambert, J. "The need for forensic courses in undergraduate education". *Journal of Criminal Justice Education*, 14 (1) pp. 67-81.
- 2002 Lambert, E., Hogan, N., Barton, S. & Clarke, A. "The impact of instrumental communication and integration on correctional staff". *The Justice Professional* 15 (2), pp. 181-193.
- 2002 Lambert, E., Hogan, N., & Barton, S. "The impact of work-family conflict on correctional staff job satisfaction". *The American Journal of Criminal Justice*. 27(1), 35-51.
- 2002 Lambert, E., Hogan, N., & Barton, S. "Satisfied correctional staff: A review of the literature on antecedents and consequences of correctional staff job satisfaction." *Criminal Justice and Behavior*, 29(2), 115-143.
- 2002 Lambert, E., Hogan, N., & Barton, S. "Building commitment among correctional staff". *Corrections Compendium*, 27(30), 1-28.
- 2001 Lambert, E., Hogan, N. & Barton, S. "The impact of job satisfaction on turnover intent: A test of a structural measurement model using a national sample of workers." *Social Science Journal*, 38, 233-250.
- 1999 Lambert, E., Barton, S., & Hogan, N. "The missing link between job satisfaction and correctional staff behavior: The issue of organizational commitment". *American Journal of Criminal Justice*, 24 (1), 95-116.
- 1997 Hogan, N. "Social construction of target populations and the transformation of prison-based AIDS policy: A descriptive case study". *The Journal of Homosexuality*,

- 1994 Hogan, N. "HIV education for inmates: Uncovering strategies for program selection". *The Prison Journal*, 220-243.

Non-Peer Reviewed Articles

- Forthcoming Barton, S., Hogan, N. & Lambert, E. "Does involuntary treatment work? A view from the staff and inmates. *Corrections Today* Accepted September 26, 2012.

Books:

- 2010 Hogan, Nancy L. and Elo, Frank. *Report writing workbook for criminal justice, 3rd edition*. Manistee, MI: Correctional Consultants.

Book Chapters

- 2011 Hogan, Nancy Lynne. "Elliott Currie: The market society and crime". In F. Cullen & P. Wilcox *Encyclopedia of Criminological Theory*, Sage.
- 2008 Lambert, E., Hogan, N., Cluse-Tolar, T. "This job is killing me: The impact of job characteristics on correctional staff job stress." In A. Basu (Ed.) *Understanding burnout*, (pp. 53-76). Hyderabad, India: Icfai University Press.
- 1997 Hogan, N. "Social construction of target populations and the transformation of prison-based AIDS policy: A descriptive case study "(pp.79-115). In M. Hallett (Ed.) *Activism and marginalization in the AIDS crisis*. (pp. 79-115). San Francisco, CA: Haworth Press.

Technical Papers/Agency Evaluation Reports

- 2011 Graduate Task Force Recommendations.
- 2010 Critique of Doctorate in Community College Leadership
University Graduate & Professional Council, Ferris State University.
- 2007 Master of Science in Criminal Justice Administration Program Review Report.
School of Criminal Justice, Ferris State University.
- 2005 Final Report for "Interactive Technology for Corrections Track Students".
Submitted to Ferris State University Faculty Development Committee.
- 2003 "Final Evaluation of the Mecosta County Sheriff Department's School Resource Officer Program." Submitted to the Mecosta County Sheriff's Department (Co-author: Eric Lambert).

- 2003 Correctional Staff Job Satisfaction at a Privately Run Maximum Security Prison. Final Report for Faculty Research Grant—submitted April 21st, 12 pages.
- 2002 Evaluation of the CHANGE Program. Submitted to NIJ, 160 pages. (Cognitive Restructuring Program for High Risk Inmates)
- 2002 Evaluation of the Mecosta County Sheriff Department’s School Resource Officer Program. Submitted to the Mecosta County Sheriff’s Department (Co-author: Eric Lambert).
- 2001 School of Criminal Justice Graduate Program Review. Submitted to Ferris State University, September, 2001.
- 2001 Semi-Annual Progress Report of the Evaluation of the CHANGE Program. Submitted to the Office of Justice Programs, U.S. Department of Justice in Jan. 2001. (Co-author: Eric Lambert).
- 2000 Evaluation Report of the 2000 Valuing Diversity Workshop at the Kent County Juvenile Detention Facility. Submitted to the Kent County Juvenile Detention Facility, Grand Rapids, Michigan. (Co-authors: Eric Lambert and Shannon Barton).
- 2000 Evaluation of the Mecosta County Sheriff Department’s School Resource Officer Program. Submitted to the Mecosta County Sheriff’s Department (Co-authors: Eric Lambert & Shannon Barton).
- 2000 Semi-Annual Progress Report of the Evaluation of the CHANGE Program. Submitted to the Office of Justice Programs, U.S. Department of Justice in June 2000. (Co-author: Eric Lambert).
- 2000 “Ethical Dilemmas Faced by Undergraduate Students: The Nature, Extent, and Possible Responses to the Problem. The Final Report. Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant. (Co-authors: Shannon Barton and Eric Lambert), 9 pages.
- 2000 A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions. The Final Report. Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant. (Co-authors: Shannon Barton and Eric Lambert).
- 2000 Criterion Three. North Central Association report submitted by Ferris State University.

- 1996 Defensive Driving Program Outline, unpublished policy document for Community Services Associates, Inc. Chandler, AZ, a contracted division of the Arizona Supreme Court. 14 pages.
- 1993 Confronting Violent Crime in Arizona. Unpublished report prepared for Arizona Town Hall by Arizona State University (Co-authored with Barbara Lynn Bloss; M.A. Bortner; Gray Cavender; Kathleen Ferraro; Nancy Jurik; Aogan Mulcahy; & Anne L. Schneider) 132 pages.
- 1993 Mesa Project Evaluation: Summary, Analysis & Interpretation. Unpublished Report prepared for the Arizona Prevention Resource Center (Co-authored with David Altheide), 21 pages.
- 1987-1992 Infectious Disease Policy. Unpublished annual policy & procedure document For the Department of Corrections-Erie County, PA 40 pages.

Work Under Review

Hogan, N., Barton-Bellessa, S., & Lambert, E. "Forced to CHANGE: Staff and inmate perceptions of involuntary treatment and its effects." *Submitted to Journal Criminal Justice and Behavior*, May 24, 2012-rejected

Marcos Misis, Bitna Kim, Kelly Cheeseman Dial, Nancy Hogan, and Eric Lambert. (2010). "The Impact of Correctional Officer Perceptions of Inmates on Job Stress." Submitted for review to *Criminal Justice Studies: A Critical Journal of Crime, Law, and Society* on July 20, 2012.

Lambert, E., Hogan, N. Jiang, S., Stevensen, M. Research Note: The Relationship Between Burnout and Support for Punishment and Treatment: A Preliminary Examination. *Submitted to International Journal of Offender Therapy and Comparative Criminology*.

Lambert, E., Hogan, N. & Bitna, K. The association of affective and continuance on correctional staff life satisfaction. *Social Science Journal* revised-11-12-12

Griffin, Hogan, Lambert "The ties that bind: Organizational commitment and its affect on correctional orientation, absenteeism, and turnover intent. *The Prison Journal*

Lambert, E., Hogan, N., Altheimer, I., & Dial, K. "The link between organizational justice and job involvement: A test at two different correctional institutions. *Journal of Applied Psychology in Criminal Justice*, June 14, 2012.

Minor, K., Wells, J., Lambert, E., & Hogan, N. "Leave your job at work: The correlates of work-

family conflict among correctional staff. Submitted for review *Criminal Justice Review* on July 3, 2012.

Lambert, E., Baker, D., Elechi, O., Jiang, S. Khondaker, M., Pasupuleti, S., & Hogan, N. "Gender and cultural differences on death penalty support and views among Indian and U.S. college students." *Journal of Ethnicity in Criminal Justice*. Submitted December 5, 2012.

Lambert, E., Kim, B., Hogan, N., Kelley, T. & Garland, B. "Why I am here matters: The effects of continuance and affective commitment on organizational citizenship among prison staff."

Hogan, N., Garland, B., Wodahl, E., Hass, A., Stohr, M., Lambert, E. "Closing the iron bar inn: The issue of decarceration and its possible effects on inmates, staff, and communities.- submitted to.

Work in Progress

Exploring the Predictors of Treatment Views of Correctional Staff: A test of an Integrated Work Model.

Exploring the Relationship Between Social Support and Job Burnout Among Correctional Staff: An Exploratory Study.

The Relationship of Job Stressors and Job Involvement among Correctional Staff: A Test of the Job Demands Model.

Correlates of Work Family Conflict among Correctional Staff.

The impact of job outcomes on the organizational commitment of private correctional staff: It depends on the form of commitment.

Grants and Research

2004 Principal Investigator. "Interactive Technology for Corrections Track Students"
Ferris State University, Faculty Development Grant. Award Amount = \$2,940.

2002 Principal Investigator. "Correctional Staff Job Satisfaction in a Privately-Run Facility".
Ferris State University, Faculty Research Grant. Award Amount = \$1,972.

- 2000 "Impact of the CHANGE program on Youthful Offenders and Staff at the Michigan Youth Correctional Facility". **OJJDP**. Co-Authors: Shannon Barton & Eric Lambert. Not funded.
- 1999-2002 Principal Investigator. "Evaluation of the CHANGE Program and Its Impact on Inmates and Staff at the Michigan Reformatory". Shannon Barton and Eric Lambert (co-authors). **National Institute of Justice** Award Amount = \$49,013
- 1999 Principal Investigator. "Undergraduate Academic Dishonesty: An Examination of Behaviors and Perceptions at Ferris State University". Eric Lambert & Shannon M. Barton (co-authors). **Ferris State University, Faculty Research Grant** Award Amount = \$1,743.
- 1999 Principal Investigator. Creation of "Crisis Intervention and Negotiation" Seminar. **Ferris State University, Faculty Development Grant** Award Amount: \$700
- 1999 "A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions". Co-Author Eric Lambert & Shannon M. Barton (Principal Investigator). **Ferris State University, Faculty Research Grant** Award Amount = \$5,312.
- 1998 "Evaluation of the Pilot CHANGE Program". Co-evaluators-Shannon M. Barton and Eric Lambert. **Ferris State University, College of Education** Award Amount = \$ 700.
- 1998 "Systemic Approach Addressing Domestic Violence in Rural Areas" **National Institute of Justice**. Co-Author: Shannon Barton. Not Funded.

Ferris State University Timme Travel Grant

- 1997, 1998 Award Amount=\$400
 1999, 2000, 2001 Award Amount = \$600.
 2002, 2003, 2004 Award Amount = \$700
 2005, 2006, 2007 Award Amount = \$500
 2008, 2010, 2012, 2013 Award Amount = \$850
 2009 Sabbatical Grant= \$1200
 (group grant) 2000 Award Amount = \$10,000.
 (group grant) 2003 Award Amount = \$6,000.
 (group grant) 2004 Award Amount = \$5400.

Consulting:

2002-present National Institute of Justice Consultant -- Corrections

2002- 2007 Member- NIJ sponsored Correctional Health Research Program (CHRP), University of Connecticut/Connecticut Department of Corrections Advisory Board

Presentations

2013 *Academy of Criminal Justice Sciences, Dallas, TX*

Paper Presentation: "A Further Exploration of the Effects of Affective and Continuance Commitment with Job Burnout Among Correctional Staff. Co-presenters: Eric Lambert, Brett Garland, Marie Griffin, Bitna Kim, & Thomas Kelley.

2012 *American Society of Criminology, Chicago, IL*

Paper Presentation: "A Gendered Model of Job Stress and Job Satisfaction Among Jail Staff: A Preliminary Study". Co-presenters-Eric Lambert & Eugene Paoline, III.

Paper Presentation: "A Career and Life Stage Analysis of Correctional Staff Outcomes." Co-presenters: Eric Lambert, Brett Garland, Marie Griffin, and Kelly Cheeseman.

2012 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation-"Being the Good Soldier Who Supports Helping Others: The Association Between Correctional Orientation and Organizational Citizenship Behaviors Among Correctional Staff." co-presenters--Eric Lambert, Shannon Barton-Bellessa, and Eugene Paoline.

Paper Presentation-"The Association of Occupational Stressors With Different Forms of Organizational Commitment Among Correctional Staff." co-presenters- Eric Lambert & Thomas Kelley.

2012 *Academy of Criminal Justice Sciences, New York, NY*

Paper Presentation—"Work-Family Conflict and Organizational Citizenship Behaviors: A Preliminary Examination". co-presenters-Eric Lambert, Irshad Altheimer, and Thomas Kelley.

Paper Presentation: "Mass Decarceration?" Co-Presenters: Mary Stohr, Brett Garland,

Eric Lambert, and Aida Hass.

Paper Presentation: n “Investing in the Right Commitment: The Effects of Continuance Commitment Versus Affective Commitment Among Correctional Officers.” Co-Presenter-Eric Lambert.

2011 *American Society of Criminology—Washington, DC*

Paper presentation: “Exploring Possible Antecedents of Role Stress among Correctional Staff.” Co-presenters: Eric Lambert, Brett Garland, Shannon Barton-Bellessa, and Marie Griffin.

2011 *Midwestern Criminal Justice Association, Chicago, IL*

Roundtable Discussion—“Mass Decarceration?” With Mary Stohr, Brett Garland, Eric Lambert & Eric Wodahl.

Paper Presentations: “The Link Between Organizational Justice and Job Involvement—A Test at Two Different Correctional Institutions”. Co-presenters: Eric Lambert, & Kelly Cheeseman

Paper Presentation - “Hanging on Too Long: The Relationship between Different Forms of Organizational Commitment and the Emotional Burnout among Correctional Staff”. Co-presenters: : Eric Lambert & Thomas Kelley.

Paper Presentaiton—“Fairness Matters: The Association Between Perceptions of Distributive and procedural Justice and Organizational Citizenship Behavior”. Co-Presenter: Eric Lambert

2011 *Academy of Criminal Justice Sciences, Toronto, ON: Canada*

Paper Presentation: “ A Utopian Prison: Contradiction in Terms? Co presenters: Eric Lambert, & Jeff Ross

Paper Presentation: “The Effects of Different Forms of Social Support on Correctional Staff Job Involvement, Job Stress, Job Satisfaction, and Organizational Commitment”. Co-Presenters: Eric Lambert , Kevin Minor & James Wells

Paper Presentation: “Examining The Effects of Job Variables on Different Types of Organizational Commitment Among Correctional Staff”. Co Presenters: Eric Lambert, Marie Griffin & Shannon Barton-Bellessa

2010

American Society of Criminology-San Francisco, CA

Paper Presentation: "The Effects of Job Characteristics on Burnout Among Correctional Staff. Co-presenters: Eric Lambert, and Marie Griffin.

Paper Presentation: "The Effects of Continuance Commitment, Moral Commitment, and Affective Commitment on Prison Staff. Co Presenters: Eric Lambert and Marie Griffin.

2010

Midwestern Criminal Justice Association, Chicago, IL

Paper Presentation: "The Relationship between Job Stressors and Job Involvement among Correctional Staff: A Test of the Job Demands Model." Co-authors: : Eric Lambert, Kelly Cheeseman Dial, and Shannon Barton-Bellessa.

Paper Presentation: "Examining the Relationship between Supervisor Trust and Management Trust and Job Burnout among Correctional Staff.@ Co-authors:Eric Lambert, Shannon Barton-Bellessa, and Shanhe Jiang.

Paper Presentation: "Examining the Effects of Stressors on Organizational Citizenship Behaviors among Private Correctional Staff: A Preliminary Study." Co-authors: Shannon Barton, Irshad Altheimer, Eric Lambert, and Kelly Cheeseman Dial. (2010

Paper Presentation: "Association between Distributive Justice and Procedural Justice with Life Satisfaction among Correctional Staff." Co-presenter: Eric Lambert

Paper Presentation: "The Association between Perceptions of Distributive Justice and Procedural Justice with Support of Treatment and Support of Punishment among Correctional Staff." Co-presenters: Eric Lambert & Shannon Barton.

2010

Academy of Criminal Justice Sciences: San Diego, CA

Roundtable Presentation : "What the Research Tells Us About the Impact of the Work Environment on Correctional Staff and What Still Needs to be Researched." Co-presenters: Kelly Cheeseman Dial & Eric Lambert.

Paper Presentation: "The Correlates of Correctional Orientation in a Treatment Focused Prison: A Test of Person-Environment Fit Theory." Co-presenters: Eric Lambert, Irshad Altheimer, and Shannon Barton.

Paper Presentation: "Exploring the Relationship Between Social Support and Job Burnout Among Correctional Staff: An Exploratory Study." Co-presenters: Eric Lambert & Irshad Altheimer.

- 2009 Paper Presentation: Changing Institutional Behavior of High Risk Inmates with Cognitive Programming. Co-presenters: Eric Lambert & Shannon Barton.
American Society of Criminology: Philadelphia, PA
- 2009 Paper Presentation: The association between work-family conflict and job burnout among correctional staff: A preliminary study. Co-presenter: Eric Lambert
Midwestern Criminal Justice Association: Chicago, IL
- Paper Presentation: Wanting Change: The relationship of perceptions of Innovation with correctional staff job stress, job satisfaction, and organizational commitment. Co presenter: Eric Lambert
- Paper Presentation: The association between work-family conflict and job burnout among correctional staff: A preliminary study. Co-presenters: Eric Lambert & Irshad Altheimer.
- 2009 Paper Presentation: An exploratory examination of a gendered model of the effects of role stressors. Co Presenters: Eric Lambert & Irshad Altheimer.
Michigan Academy of Science, Arts, and Letters in Detroit, Michigan
- Paper Presentation: A Preliminary Examination of the Relationship Between Organizational Structure and Emotional Burnout Among Correctional Staff. Co-presenter: Eric Lambert
- 2009 *Academy of Criminal Justice Sciences: Boston, MA*
- Paper Presentation: The Issue of Trust in Shaping the Job Stress, Job Satisfaction, and Organizational Commitment of Correctional Staff. Co-presenters: Eric Lambert & Shahne Jiang
- Paper Presentation: An Exploratory Examination of the Consequences of Burnout in Terms of Life Satisfaction, Turnover Intent, and Absenteeism Co-presenters: Eric Lambert & Irshad Altheimer.
- 2008 *American Society of Criminology-St. Louis, MO*
- Paper Presentation: A test of a gendered model of burnout among correctional staff. Co-presenters: Marie Griffin & Eric Lambert.
- Paper Presentation: Test of a Gendered Model of Antecedents of Organizational Commitment. Co-presenters: Marie Griffin & Eric Lambert.

2008

Midwestern Criminal Justice Association-Chicago, IL

Paper Presentation: "The Relationship Between Burnout and Support for Punishment and Treatment: A Preliminary Examination". Co-presenters: Eric Lambert, Shanhe Jiang, Michael Stevenson.

Paper Presentation: "I am Fried: The Issues of Stressors and Burnout Among Correctional Staff." Co-presenters: Eric Lambert, Kasey Tucker, Morris Jenkins, David Baker.

Paper Presentation: "The Impact of Job Stress, Job Involvement, Job Satisfaction and Organizational Commitment on Correctional Staff Support for Rehabilitation and Punishment". Co-presenters: Eric Lambert, Shannon Barton, Oko Elechi.

2008

Academy of Criminal Justice Sciences-Cincinnati, OH

Paper Presentation: "The Issues of Burnout Among Staff at Private Prisons." Co-presenter—Eric Lambert.

2007

American Society of Criminology-Atlanta, GA

Paper Presentation: "Death Penalty Support Among Men and Women: A Multi-Variate Preliminary Examination." Co-presenters: Eric Lambert, Alan Clarke, Kasey Tucker, and Scott Camp.

Paper Presentation: "A Study of the Impact of Work on the Life Satisfaction of Staff at a Private Midwestern Prison." Co-presenter: Eric Lambert

2007

Midwestern Criminal Justice Association—Chicago, IL

Paper presentation: "The Antecedents of Commitment Among Correctional Staff: It Matters What You Are Measuring." Co-presenters Eric Lambert and Shanhe Jiang.

Paper Presentation: "Being the Good Soldier: Organizational Citizenship Behavior and Commitment Among Correctional Staff." Co-presenters: Eric Lambert and Marie Griffin.

Paper Presentation: "The Impact of the Work Environment on Prison Staff: The Issue of Consideration, Structure, Job Variety, and Training." Co-presenters: Shanhe Jiang, Eric Lambert, Bradene Moore, Kasey Tucker, Morris Jenkins and Michael Stevenson.

Paper Presentation: "The Impact of Punishment and Rehabilitation Views on Organizational Commitment Among Correctional Staff: A Preliminary Study." Co – Presenters: Eric Lambert, Shannon Barton, Shanhe Jiang, and David Baker.

2007 *Ohio Criminal Justice Research Conference, Columbus, OH*

Paper Presentation: "I Want to Know and I Want to Be Part of It: The Impact of Instrumental Communication and Integration on Private Prison Staff." Co-presenters-Eric Lambert, Lois Ventura, and Michael Stevenson.

2007 *Academy of Criminal Justices Sciences, Seattle, WA*

Paper Presentation: "Rural Law Enforcement Officers Perceptions of Likelihood of Arrest in Domestic Violence Situations." Co-presenters: Eric Lambert, Shannon Barton, Lois Ventura, & Terry Nerbonne.

Paper Presentation: "The Impact of Organizational Citizenship Behavior on Correctional Staff". Co-presenters: Eric Lambert & Marie Griffin.

2006 *American Society of Criminology, Los Angeles, CA*

Paper Presentation: "The Importance of Job Satisfaction and Organizational Commitment in Shaping Turnover Intent Among Staff at a Private Prison." Co-presenter: Eric Lambert.

2006 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "The Job is Killing Me: The Impact of Job Characteristics on Correctional Staff Job Stress". Co-presenters-Eric Lambert & Terry Cluse-Tolar

Paper Presentation: "The Impact of Distributive and Procedural Justice on the Correctional Staff Job Stress, Job Satisfaction and Organizational Commitment: A Multi-Variate Analysis". Co presenters: Eric Lambert & Marie L. Griffin

Paper Presentation: "The Influence of Demographic Characteristics, Job

Characteristics, and Organizational Structure on Correctional Staff Job Stress, Job Satisfaction, and Organizational Commitment". Co presenters: Eric G. Lambert & Eugene A. Paoline III

2005 *American Society of Criminology, Toronto, CAN*

Paper Presentation: "The Impact of Stressors on the Work-Family Conflict of Staff at a Private Prison." co-presenter-Eric Lambert

2005 *Ohio Criminal Justice Research Conference*

Paper Presentation: "Gender Differences in Correctional Staff Work Attitudes and Perceptions of the Work Environment: An Expanded View". co-presenters: Eric Lambert, & David Baker.

Paper Presentation: "The Impact of Job Characteristics on Correctional Staff: Why Management Should Care". Co-presenters-Eric Lambert & Morris Jenkins.

2005 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "Correlates of correctional Officer Job Stress: The Impact of Organizational Structure". Co-presenters: Eric Lambert & Reva Allen.

2005 *Academy of Criminal Justice Sciences, Chicago, IL*

Paper Presentation: "Differences in Forensic Science views and Needs of Law Enforcement: A survey of Michigan Law Enforcement Agencies". Co-presenters: Eric Lambert, Shannon Barton, Terry Nerbonne, & Janet Lambert.

2004 *American Society of Criminology, Nashville, TN*

Paper presentations: "The Views of Staff at a Private Prison Toward Supervisors and Management". Co-presenters: Eric Lambert, Lois Ventura, & Janet Lambert

Paper Presentation: "The Rehabilitation and Punishment Views of Staff at a Private Prison and Their Impact on the Job Stress, Job Satisfaction, and Organizational Commitment". Co-presenters: Eric Lambert, James Hogan, & Shannon Barton.

- 2004 *Midwestern Criminal Justice Association, Chicago, IL*
- Paper presentation: "The Good Life: The Issue of Life Satisfaction for Correctional Staff and the Impact of Job Satisfaction and Occupational Stressors—An Exploratory Study". Co-presenters: Eric Lambert, Eugene Paoline, Michael Bryant.
- Paper Presentation: "The Impact of Occupational Stressors on Correctional Staff Organizational Commitment: A Preliminary Study". Co-presenters: Eric Lambert & Morris Jenkins.
- 2004 *Ohio Criminal Justice Research Conference, Columbus, OH*
- Paper presentation: "The Impact of the Work Environment on Prison Staff"
Co-presenters: Eric Lambert, Lois Ventura, David Baker, & Michael Bryant.
- Paper Presentation: "Academic Dishonesty Among Criminal Justice Majors: Are They Different from Non-Criminal Justice Majors?" co-presenter: Eric Lambert.
- 2004 *Academy of Criminal Justice Sciences, Las Vegas, NV*
- Paper presentation: "The Views of Rural Law Enforcement Officers on Domestic Violence: Part II" co-presenter: Eric Lambert
- Paper Presentation: "New Directions in Criminal Justice: The Interdisciplinary Approach". Co-presenters: Cecil Queen, Gregory Vanderkooi, Ron McKean, and Rick Mislán.
- Paper Presentation: "The Impact of Instrumental Communication and Integration on Private Prison Staff". Co-presenters: Eric Lambert, Janet Lambert, & James Hogan
- 2003 *American Society of Criminology, Denver, CO*
- Paper presentations: "Impact of Work-Family Conflict on Private Prison Staff". Co-presenter: Eric Lambert
- Paper Presentation: "The Issue of Role Stressors at a Private Prison". Co-presenter: Eric Lambert
- Paper Presentation: "The Views of Work and Money on Job Satisfaction" co-presenter: Eric Lambert.

- 2003 *Midwestern Criminal Justice Association, Chicago, IL*
- Paper Presentation: "The Impact of Job Characteristics on Staff at a Private Prison".
Co-presenters: Eric Lambert & Shannon Barton.
- Paper Presentation: "The Impact of Punishment and Rehabilitation Views of Staff Under a Treatment-oriented Warden". "co presenters: Eric Lambert & Shannon Barton.
- 2003 *Academy of Criminal Justice Sciences, Boston, MA*
- Paper Presentation: "Views of Rural Law Enforcement Officers on Domestic Violence" Co-presenter: Eric Lambert
- Paper Presentation: "Correlates and Antecedents of Correctional Staff Absenteeism"
Co-presenters: Eric Lambert & Shannon Barton.
- Roundtable Discussion: "Forensic Science as a Criminal Justice Option".
- 2002 *American Society of Criminology, Chicago, IL*
- Paper Presentation: "Multiple Methods and Practical Research: The Value of Using Both Quantitative and Qualitative Data to Assess a Cognitive-Based Program."
Co presenters: Shannon Barton & Eric Lambert.
- 2002 *Midwestern Criminal Justice Association, Chicago, IL*
- Paper Presentation: "Understanding Program Failure: Discussion of Staff Interviews from a Cognitive Program for High Risk Prisoners."
Co Presenters: Shannon Barton & Eric Lambert
- Paper Presentation: "Differences Between Male and Female Prison Staff in their Work Attitudes and Perceptions of the Work Environment."
Co Presenters: Eric Lambert & Shannon Barton.
- 2002 *Academy of Criminal Justice Sciences, Anaheim, CA*
- Paper Presentation: "The Issue of Work-Family Conflict Among Correctional Staff."
Co Presenter: Eric Lambert.

Paper Presentation: "I Want to Know and I want to Be Part of It: The Impact of Instrumental Communication and Integration on Correctional Staff."
Co-Presenter: Eric Lambert

2001 *American Society of Criminology, 2001 Atlanta, GA*

Paper Presentation: "Domestic Violence in Rural Areas: An Exploration of Mandatory v. Preferred Arrest Policies". Co-presenters: Shannon Barton, Eric Lambert, & Alan Clarke

Paper Presentation: "An Evaluation of a School Resource Officer Program in a Rural Midwestern County". Co-presenters: Shannon Barton, Eric Lambert, & Alan Clarke

2001 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "An Evaluation of A Diversity Workshop for Juvenile Detainees".
Co-presenters: Eric Lambert, Shannon Barton, and Alan Clarke.

2000 *American Society of Criminology, San Francisco, CA.*

Paper Presentation: "Impact of a Cognitive Program on Institutional Misconduct of Inmates in a Midwestern Prison." Co-presenters: Shannon Barton and Eric Lambert.

2000 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "A Comparison of Faculty and Student Perceptions of Undergraduate Student Academic Dishonesty at a Midwestern University."
Co-presenters: Shannon Barton and Eric Lambert

2000 *Academy of Criminal Justice Sciences, New Orleans, LA*

Paper Presentation: "Real Versus Perceived Needs in Forensic Science"
Co-presenters: Shannon Barton, Phillip Watson, Eric Lambert.

Paper Presentation: "Undergraduate Academic Dishonesty: Faculty Perceptions".
Co-presenters: Shannon Barton, Terry Nerbonne, and Eric Lambert.

- 1999 *American Society of Criminology, Toronto, Canada*
- Paper Presentation: "Undergraduate Academic Dishonesty: Comparing Criminal Justice Majors to Non Criminal Justice Majors". Co-presenters Shannon Barton and Eric Lambert.
- 1999 *Midwestern Criminal Justice Association, Chicago, IL*
- Paper Presentation: "Undergraduate Student Ethical Dilemmas: The Nature, Extent, and Response to the Problem". Co-presenter: Shannon Barton.
- 1998 *American Society of Criminology, Washington, DC*
- Paper Presentation: "Am I Happy? The Salient Determinants of Job Satisfaction and Organizational Commitment Among Correctional Staff".
- Paper Presentation: "To Withdraw or Not To Withdraw? The Consequences Of Job Satisfaction and Organizational Commitment Among Correctional Staff".
Co-presenters, Shannon Barton and Eric Lambert.
- 1998 *Midwestern Criminal Justice Association, Milwaukee, WI*
- Paper Presentation: "Reexamining Correctional Staff Turnover: A Discussion of the Measurement and Testing of a Causal Model. Co-presenters, Shannon Barton and Eric Lambert.
- 1998 *Academy of Criminal Justice Sciences, Albuquerque, NM*
- Paper Presentation: "Detention Officers and the Use of Non-lethal Weapons"
- 1997 *American Society of Criminology, San Diego, CA*
- Paper presentation: "Men and Women Detention Officers Using Force: The Influence of Inmate Physical Stature and Inmate Gender on Decision-Making in Conflict Situations".
- 1997 *North Central Sociological Association, Indianapolis, IN.*

Panel presentation: Coming Together in Cyberspace: Using the Internet to Promote & Facilitate Student Organizations. Co-presenter: Paul Becker

1997 *Academy of Criminal Justice Sciences, Louisville, KY*

Paper presentation: "Gender Differences in Responding To Conflict Situations".

1996 *American Society of Criminology, Chicago, IL*

Paper presentation: "A Through the Eyes of Gender: The Assessment of Severity and Risk in Conflict Situations by Men & Women Detention Officers."

1996 *Academy of Criminal Justice Sciences, Las Vegas, NV*

Paper Presentation: "Gender Differences and the Use of Force".

Seminars/Field Training/Practitioner advising

2007- Ferris State Public Safety-staff evaluation consultant

2007 Youth Attention Center—consultant for director

2006 Cooley Law School-Grand Rapids, MI
Lecturer-

2000 S.T.O.R.M. (Sobriety Trained Officers Representing Michigan) Lansing, MI
Lecturer: Train the Trainer "Adult Learners" & "Teacher Preparation"

2000 Ferris State University Summer Institute, Big Rapids, MI
Guest Lecturer: "Work Place Violence, What you Should Know".

2000 S.T.O.R.M. (Sobriety Trained Officers Representing Michigan) Mt. Pleasant, MI
Lecturer: Train the Trainer "Adult Learners" & "Teacher Preparation"

1999 Michigan Legislative Leadership Conference, July 30, 1999, Big Rapids, MI
Guest Speaker: "Violence in Society". Co-presenter: Shannon M Barton

1998 Criminal Justice Women of Michigan, Spring Conference, Roscommon, MI
Guest Speaker "Women and the World of Criminal Justice: We Can Use Force!"

Certifications

Maryland Online—Certificate for Online Adjunct Teaching (COAT) December 15, 2012

Michigan Correctional Officers Training Council--certified to teach required Corrections courses.
Michigan Department of Corrections, 1997-present.

Michigan Coalition on Law Enforcement Standards (MCOLES) Precision Driving Instructor School
Kalamazoo Valley Community College, December 11, 12, 1998.

Administrative Experience

University Graduate Education Coordinator, 2012-

School of Criminal Justice: Graduate Program Coordinator, 1997-2011

Responsibilities include: advertising and marketing (posters, pamphlets, printed and TV ads), developing and updating the program's web site, revising program content when necessary, advising all graduate students, supervising all thesis committees, developing and updating the Graduate Program Handbook, recruitment, scheduling of classes, submitting a yearly Unit Action Plan, supervising off-campus expansion, and participating in all graduate committees that affect program. For the Fall, 1997 the enrollment was 29 students. The program has continued to grow with expansion to a third location and enrollment averages 60-70 students per semester.

Professional Development/Service

National Affiliations

Member-Midwestern Association of Graduate Schools-2012-

Member-Council of Graduate Schools 2012-

Member--American Society of Criminology, 1994-present

Mentoring Program, 1996-2006

ASC Constitution and Bylaws committee 2003-2004

Member--Academy of Criminal Justice Sciences, 1996-present

Membership Committee, 2000-2001

Teller Committee -2010 Election

Assessment Committee (Director)- 2012-2014

Member-- Midwestern Criminal Justice Association, 1998-

Elected Secretary-term 2010-2012

Ferris State University

current committees:

Chair-University Graduate and Professional Council 2002-2009, 2010-
Chair-College of Education and Human Services Graduate Committee-1998-present
Member: School of Criminal Justice Graduate Committee-2012-present
Member: Faculty Center for Teaching and Learning Advisory Board-2006-present
Member: University Human Subjects Review Council 2003-present
Member: School of Criminal Justice Tenure Committee, 2003-present
Reviewer: American Journal of Criminal Justice
Reviewer: Criminal Justice Review
Reviewer: International Journal of Offender Therapy and Comparative Criminology
Reviewer: Professional Issues in Criminal Justice
Reviewer: Journal of Criminal Justice Education
Reviewer: Police Quarterly
Reviewer: Canadian Journal of Behavioural Science
Reviewer: Criminal Justice and Behavior

Community Service:

Fundraising Director—Big Rapids Area Junior Hockey Association 2002-
Vice President—Big Rapids High School Hockey Boosters-2010-2011
President—Big Rapids High School Hockey Boosters-2011-2012

Past Committee Work:

Chair-Academic Affairs Chair--School of Criminal Justice Graduate Committee 1997-2011
Task Force on Graduate Education (2010-2011)
Member: FLITE (library) Higher Learning Commission Committee, 2008
Member: Ferris State University Strategic Planning Committee (SPARC) 2007-2009
Member: Ferris State University Threat Assessment Team 2008-2009
Member: College of Education and Human Services Promotion and Merit Committee-2006-2008
Member—University Discipline Committee--2005
Member-Ad-Hoc Senate Committee on Faculty Research & Development-2005
Reviewer-Pearson-Prentice Hall- *Incarcerated Lives*--2005
Chair-College of Education and Human Services Tenure Committee-2004-
Member-College of Education and Human Services Technology Committee
Member- Senate Ad Hoc Committee on Graduate Education, 2002
Member-Vice President's Task Force on Graduate Education, 2001
Chair--Graduate Program Review Committee, 2001
Member--Undergraduate Program Review Committee, 2001
Member-Law Enforcement faculty search committee-2000
Member--Vice President's Task Force on Curriculum, 1999
Member—ACJS membership committee 1999-2000
Member-ASC Graduate Mentor Program 2000-2003

Member—ASC Constitution and Bylaws committee 2003-2004
 Chair--Criminal Justice Faculty Search Committee, 1999, 2000, 2002
 Member--Ferris State University's Committee for North Central Accreditation-1999-2000
 Member--Senate Budget Advisory Committee, 1999
 Member--Criminal Justice Director Search Committee, 1998-1999
 Member--Ferris State University's Ad Hoc Graduate Committee 1998-2000
 Member--Secretary Search Committee, 1998
 Member--School of Criminal Justice Development Committee, 1999
 Member--School of Criminal Justice Tenure Committee, 1998
 Consultant--The Institute for Correctional Research and Training Morehead State University, 1996-1999

Morehead State University

Co-Developer--Morehead State Criminology Web Page, 1996-1997
 Co-Advisor--Morehead State Student Criminological Association, 1996-1997
 Chair-- Criminology Curriculum Committee, 1996-1997
 Reviewer-- The Journal of Contemporary Criminal Justice, 1996
 Consultant--Community Services Associates, Inc. Chandler, AZ--a contracted division of the Arizona Supreme Court, 1992-1996

Honors/Awards

2010 Sabbatical—Publishing on Cognitive Restructuring
 2005 Dean's Recognition Award
 2002 Who's Who Among America's Teachers
 2002 Outstanding Scholars of the 21st Century
 2002 Selected by Women's Softball Team for Faculty Appreciation

Criminal Justice Employment History

1992-1996- Arizona Supreme Court Defensive Driving Division; **Traffic Safety Instructor.**
 contracted through Community Services Associates, Inc.
 Instructor of the Year Award: 1993, 1996.

1992 Valle Del Sol Family Services; **Project Thrive Supervisor.**
 Supervised program that was contracted by Child Protective Services to provide intense in-home services to drug exposed newborns and their mothers. Monitored child's health, nutrition, and medical needs; provided drug & alcohol counseling, parenting classes, networking to community resources, and financial help to mothers. Oversaw disbursement of funds and acted as a liaison to other provider agencies.

1984-1992 Department of Corrections, Erie County; **Corrections Counselor/AIDS Specialist.**

Duties included classification of inmates, crisis prevention and intervention, mental health and suicide assessments, recommendations to court, initiation of trustee, work release, and parole for inmates, writing, implementing, and training staff and inmates on HIV/AIDS, public relations to community and other agencies, and HIV trainer for police and probation department.

- 1979-1984 Department of Corrections, Erie County: **Correctional Officer.**
Performed security-minded operations inclusive of booking, searches, block supervision & control, response to altercations, and statistical reporting to the state of Pennsylvania.
- 1979 Adult Probation Department of Erie County: **Intern Probation Officer.**
Job duties included pre-sentence investigations, firearms training, arrest techniques, court proceedings, and case management of clients.
- 1978 Millcreek Diversion Program: **Mentor.**
Program designed for first-time juvenile offenders.

References

Dr. Shannon Barton-Bellessa
Professor
Department of Criminology
240 Homstedt Hall
Indiana State University
Terre Haute, IN 47809
812-237-8332
Shannon.barton.bellessa@indstate.edu

Dr. Velmer S. Burton, Jr.
Professor/Dean
University of Mississippi
George Street University House
P.O. Box 1848
University, MS 38677-1848
(662) 915-1081
vsburton@olemiss.edu

Dr. Frank E. Hagan
Professor, Thesis Chair
Department of Criminal Justice
Mercyhurst College
501 E. 38th Street
Erie, PA 16546
814-824-2265

Dr. John R. Hepburn
Chair, Dissertation Committee
Professor
Criminology & Criminal Justice
Arizona State University West
4701 W. Thunderbird Rd.
Glendale, AZ 85306
602-543-6600

Dr. Eric G. Lambert
Chair/Professor
Criminal Justice Department
Wayne State University
3281 Faculty Administration Building
Detroit, MI 48202
313-577-2705

Dr. Nancy C. Jurik
Professor, Dissertation Committee
School of Justice Studies
Arizona State University
Tempe, AZ 85287-0403
602-965-7043

Russell E. Lewis

Professor, School of Criminal Justice
Ferris State University, Big Rapids, MI 49307
(231) 591-3581 or lewisr@ferris.edu

QUALIFICATIONS

I am a proven leader in law, education and private industry with management skills and experience as demonstrated by positions held as a college president, corporate president, academic dean, public defender, and owner of my own law practice for twenty-five years. My leadership style is one of delegating authority and responsibility to others and working in a collegial relationship for problem solving. Others maintain that I am a pleasant and effective leader, capable of making tough decisions when called upon, yet always treating colleagues with dignity and respect. Budgetary experience includes the administration of multimillion dollar budgets in both the private and public sectors.

WORK HISTORY

2001-present

Professor, School of Criminal Justice, Ferris State University

Associate Professor in August of 2001 and promoted to Full Professor in February 2004, effective August 4, 2004. I received tenure in 2003. I teach law at both the graduate and undergraduate levels and public finance at the graduate level. I also served as the Coordinator of the Generalist Track in Criminal Justice from 2004-2009. In addition, I farm and write about antiques. I am also published in archaeology, anthropology and law. Legal Issues in Michigan Corrections, 5th Edition is my most recent law book and is currently being revised. I also conducted *Legal Updates* seminars in Michigan Law and Michigan Corrections (2008-09). Recent scholarly work includes the legal issues of Rural Jails. I have also conducted three Evaluation Reports for two U.S. Department of Justice Grants received by Lake County (Michigan). These reports measured the effectiveness of programs initiated in attempts to curb juvenile delinquency and improve academic performance of students. Reports were completed in both 2011 and 2012 and submitted to the appropriate granting agencies and the grant recipients. I also maintain my bar membership and have a small practice specializing in corporate, estate, real estate, criminal law, litigation and international law.

1999-2010

Law Office of Russell E. Lewis, Owner

I assumed the practice of F. Hubert Mather in L'Anse, Michigan after leaving an academic post at a small liberal arts college. I had a general practice and during 2000 also held the Baraga County position of Public Defender. I also taught as adjunct faculty for Gogebic Community College in 2000-2001 in the fields of sociology and criminal justice. Since coming to Ferris State University I have maintained a small practice and continue to also do *Pro Bono* work in the community.

1997-1999

Department Chair of Criminal Justice, Mount Senario College

I was in charge of the largest department on campus in terms of student enrollment and full and part-time faculty. My duties included a position on the Faculty Senate, various committee assignments, management of the personnel within the department, advising, and various related duties normally associated with an academic post. I held the rank of Associate Professor upon appointment and the rank of Professor the second year.

1991-1997

Law Office of Russell E. Lewis, Owner

I was sole owner of a general practice in the greater Grand Rapids, Michigan area that I began in 1985. I practiced primarily in Kent, Montcalm and Newaygo counties, with an emphasis on real estate, criminal, corporate and family law. I also held the rank of Professor of Business and Law for Jordan College from 1991-1995 and taught continually at the Newaygo County, Grand Rapids and Energy Institute Campuses until the college closed in May of 1995.

1989-1991

President, Art Institute of Southern California

I was the chief academic officer of a small college of art and design in Laguna Beach, California for two years and Chief Operating Officer beginning in January 1990 and President beginning in June 1990. During this tenure, I was responsible for all budgetary and human resource issues for the college. I also served in the capacity of fundraiser and liaison to accreditation boards and agencies of the state on behalf of the college. I reported only to a Board of Trustees with all other college employees reporting either directly or indirectly to me.

1971-1989

I served as Vice-President of Academic Affairs at Jordan College from 1978-1980 and Academic Dean of Kendall College of Art and Design from 1988-89.

I served as President and General Counsel of Organopharm, AG, a Swiss/German based pharmaceutical company for two years from 1985-1987 until the company was sold to a competitor.

Since May of 1985 I have owned my own law firm and practiced law primarily in Michigan. I have won cases through the Supreme Court of Michigan level and the 6th Circuit Court of Appeals level. I also served as a Federal District Court Student Law Clerk for Judge Benjamin F. Gibson, Southern Division, Western District of Michigan, and wrote two published opinions on trademark law and all Memoranda on Civil and Criminal Law Motions for a nine-month period. I also did much of the historical and anthropological research for Judge Richard Enslin, Southern Division, Western District of Michigan, as background for his famed decision on Indian Hunting & Fishing Rights decided in 1985. In addition, I have successfully litigated complex international litigation in the jurisdictions of Florida, Massachusetts and New York. I have also served as American liaison for a German law firm since 1985.

Finally, I have served in a variety of academic posts as a professor and an administrator in the academic fields of sociology and anthropology since 1971, including a tenured faculty position at the University of Evansville.

EDUCATION

1965

Certificate with Honors, Defense Language Institute, Monterey, California

1966

Certificate with Highest Honors, Advanced Chinese Training, DLI, San Angelo, Texas

1967-1970

AB, Social Sciences, Calvin College, Grand Rapids, Michigan

1970-1972

MA, Anthropology, Michigan State University, East Lansing, Michigan

1972-1974

Ph.D., Community Resource Development, Michigan State University, East Lansing, MI

1982-1985

JD, Valparaiso University, Valparaiso, Indiana (numerous course honors, top 5%)

TRAINING/CERTIFICATES

Private Pilot

Scuba Diving

Certified in aural comprehension in Chinese-Mandarin translation by the NSA

Highest Security Clearance when assigned to the NSA

Language training in Chinese-Mandarin, German, Latin and Spanish

Certified by the Federal Bureau of Land Management and various states in Archaeology

Certified to instruct law in police training for the States of Michigan and Wisconsin

Licensed Attorney since May of 1985 in Indiana, since November 1985 in Michigan

Admitted to both the Sixth Circuit and Seventh Circuit Federal Courts of Appeals

Admitted by motion to practice law in Ohio, Wisconsin, Florida and California

Practitioner of trademark law in Federal Office of Patents and Trademarks

REFERENCES AND PUBLICATIONS

A complete publications list of my anthropological, sociological and legal writings; and, professional references are available upon request.

TERRY M. NERBONNE
CURRICULUM VITAE
August 2009

ADDRESS INFORMATION

Home: 19580 23 Mile Road, Hersey, MI 49639, 231-832-4991
Office: Ferris State University, 519 BIS, 1349 Cramer Circle, Big Rapids, MI 49307; Phone:
231-591-2836, E-Mail: nerbonnt@ferris.edu

EDUCATIONAL RECORD

- Ph.D. Michigan State University, East Lansing, Michigan.
Doctor of Philosophy: Education (December 1980)
Major: Highway Traffic Safety Administration
Cognate: Criminal Justice
Dissertation: *An Evaluation of the Time Formats Used for Teaching the Michigan State University Highway Traffic Introductory Traffic Accident Investigation Course.*
- M.S. Michigan State University, East Lansing, Michigan.
Major: Highway Traffic Safety Administration
- B.S. Michigan State University, East Lansing, Michigan.
Major: Criminal Justice

EDUCATIONAL EXPERIENCE

FERRIS STATE UNIVERSITY
BIG RAPIDS, MICHIGAN

- 8/73 Hired as Assistant Professor in the Criminal Justice Program. Responsibilities included:
- 1) Designing and implementing a new baccalaureate degree program.
 - 2) Teaching the following core courses: Introduction to Criminal Justice, Criminal Investigation, Traffic Law, Accident Investigation, Patrol Techniques, Police Community Relations, Crime Prevention, Crisis Intervention, Defensive Tactics, and Police Precision Driving.
 - 3) Advising students.
 - 4) Working on committees:
 - a) Member of School of Criminal Justice Faculty Search Committee
 - b) Member of the University Cross-Cultural Conversations Committee – Cultural Issues
 - c) Member of the Athletic Compliance Committee
 - d) Member of School of Criminal Justice Tenure Committee (Chair).

- e) Member of the Athletic Advisory Committee.
 - f) Member of the Academic Program Review Council.
 - g) Member of School of Criminal Justice Department's Curriculum Review Committee and Program Review Committee.
 - h) Served on the College of Education and Human Services Promotions Committee.
 - i) Served on the College of Education and Human Services Tenure Committee.
 - j) Served on the Academic Senate.
 - k) Served on the Academic Senate Executive Board.
 - l) Served on the Senate Governance Committee.
 - m) Served on the Graduate Alumni Assessment Committee.
 - n) Served on the Criminal Justice Master's Degree Curriculum Development Committee.
 - o) Served on the All-University Semester Implementation Team.
 - p) Served on the MAGB Distinguished Faculty Award Committee.
 - q) Served on the All-College Athletic Advisory Committee.
 - r) Served on the All-College Student Intern Work Study Committee.
 - s) Served as chairman of the Ferris State University Time Capsule Committee for the 1984 Centennial.
 - t) Served on the Search Committee for selection of the Dean of the School of General Education.
 - u) Served on the committee to develop a policy statement on faculty evaluation and tenure for the School of General Education.
 - v) Served on the Promotion Committee for the School of Education.
 - w) Served on the Search Committee for selection of the Director of Public Safety for Ferris State University.
 - x) Served on the Academic Senate representing the School of Education.
 - y) Served on the Academic Senate Appointments Committee.
 - z) Served on the First-Year Experience Task Force.
 - aa) Served on the Minority Retention Committee.
 - ab) Served on the Search Committee for the selection of the Dean of the College of Education.
 - ac) Served on the All University General Education Committee.
- 5) Student organization involvement:
- a) Faculty Advisor to Lambda Alpha Epsilon, the American Criminal Justice Association Fraternity.
- 6) Public Address Announcer for Ferris volleyball games.

8/77 Promoted to Associate Professor and Acting Coordinator of the Criminal Justice Program, Ferris State University.

5/84 to present Promoted to Full Professor in the Criminal Justice Program, Ferris State University.

- 9/85 Promoted to Coordinator of the Criminal Justice Program, Ferris State University. Responsible for the administration of the Criminal Justice Program.
- 1985 Awarded sabbatical leave to conduct research dealing with the civil liabilities of police pursuit and emergency driving.
- 9/91 Awarded merit within rank.
- 9/91 to 9/96 Assumed all responsibilities of the Department Head of the Criminal Justice Program.
- 9/96 Awarded merit within rank.
- 9/96 to 2009 Coordinator of the MCOLES Law Enforcement Specialist Program.
- 1998 Awarded sabbatical leave to assist the Michigan Commission on Law Enforcement Standards in the development and certification of an Emergency Vehicle Operations Instructor Manual and model policy for the operation of emergency vehicles.
- 2001 Awarded merit within rank
- 2003 to Present Appointed the NCAA Faculty Athletic Representative for Ferris State University.
- 2006 Awarded merit within rank

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN

- 8/72 to 8/73 Hired as Director of Law Enforcement Programs. Responsibilities included:
- 1) Designing, implementing and administering a two-year associate degree program in Law Enforcement and Criminal Justice.
 - 2) Teaching four core classes in the associate degree program: Introduction to Criminal Justice, Police Administration, Police Operations, and Criminal Investigations.
 - 3) Coordinating eighty police and legal instructors for a seven-week training program at the Upper Peninsula Basic Police Academy.
 - 4) Developing curriculum, implementing, and coordinating inservice schools such as narcotics and dangerous drugs, criminal investigation, juvenile investigation, accident investigation, and command schools.
 - 5) Preparing appropriate grant application materials.
 - 6) Maintaining effective liaison with law enforcement agencies and personnel.

- 7) Planning and designing curriculum for a Bachelor of Science Degree Program in Criminal Justice.
- 8) Reviewing and evaluating training grant applications from local governmental jurisdictions to insure statewide coordination of effort.

EXPERIENCE IN FIELD

LANSING POLICE DEPARTMENT
LANSING, MICHIGAN

- 4/68 to 8/72 Hired as police officer, Lansing Police Department, Lansing, Michigan.
 Assignments included:
- 1) Patrol Division - foot beats and cruiser patrols.
 - 2) Traffic Safety and Police Community Relations Division - developing and presenting programs dealing with various police subjects to schools and to adult groups.
 - 3) Personnel and Training Division - Police Instructor for Mid-Michigan Police Academy.
 - 4) Member of special crowd control unit.
 - 5) Member of Police Community Relations team.

WURZBURG'S DEPARTMENT STORE
LANSING, MICHIGAN

- 4/70 to 8/72 Hired as part-time security agent. Duties included:
- 1) Store security.
 - 2) Assessing store security needs.

PROFESSIONAL AND CONSULTING ACTIVITIES

- 8/09 Served as Instructor in a four-hour course of instruction on Self Defense for Women for the Evergreen Physical Therapy Center.
- 6/09 Served as Consultant to Union Township to conduct needs assessment for additional law enforcement services.
- 6/09 Served as an Instructor in a five-day Criminal Justice Youth Camp at Ferris State University.
- 5/09 Faculty Advisor for a 12 day Ireland Study Abroad Program on Comparative Criminal Justice Programs.
- 4/09 Served as an Instructor in an eight hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving at West Shore Community College.

- 5/08 & 6/08 Served as Instructor in an eight hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving and Precision Driving Techniques for the West Michigan Police Training Consortium
- 4/08 Served as an Instructor in a three day Police Precision Driving School at West Shore Community College.
- 3/08 & 4/08 Served as an Instructor in an eight hour course of instruction on Health and Wellness for law enforcement personnel for the West Michigan Police Training Consortium.
- 6/07 Served as an Instructor in a five-day Criminal Justice Youth Camp at Ferris State University
- 5/07 Guest speaker for the 12th Annual Gratiot County Public Safety Recognition Banquet, Alma Kiwanis Club. Topic: Effect on Pursuit Driving After the U.S. Supreme Court Ruling, *Scott v. Harris*
- 4/07 Served as an Instructor in a three-day Police Precision Driving School at West Shore Community College
- 2/07 Presenter at the Michigan Association of Chiefs of Police Association Winter Conference in Grand Rapids, Michigan. Topic: The Implementation of Problem Based Learning for Police Academies
- 6/06 Served as an Instructor in a five-day Criminal Justice Youth Camp at Ferris State University
- 4/06 Served as an Instructor in a three-day Police Precision Driving School at West Shore Community College
- 11/05 Seminar Faculty for the 17th Annual Forensic Science Seminar, Investigation of Infant Deaths, Medical College of Wisconsin, CME Program, Milwaukee, Wisconsin
- 9/05 Contributor to the Sudden, Unexplained Infant Death Initiative for the Centers for Disease Control and Prevention, Atlanta, Georgia
- 4/05 Served as an Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 10/04 Developed a program dealing with Date Rape Prevention for female athletes at Ferris State University.

- 9/04 Assessed the Royal Canadian Mounted Police Depot's (Academy) use of Problem Based Learning, Regina, Saskatchewan, Canada.
- 9/04 Served as an assessor for the Law Enforcement Vocational Teacher Certification Competency Assessment, for the Michigan Occupational Competency Assessment Center.
- 8/04 - present Design and implementation of the new Ferris State University Law Enforcement curriculum to include Adult Learning Methodologies, based on Problem-Based Learning Theories.
- 5/04 – 10/04 Served as a Primary Instructor for the 21 week Michigan Police Corps Academy funded by the U.S. Department of Justice (instructed 131 hours).
- 7/04 - 8/04 Served as Instructor in an eight hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving and Precision Driving Techniques for the West Michigan Police Training Consortium.
- 4/04 Served as an Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 2003 Rewrote the Ferris State University, School of Criminal Justice Internship Policies and Procedures.
- 5/03 Served as an Instructor in three two-day Police Precision Driving Schools at Muskegon Community College.
- 2003 Served as Consultant to Meijer Corporation to conduct a job task analysis and to develop a training program for their Loss Prevention Division.
- 5/03 – 10/03 Served as a Primary Instructor for the 21 week Michigan Police Corps Academy funded by the U.S. Department of Justice (instructed 150 hours).
- 4/03 Served as an Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 2003 Member of the Michigan Commission on Law Enforcement Standards Task Force to develop a Pre-Employment Psychological Screening Standard and a Good Moral Character Standard for police recruits in the state of Michigan.
- 2001-2002 Member of the Michigan Commission on Law Enforcement Standards Task Force to develop a Physical Fitness Training Standard and a Health and Wellness curriculum for police recruits in the state of Michigan.
- 2001 - Member of the Michigan Commission on Law Enforcement Standards Task Force to

- 2002 develop an Instructors Manual for Emergency Vehicle Operations.
- 5/02 – Served as Primary Instructor for the 20-week Michigan Police Corps Academy
10/02 funded by the U.S. Department of Justice (instructed 195 hours).
- 5/02 Served as Instructor in three two-day Police Precision Driving Schools at Muskegon Community College.
- 4/02 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 5/01- Served as a Primary Instructor for the 20-week Michigan Police Corps Academy
10/01 funded by the U.S. Department of Justice (instructed 195 hours).
- 5/01 Served as Instructor in three two-day Police Precision Driving Schools at Muskegon Community College.
- 4/01 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 3/01 Served as Instructor in the National Instructor Development Academy for Training Death Investigation for the U.S. Department of Justice, National Institute of Justice in Baltimore, Maryland.
- 11/00 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 10/00 Served as Instructor in the National Instructor Development Academy for Training Death Investigation for the U.S. Department of Justice, National Institute of Justice, St. Louis, Missouri.
- 8/00 Served as Instructor in a four-hour course of instruction on self-defense for women for the National Turkey Association (Women in the Woods).
- 5/00 - Served as Primary Instructor for the 19-week Michigan Police Corps Academy
10/00 funded by the U.S. Department of Justice (instructed 195 hours).
- 5/00 Delivered graduation speech for the West Shore Community College Police Academy.
- 5/00 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 5/00 Served as Instructor in two two-day Police Precision Driving Schools at Muskegon Community College.

- 4/00 Served as Judge and Team Leader for the Michigan Skills USA-VICA Law Enforcement competition.
- 4/00 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 3/00 Member of the Michigan Commission on Law Enforcement Standards Task Force to develop a Police Driving Standard for police recruits in the State of Michigan.
- 2/00 Chair for the Michigan Skills USA-VICA Law Enforcement Section Planning Committee.
- 11/99 & 12/99 Served as Facilitator in the development of The Crime Scene Investigation Guide for Law Enforcement for the U.S. Department of Justice, National Institute of Justice.
- 5/99 - 10/99 Served as Primary Instructor for the 18-week Michigan Police Corps Academy funded by the U.S. Department of Justice (instructed 180 out of 950 hours).
- 5/99 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 4/99 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 4/99 Served as Judge and Team Leader for the Vocational Industrial Clubs of America (VICA) Law Enforcement competition.
- 3/99 Served as Instructor in an eight-hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving and Policy Development for Kalamazoo Valley Community College Police Training Center.
- 1/99 & 2/99 Served as Instructor in an eight-hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving for the West Michigan Police Training Consortium.
- 11/98 Served as Instructor in an eight-hour course of instruction on Handling Citizen Complaints and Internal Investigations for the West Michigan Police Training Consortium.
- 5/98 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 4/98 Served as Judge and Team Leader for the Vocational Industrial Clubs of America (VICA) Law Enforcement competition.

- 4/98 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 3/98 Served as Instructor in an eight-hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving and Policy Development for Wilson Community College, Wilson, North Carolina.
- 3/98 Served as Instructor in a four-hour course of instruction on Self-Defense for Women for the Ferris State Resident Hall Directors.
- 12/97 Served as Instructor in a two-day PPCT Defensive Tactics Program for the Mackinac Island Police Department.
- 8/97 Served as Instructor in a four-hour course of instruction on Self-Defense for Women for the Mackinac Island Professional Women's Group.
- 5/97 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 5/97 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 3/97 & 4/97 Served as Instructor in an eight-hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving for the West Michigan Police Training Consortium.
- 12/96 Served as Instructor in a five-day PPCT Defensive Tactics Program for the Mackinac Island Police Department.
- 10/96 Served as Instructor in a four-hour course of instruction on Pursuit Driving for the Mt. Pleasant Tribal Police.
- 5/96 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 5/96 Served as Instructor in a four-hour course of instruction on Team Building for the South Eastern Michigan General Agencies and Managers Association.
- 4/96 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 3/96 Served as Instructor in a four-hour course of instruction on Team Building for the Michigan State Police Executive Development School.

- 1/96 Served as Instructor in a four-hour course of instruction on Self Defense for Women for the Select Sixty Women's Group.
- 11/95 Served as Guest Speaker at the Midwest Regional Conference of the American Criminal Justice Association Fraternity.
- 5/95 Served as Instructor in a four-hour course of instruction on Team Building for the 1995 Michigan State Police Sergeant's Conference.
- 5/95 Served as Instructor on the Legal Aspects of Authorized Emergency Vehicle Operation for the West Shore Police Training consortium.
- 5/95 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 4/95 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 4/95 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 3/95 Served as Instructor in a four-hour course of instruction on Team Building for the Michigan State Police Executive Development School.
- 1/95 Served as Instructor in a four-hour course of instruction on Team Building for the Michigan State Police Training Academy staff.
- 11/94 Served as Instructor in a four-hour course of instruction on Self Defense for Women for the Ferris State University Professional Women's Association.
- 11/94 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 8/94 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 6/94 Served as Instructor on the Legal Aspects of Authorized Emergency Vehicle Operation for Mason County Ambulance and Firefighters.
- 5/94 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 5/94 Served as Instructor in a two-day Police Precision Driving School for the West Central Michigan Law Enforcement Training Consortium.

- 4/94 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 1/94 Served as Instructor in a two-day “Occupant Protection” Instructor Program for the Michigan Law Enforcement Officers Training Council.
- 9/93 Served as Instructor in an eight-hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving for the West Michigan Police Training Consortium.
- 7/93 Served as Consultant to the Michigan Law Enforcement Officers Training Council to develop an Occupant Protection Police Training Program for the State of Michigan.
- 6/93 Served as Instructor in a five-day Precision Driving Instructor Certification Training School sponsored by Jackson Community College.
- 5/93 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 4/93 Served as Instructor in a two-day Police Precision Driving School at West Shore Community College.
- 11/92 Served as Consultant to the Michigan Municipal League to assist in preparing a written examination for “First Level Police Supervisors.”
- 11/92 & 9/92 Served as Instructor in a five-day “First Line Supervisor” Program, Ferris State University, Big Rapids, Michigan.
- 9/92 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 8/92 Served as Instructor in an eight-hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving for the Saginaw Police Department.
- 7/92 Served as Instructor in a five-day Precision Driving Instructor Certification Training School sponsored by Delta Community College.
- 6/92 Served as Instructor in a five-day Precision Driving Instructor Certification Training School sponsored by Jackson Community College.
- 6/92 Served as Presenter in the Management Development Retreat at Ferris State University.
- 10/91 Served as Instructor in a two-day “Police Policy and Procedure Development” program - Kentwood Police Department.

- 7/91 Served as Instructor in a five-day PPCT “Spontaneous Knife Defense and Impact Weapon” instructor program for police personnel - Northern Michigan University, Marquette, Michigan.
- 5/91 Served Instructor in a five-day “Jail Supervisor” program - Ferris State University, Big Rapids, Michigan.
- 3/91 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 2/91 Served as Instructor in an eight-hour block of instruction on Legal Aspects of Police Pursuit and Emergency Driving at Schoolcraft Community College.
- 10/90 Served as Instructor in a two-day Police Policy Development Workshop in Plymouth, Michigan.
- 10/90 Served as Project Leader, Protective Services Area, in the Vocational Technical Education Curriculum Project for the Michigan Department of Education.
- 10/90 Served as Instructor in an eight-hour block of instruction on the Legal Aspects of Police Pursuit and Emergency Driving at Schoolcraft Community College.
- 10/90 Addressed the Michigan State Police Post Commanders' Workshop on Police Pursuit and Emergency Driving.
- 10/90 Member of the Michigan Spouse Abuse Task Force to develop a domestic violence curriculum for police officers in the State of Michigan.
- 10/90 Instructor in the National Police Pursuit Driving Workshop held in Detroit, Michigan.
- 9/90 Served as Instructor of an eight-hour block of instruction on Police Emergency and Pursuit Driving at Alpena Community College.
- 9/90 Addressed the Spouse Abuse Task Force Workshop on research in the area of mandatory arrest procedures for domestic violence assault cases.
- 7/90 Served as Instructor of an eight-hour block of instruction on Police Emergency and Pursuit Driving for the Criminal Justice Institute.
- 6/90 Served as Instructor in a two-day Police Policy Development Workshop at the Northwestern University Traffic Institute Command School.
- 4/90 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.

- 3/90 Served as Instructor in a two-day Police Policy Development Workshop in Ann Arbor, Michigan.
- 2/90 Served as Instructor in an eight-hour block of instruction on Legal Aspects of Police Emergency and Pursuit Driving at Schoolcraft Community College.
- 2/90 Addressed the Michigan Chiefs of Police Mid-Winter Conference on Policy and Procedure Developments in the Area of Police Pursuit and Emergency Driving.
- 11/89 Served as Instructor in a three-day Police Precision Driving School sponsored by Delta College.
- 7/89 & 9/89 Served as Instructor in the Emergency Vehicle Response Training Workshop conducted by the Michigan Law Enforcement Training Council.
- 5/89 & 8/89 Served as Instructor of an eight-hour block of instruction on Police Emergency and Pursuit Driving for the Criminal Justice Institute, Ferris State University.
- 8/89 Served as Consultant for the Criminal Justice Institute, Ferris State University to conduct a Comprehensive Multi-State Analysis of Law Enforcement/Local Corrections Training and Management Resources.
- 4/89 Served as Instructor of an eight-hour block of instruction on Police Policy Development at the Northwestern Traffic Institute Command School at Eastern Michigan University.
- 1987 to 1989 Served as Consultant to the Michigan Law Enforcement Officers Training Council to revise and update the current state-mandated precision driving curriculum and develop the instructor training course.
- 12/88 Served as Instructor in a three-day Police Precision Driving School sponsored by West Shore Community College.
- 1987 to 1989 Served as Research Assistant for the National Precision Driving Task Force to develop a standardized precision driving course for the U.S. Department of Transportation.
- 5/88 Served as Consultant to the Continuing Education Division, Northern Michigan University, to present seminars entitled:
- 1) Police Policy and Procedure Development
 - 2) Liability Issues in Regard to Police Pursuit and Emergency Driving
 - 3) Liability Issues in Regard to Police Use of Non-Deadly Force.

- 5/88 Served as Consultant to the City of Flushing, Michigan, to provide a management review of the Flushing Police Department.
- 6/87 Served as Consultant for the Criminal Justice Institute, Ferris State College, to present a two-day Management Tune-Up Training Seminar entitled, "The Art and Science of Police Policy Development."
- 5/87 Presented the Michigan mandated precision driving course at the National Precision Driving Task Force Meeting in Lansing, Michigan.
- 5/87 Served as Instructor in a three-day Defensive Driving School sponsored by Jackson Community College in cooperation with Chrysler Motor Company.
- 4/87 Served as Instructor of an eight-hour block of instruction on Police Policy Development at the Northwestern Traffic Institute Police Command School at Eastern Michigan University.
- 3/87 Served as Consultant to the National Forest Service, Department of Agriculture, to present a two-day training seminar entitled, "Non-Deadly Force and Civil Liabilities."
- 1986 Served as Consultant to Meijer Corporation to conduct a job task analysis and to develop a training program for their security division.
- 3/86 to 8/86 Served as Consultant for the Criminal Justice Institute, Ferris State University to present nine two-day Critical Issues Training Seminars entitled:
 1) Police Precision Driving Practices
 2) The Decision Process in Non-Lethal Subject Control.
- 3/86 to 8/86 Served as Consultant for the Criminal Justice Institute, Ferris State University to present six two-day Management Tune-Up Training Seminars entitled, "The Art and Science of Police Policy Development."
- 12/84, 12/85 & 12/86 Served as Instructor in a week-long precision driving instructor certification training school sponsored by the Michigan Law Enforcement Officers Training Council.
- 1985 Appointed to an advisory committee by the Michigan Law Enforcement Officers Training Council to revise and update the current state-mandated precision driving curriculum.
- 1985 Served as Consultant for the Gerholz Institute for Lifelong Learning, Ferris State University, to present the following one-day police management workshops:
 1) Patrol Allocation Techniques
 2) Policy and Procedure Development for Police Executives
 3) Law Enforcement Policy Making: Police Emergency, and Pursuit Driving

4) Law Enforcement Policy Making: The Use of Non-Deadly Force.

- 1985 &
1984 Served as Consultant to the Michigan Municipal League to present seminars on Law Enforcement Policy Making, Police Emergency and Pursuit Driving.
- 6/84 &
6/83 Served as Instructor in a week-long defensive tactics instructor certification training school sponsored by the Michigan Law Enforcement Officers Training Council.
- 5/84 Served as Consultant to Eastern Michigan University, Division of Continuing Education, Office of Professional Development and Department of Public Safety to present two daylong programs entitled:
1) Executive "Tune-Up" Part One--Police Screening and Selection
2) Executive "Tune-Up" Part Two--Policy and Procedure Workshop for Police Executives.
- 12/83 Appointed to a committee by the Michigan Law Enforcement Officers Training Council to revise and update the current state-mandated defensive tactics curriculum.
- 4/83 Served as workshop participant to revise the traffic component of the mandated police basic training curriculum.
- 6/82 Served as Committee Chairman of a research team headed by the Research and Development Section of the Michigan Law Enforcement Officers Training Council. The organizational objectives of the committee were to assist the M.L.E.O.T.C. in achieving:
1) The development of training modules for the mandated basic training program that will be used to standardize instruction throughout the statewide M.L.E.O.T.C. training system.
2) The development of a comprehensive final examination (mastery test) that will be given to all individuals who are preparing to graduate from one of the M.L.E.O.T.C. certified regional or pre-service basic training programs.
- 1979 Served as Consultant to Montcalm Community College in the design of their associate degree program in Criminal Justice.
- 1975 Served as Consultant to Nazareth College for design of their baccalaureate degree program in Criminal Justice.
- 1974 &
1973 Served as Consultant to Michigan Law Enforcement Officers Training Council in the development of a standardized test bank in criminal law and traffic subjects.

AWARDS

- 2002 President's Memorandum: awarded in recognition of educators who have had a "Positive Impact on Students"
- 2008 Induction into the Who's Who Among America's Teachers for 2008
- 2007 Induction into the Who's Who Among America's Teachers for 2007
- 2006 Induction into the Who's Who Among America's Teachers for 2006
- 2005 Induction into the Who's Who Among America's Teachers for 2005
- 2004 Induction into the Who's Who Among America's Teachers for 2004
- 2003 Induction into the Who's Who Among America's Teachers for 2003
- 2002 Induction into the Who's Who Among America's Teachers for 2002
- 2001 Induction into the Who's Who Among America's Teachers for 2001
- 2000 Induction into the Who's Who Among America's Teachers for 2000.
- 1999 Induction into the Who's Who Among America's Teachers for 1999.
- 1998 Induction into the Who's Who Among America's Teachers for 1998
- 1993 Awarded the Ferris State University Distinguished Teacher Award
- 1992 Nominated for the MAGB Distinguished Faculty Award
- 1990 Awarded the Michigan Legislature Teaching Excellence Award
- 1990 Finalist, Ferris State University Distinguished Teacher Award
- 1989 A Resolution: "Recognizing and Applauding for the Significant Contribution to Law Enforcement Training through participation and support to the National Law Enforcement Driver Training Project." Presented by the International Association of Directors of Law Enforcement Standards and Training
- 1982 A Resolution: "For the significant contribution to the Michigan Law Enforcement Officers Training Council as a developer and subject matter expert for the traffic curriculum instruction program for state-wide recruit training"

PUBLICATIONS

The following publications have had my involvement:

- 2007 Lambert, E., Nerbonne, T., Watson P., Buss J., Clarke A., Hogan N., Barton S., Lambert J., "Differences in Forensic Science Views and Needs of Law Enforcement: A Survey of Michigan Law Enforcement Agencies", *Police Practice and Research an International Journal*, 2007.

- 2005 “Sudden, Unexplained, Infant Death Investigation” Training Text, produced by The Centers for Disease Control and Prevention. Served as a subject matter expert and contributor.
- 2003 Lambert, E., Nerbonne, T., Watson, P., Buss J., Clarke, A., Hogan N., Barton S., Lambert, J., “The Forensic Science Needs of Law Enforcement Applicants and Recruits: A Survey of Michigan Law Enforcement Agencies”, *Journal of Criminal Justice Education*, Vol.14, No.1, Spring 2003.
- 2002 “Emergency Vehicle Operations, Instructors Manual” produced by the state of Michigan, Department of State Police, Michigan Commission on Law Enforcement Standards. Served as a subject matter expert and contributor.
- 1999 “The Shield Organizational System for the Public Safety Professional,” Shield International. Prepared the Accident Investigation and Pursuit Driving Incident modules.
- 1993 “Michigan Occupant Protection Guide,” produced by the State of Michigan, Department of State Police, Michigan Law Enforcement Officers Training Council. Served as co-developer and author.
- 1991 “Public Safety/Protective Services Cluster Guide,” produced by the Michigan Department of Education Vocational-Technical Education Services.
- 1989 “Michigan Law Enforcement Driver Training Reference Guide,” produced by State of Michigan Department of State Police Michigan Law Enforcement Officers Training Council. Served as research associate and contributor.
- 1989 “Guidelines for the Evaluation and Structuring of a Driver Training Process for Law Enforcement Personnel: A Task Force Report,” by the International Association of Directors of Law Enforcement Standards and Training. Served as an advisor and reviewer.
- 1989 “A Comprehensive Multi-State Analysis of Law Enforcement/Local Corrections Training and Management Resources.” Served as a project consultant.
- 1988 A Management Review of the Flushing City Police Department Project Report.
- 1987 “A Job and Task Analysis of the Positions of Store Detective and Courtesy Clerk Within the Meijer Corporation and the Development of Curriculum Outlines.” Major consultant report by Dr. Terry Nerbonne, Mr. William Nash and Dr. Robert L. Parsons.
- 1983 “Traffic Law Subject Area Instructors and Student Lesson Guide Manual,” published by the Michigan Law Enforcement Officers Training Council.

UNPUBLISHED RESEARCH MANUSCRIPTS

- 1999 “Driving Techniques in Emergency and Pursuit Driving.”
- 1999 “Liability Issues in Emergency and Pursuit Driving.”
- 1999 “Results of the Questionnaire on Emergency Vehicle Operation Courses.”
- 1985 “Law Enforcement Policy Making, Police and Pursuit Driving.” A research paper developed for presentation to Police Chief Executives for the development of policy and procedures in the area of police emergency and pursuit driving.
- 1980 “An Evaluation of the Time Formats Used in Teaching the Michigan State University Highway Traffic Safety Center Introductory Traffic Accident Investigation Course.”
- 1972 “Characteristics of Revoked or Suspended Drivers.”
- 1970 “Stay Away From Strangers,” Lansing Police Department.

RESEARCH ACTIVITIES AND PAPERS PRESENTED

- 2007 Nancy Hogan, Eric Lambert and Terry Nerbonne (2007) “ Rural Law Enforcement Officers Perception of the Likelihood of Arrests in Various Situational Domestic Violence Cases” Paper presented at the 2007 Annual Meeting of the Academy of Criminal Justice Sciences, Seattle, Washington
- 2007 Terry Nerbonne, Cecil Queen and Gregory VanderKooi (2007) “ The Implementation of Problem Based Learning For Police Academies”, Paper presented at the 2007 Annual Meeting of the Academy of Criminal Justice Sciences, Seattle, Washington
- 2005 Conducting Initial Scene Interviews at Investigations of Infant Deaths: An Instructions Unit, presented at the 17th Annual Forensic Science Seminar Investigation of Infant Deaths, Medical College of Wisconsin, Milwaukee, Wisconsin.
- 2004 Nancy Hogan, Eric Lambert, and Terry Nerbonne (2004) “ The Views of Rural Law Enforcement Officers on Domestic Violence: Part II” Paper presented at the 2004 Annual Meeting of the Academy of Criminal Justice Sciences, Las Vegas, Nevada.
- 2004 Presentation to Royal Canadian Mounted Police, “Ferris State University, School of Criminal Justice Best Practices”, Regina, Saskatchewan, Canada.

- 2002 Presented paper at the Michigan Law Enforcement Training Council Annual Training Directors Conference, “Results of Pre-Post Test Evaluations on the MCOLES Cumulative Driving Exercise”. Lansing, Michigan.
- 2002 Conducted research in the use of a Standardized Assessment of Visual Attention to Predict Motor Vehicle Operator Success in a Precision Driving Course, with Dr. Swan from the College of Optometry, Ferris State University.
- 2001 Nancy Hogan, Shannon Barton, Eric Lambert, Terry Nerbonne, and Andrea Nerbonne. (2001) “Domestic Violence in Rural Areas: An Exploration of the Mandatory versus Preferred Arrest Policies”. Paper presented at the 2001 Annual Meeting of the American Society of Criminology in Atlanta, Georgia.
- 2000 Nancy Hogan, Shannon Barton, Eric Lambert, Terry Nerbonne, Jack Buss and Phillip Watson. (2000) “The Real versus Perceived Needs in Forensic Sciences”. Paper presented at the 2000 Annual Meeting of the Academy of Criminal Justice Sciences in New Orleans, Louisiana.
- 2000 Nancy Hogan, Shannon Barton, Eric Lambert, and Terry Nerbonne, (2000). “Undergraduate Academic Dishonesty: The Nature, Extent, and Responses to The Problem – The Perceptions of Faculty”. Paper presented at the 2000 Annual Meeting of the Academy of Criminal Justice Sciences in New Orleans, Louisiana.
- 2000 Conducted research in the area of Police Officers’ Attitudes Toward Domestic Violence with Dr. Barton and Dr. Lambert.
- 2000 Conducted research in the area of Undergraduate Attitudes Toward the Death Penalty with Dr. Lambert and Dr. Clark.
- 1999 Conducted a research project on Undergraduate Academic Dishonesty with Dr. Barton, Dr. Hogan and Dr. Lambert.
- 1999 Conducted a research project on Academic Needs in Forensic Sciences with Dr. Barton, Dr. Hogan, Dr. Lambert, Dr. Watson and Dr. Buss.
- 1999 Conducted a research project for the Michigan Commission on Law Enforcement Standards to survey the Emergency Vehicle Operations programs that are being taught at state-certified police academies.
- 1990 Conducted a year and one-half long research project for the Michigan State Police to study their high-speed driving incidents.

- 1990 Conducted a national research project with Mr. Darrell L. Ross to study the use of force by correctional officers to overcome prisoner's resistance in federal and state correctional institutions.
- 1989 Research study to analyze law enforcement and correctional training and management resources in Florida, Mississippi, Alabama and Georgia.
- 1987-89 Research assistant for the National Precision Driving Task Force to develop a standardized precision driving course for the International Association of Directors of Law Enforcement Standards and Training.
- 1987 A research study to conduct a job task analysis of store detective and courtesy clerk positions within the Meijer Corporation.
- 1985 Conducted a research project dealing with the civil liabilities along with a prescriptive package for police pursuit and emergency driving.

TECHNICAL TRAINING

- 2/09 Completed an eight hour “Train the Trainer” workshop on Pursuit Policy for Law Enforcement Officers sponsored by the Association of Professional Law Enforcement Emergency Response Trainers and the International Association of Directors of Law Enforcement Standards and Training
- 4/08 American Heart Association Heart Saver CPR Certification
- 12/06 Three-day, “Pressure Point Control Tactics Management Systems’ Instructor Re-Certification Program”
- 3/06 American Heart Association Heart Saver CPR Certification
- 1/06 Four-day, American Society of Law Enforcement Trainers Annual Conference, Albuquerque, New Mexico
- 5/04 Completed the recertification workshop and testing session for “Physical Fitness Specialist for Law Enforcement”, The Cooper Institute, Dallas, Texas.
- 3/04 American Heart Association Heart Saver CPR Certification
- 1/04 Three-day “Pressure Point Control Tactics Management System” Instructor Re-certification Program
- 3/03 Two-day “Domestic Violence Facilitator Development Session” conducted by the Michigan Commission on Law Enforcement Standards.

- 3/02 Two-day “Police Physical Training Instructor Training Course” conducted by the Michigan Commission on Law Enforcement Standards.
- 3/02 American Heart Association Heart Saver CPR Certification
- 4/01 Five-day “Physical Fitness Specialist Course and Certification Course” conducted by the Cooper Institute.
- 3/01 Three-day “Pressure Point Control Tactics Management Systems” Instructor recertification program.
- 9/00 One-day “Physical Fitness Assessment for Police Officers” conducted by the Cooper Institute.
- 6/98 One-day “Michigan Force Matrix Workshop” conducted by the Michigan Law Enforcement Officers Training Council.
- 5/98 Three-day “Pressure Point Control Tactics Management Systems” instructor recertification program.
- 11/97 One-day “Domestic Violence” instructor program for police personnel.
- 8/97 One-day “Certified domestic Violence Instructor Update” recertification program.
- 3/96 Three-day “Pressure Point Control Tactics Management Systems” instructor recertification program.
- 8/93 Two-day “Domestic Violence” instructor program for police personnel.
- 5/93 Two-day “Pressure Point Control Tactics Management System” instructor recertification Program.
- 1/92 One-day “Michigan Accident Crash Report” instructor program for police personnel.
- 6/91 Three-day “Spontaneous Knife Defense” instructor program for police personnel.
- 7/90 One-week Pressure Point Control Tactics Management System Advanced Instructor Certification School.
- 7/90 Three-day Advanced Instructor Training Program for Police Driving Instructors at the Ford Motor Company's Test Grounds.
- 1/90 One-week Executive Protection Driving Course conducted by the Detroit Metropolitan Police Academy.

- 7/89 Three-day Emergency Vehicle Response Training Workshop conducted by the Michigan Law Enforcement Officers Training Council.
- 9/88 Two-day Advanced Instructor Training Program in the General Motors Advanced Driver Training Course.
- 1/88 One-week Pursuit Driving Training Colloquy conducted by the Department of the Treasury, Federal Law Enforcement Training Center.
- 1/86 One-week Pressure Point Control Tactics Management System Instructor Certification School conducted by the Justice System Training Association.
- 10/84 One-week Precision Driving Instructor Certification Training School conducted by the Michigan Law Enforcement Officers Training Council.
- 6/84 Two-day Do-Rite Restraint Instructor's School conducted by the Charles F. Pegg Center for Law Enforcement.
- 6/83 One-week Advanced Defensive Tactics Instructor School conducted by the Michigan Law Enforcement Officers Training Council.
- 7/82 Three-day Defensive Tactics Instructor Certification Training School conducted by the Michigan Law Enforcement Officers Training Council.
- 7/79 Two-week Motor Vehicle Traffic Accident Investigation School conducted by the Traffic Institute, Northwestern University.
- 6/78 One-week Police Traffic Accident Investigation School conducted by the Highway Traffic Center, Michigan State University.
- 10/77 One-day Criminal Investigation Aspects of Forensic Pathology Workshop sponsored by the Michigan Region Eight Training Council.
- 6/75 One-week Police Alcohol Training School conducted by the Highway Traffic Safety Center, Michigan State University.
- 12/72 One-week Federal Bureau of Narcotics and Dangerous Drugs Training School conducted by the Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice.
- 11/72 One-week Police Community Relations Workshop conducted by Michigan State University and the National Conference of Christians and Jews.
- 11/71 One-week Scuba Diving Training School conducted by the Michigan State Police.

9/71 One-week School Safety Education Seminar conducted by Michigan State University.

PROFESSIONAL ORGANIZATIONS

Board Member of the Great Lakes Intercollegiate Athletic Association:

- Chair of the Infractions Committee
- Member of the Championship Committee

Board Member of the Central Collegiate Hockey Association

Board of Trustee Member of the Mecosta County Medical Center

Member of the American Society of Law Enforcement Trainers.

Member of the National Academy of Criminal Justice Sciences.

Member of the Association of Professional Law Enforcement Emergency Vehicle Response Trainers.

Member of the Michigan Criminal Justice Educators Association.

Member of the Michigan Law Enforcement Training Directors Association.

Past Member of the International Association of Police Planners and Research Officers.

EXPERT WITNESS

Served as an expert witness and consultant in over 275 cases in the fields of:

- 1) Police Emergency and Pursuit Driving.
- 2) Defensive Tactics and the Use of Fatal and Non-Lethal Force.
- 3) Police Procedures.
- 4) Domestic Violence
- 5) Policy Development

GRANT DEVELOPMENT

1982 Co-authored a proposal to provide a thirteen-month English/Traffic-Training Program for thirty sergeants with the Saudi Arabian Traffic Department, Ministry of the Interior. As a result, twenty-two Saudi Arabian command officers spent one year at Ferris State University, from October 1985 to October 1986, studying English and Criminal Justice Management and Traffic Control under a \$150,000 grant.

Curriculum Vitae

Cecil R. Queen

Associate Professor of Criminal Justice
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
521 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-5865; Fax: (231) 591-3792
E-mail: queenc@ferris.edu

Home Address:

15171 Oakwood Drive
Big Rapids, MI 49307
Phone: (231) 796-9132

Education

December 2013, Doctor of Philosophy Degree (ABD) Anticipated Graduation

Higher Education Leadership
Western Michigan University
Kalamazoo, MI
Tentative Dissertation Title: The Introduction of Problem-Based Learning Models to Police Training Academies: A Michigan Study.

May 2000, Master of Science Degree

Criminal Justice Management
Michigan State University, School of Criminal Justice
E. Lansing, MI
Thesis: Police Pursuit Driving: A Study of Municipal Police Discord
July 1994 – August 1994, Criminal Justice Overseas Study Program – Great Britain Comparative Analysis of Criminal Justice Systems
Host Agencies/Universities: Bramshill Police Staff College, Cambridge University Institute of Criminology, Oxford University, University of London, London Metropolitan Police, Scotland Yard, National Criminal Intelligence Service, Crown Prosecution Service, and the Staffordshire Constabulary.

May 1992, Bachelor of Science Degree

Criminal Justice, Magna cum laude
Wayne State University
Detroit, MI

December 1986, Associate of Applied Science Degree

Law Enforcement, Summa cum laude
Macomb Community College
Mt. Clemens, MI

Professional Positions

**Ferris State University
School of Criminal Justice
Big Rapids, MI**

June 2001-Present

Associate Professor

August 2006 - Promoted to Associate Professor with a continuation of current graduate and undergraduate teaching and service assignments. CRIM-402 (Police Academy) Physical Fitness Training, CRIM-456 (Police Academy) Firearms, CRIM-453 (Police Academy) Patrol Problems, CRIM-391 Field Internships, and CRIM-608 Organizational Leadership in Criminal Justice – Graduate course.

April 2007 – Present: Became certified and re-certified as a Simunition Tactical Instructor.

Performing academic advising for numerous undergraduate students. Served as Member of the Ferris State University Senate Professional Development Grant Committee for three years with updated appointment for three additional years to 2012. Prior University Senate committee service (four years) on the University Athletic Advisory Committee. Served as member of the College of Education and Human Services COEHS) Sabbatical Committee and also currently serving as chair of COEHS Promotion and Merit Committee from 2008-2010. In addition, serving as a current member of the School of Criminal Justice (SOCJ) Graduate (four years) and Tenure (three years) Committees.

March 6-11, 2008: Became a Certified Rifle Marksmanship and Tactics Instructor by attending the U.S. Shooting Academy in Tulsa, Oklahoma.

May 2008: Appointed as *Training Director* of the Ferris State University Law Enforcement Academy (FSU-LEA) reporting to the Michigan Commission on Law Enforcement Standards as FSU-LEA's representative.

April 2009: Nominated for Outstanding RSO Campus Advisor of the Year 2008-2009 through the Office of Student Leadership and Activities for work with the American Criminal Justice Association Lambda Alpha Epsilon (Beta Kappa Rho Chapter) Registered Student Organization.

February 2009: Became a Certified Police Instructor on Domestic Violence as approved by the U.S. Department of Homeland Security, Federal Law Enforcement Training Center, Office of State and Local Training and the U.S. Department of Justice Office on Violence Against Women - Lakeland, FL.

September 2009 – Present: Coordinated and participated in the Law Enforcement Torch Run for Michigan Special Olympics. Directed fundraising activities while raising awareness for the MSO as community service learning student projects.

April 2010: Training and planning consultant for the Central West Michigan Law Enforcement Consortium. Appointed as lead instructor to coordinate entire training process based upon the MCOLES Grant funding for June and August 2010.

Assistant Professor

April 2006 - Appointed to National Police Problem-Based Learning Curriculum Development Committee funded by the Department of Justice, COPPS Program.

Instructed the following academic Criminal Justice Courses: CRIM-220 Supervision and Management of Criminal Justice Organizations, CRIM-410 Organizational Behavior and Administration in Criminal Justice Organizations, CRIM-260 Delinquency Prevention and Control, CRIM-391 Field Internships, CRIM-401 Defensive Tactics for Corrections Personnel, CRIM-400 Physical Training and Defensive Tactics, CRIM-353 Patrol Problems, CRIM-402 (Police Academy) Physical Fitness Training, CRIM-456 (Police Academy) Firearms, CRIM-453 (Police Academy) Patrol Problems, and CRIM-608 Organizational Leadership. Performing academic advising for numerous undergraduate students. Current Member of the Ferris State University Student Life Committee with prior service (three years) on the University Athletic Advisory Committee.

Faculty Advisor for Lambda Alpha Epsilon Criminal Justice Co-Educational Fraternity from 2003 to Present where numerous fund-raising and community projects have been accomplished. Membership drives in 2003 began at 12 and increased to 46 members with membership continuing to fluctuate each year.

Assistant Faculty Advisor for Alpha Phi Sigma, the National Criminal Justice Honor Society from 2002 to Present.

Associate Designer and Developer of the pilot program for the Michigan Commission on Law Enforcements Standards (MCOLES) and the Michigan Domestic Violence Prevention and Treatment Board - Domestic Violence scenario-based training curriculum for police academy instruction. Taught and evaluated the pilot program for two years with a current emphasis on the learning effectiveness measurement. Currently a Volunteer Member on the MCOLES Performance Assessment Committee as a Subject Matter Expert working to develop Problem-based Learning testing and evaluation instruments for Michigan police recruits. Recently assisted in the development of the State of Michigan Domestic Violence Facilitator Guide and Training Assessment Protocol.

Serving as a volunteer member on MCOLES Performance Assessment Development Committee for the development and implementation of a new state-wide performance assessment instrument for recruits in all Michigan police training academies.

Serving as a state consultant/trainer for MCOLES for the Michigan Domestic Violence Prevention and Treatment Board instructing police officers and investigators throughout state at various venues on the Law Enforcement Response to Domestic Violence using Problem-Based Learning techniques. Re-Appointed as Authorized Instructor 2012.

Completed the Michigan Victim Assistance Academy (June 9-14, 2002); Sponsored by the Violence Against Women Research and Outreach Initiative, Crime Victims Services Commission, Prosecuting Attorneys Association of Michigan, the Michigan Domestic Violence Prevention and Treatment Board, and the Michigan State University School of Criminal Justice.

Serving as Emergency Vehicle Operations and Precision Driving instructor for Mecosta and Osceola County police agencies through assistance with Dr. Nerbonne's continuing Ferris State University police training program (2004-Present).

Nominated, selected and honored at the Fourth Annual Student-Athlete Advisory Committee Faculty Appreciation Night (February 2005) as a faculty member who has had a positive impact on a student-athlete academic career.

Became a Certified Police Instructor in Problem-Based Learning Strategies and the Police Training Officer Development as approved by the Center for Advanced Public Safety Research, University of New Haven and the Police Society for Problem Based Learning by graduation from the 100-hour Training Course in St. Petersburg, FL in June-July 2005. Training was funded through a Department of Justice Regional Community Policing Training Institute (DOJ RCPTI) Grant.

Nominated and inducted into the Who's Who Among America's Teachers 2005.

Serving as School of Criminal Justice Graduate School Faculty Member 2005-Present.

Research Interests: Law Enforcement, Police Supervision and Administration, Organizational Behavior in Criminal Justice, Police Emergency Driving and Pursuit Issues, Criminal Investigations, Patrol Operations, Law Enforcement Response to Domestic Violence, Problem-Based Learning methods and their implementation into police training academies, Police Training Officer (PTO) programs, and general police academy educational methods.

Deputy Director

January 2003 – December 2006: Appointed as ***Deputy Director*** of the Michigan Police Corps, Ferris State University. Performed administrative and all operational duties of the police training academy for the Classes of 2003 and 2004. Served as MCOLES Training Director for the Michigan Police Corps. Reviewed and evaluated policies and procedures, the full training curriculum, and implemented new training programs. Coordinated and Supervised the Department of Justice Office of Police Corps Academy Assessment in July 2004.

April 2005 – January 2008: Appointed to the Department of Justice Office of the Police Corps National Curriculum Development Advisory Board. Participated in several National Advisory Board Meetings in North Carolina (May – July 2005) and Washington, DC (October 2005) to facilitate and enhance current police training standards at the Regional Police Corps Training Academy in Salemburg, NC.

Faculty Instructor/Trainer

June 2001 – 2005: MCOLES Courses Taught for Michigan Police Corps, Classes of 2001, 2002, 2003, & 2004: Search Warrant Procedures, Search Warrant Execution Tactics & Scenario Assessment, Juvenile Arrest Laws and Procedures, Precision Driving Range Supervisor & Driving Instructor (Emergency Vehicle Operation), Skid Car “Skid Avoidance” Instructor, Firearms Range Instructor, and American Red Cross Professional Rescuer First Aid/C.P.R./A.E.D. Instructor.

Selected Professional Meetings - Papers and Presentations:

Michigan Victim Assistance Academy – E. Lansing, MI June 9-14, 2002.

2nd Annual Lilly Conference on College & University Teaching – North – Big Rapids, MI September 2002. Coordinated by the International Alliance of Teacher Scholars.

Midwestern Criminal Justice Association Annual Conference – Chicago, IL October 2002. Timme Grant (\$700).

Academy of Criminal Justice Sciences Annual Conference – Boston, MA March 2003. Co-Presented with Professor Greg VanderKooi
Paper Presentation: *Police Pursuit Driving: Implications of Organizational and Management Discord.*

3rd Annual Lilly Conference on College & University Teaching – North – Traverse City, MI September 2003. Coordinated by the International Alliance of Teacher Scholars.

Midwestern Criminal Justice Association Annual Conference “Communities, Crime, and Criminal Justice – Chicago, IL
October 2003. Co-Presented with Professor Greg VanderKooi
Paper Presentation: *Diversion's Impact on Recidivism, A Local Perspective: Newaygo County, Michigan.*

Learning Communities and Collaboration Annual Conference – Indianapolis, IN
November 2003. Team Timme Grant (\$500) with Steven Poland.

Academy of Criminal Justice Sciences Annual Conference – Las Vegas, NV
March 2004. Co-Presented with FSU Professors Nancy Hogan, Rick Mislan, Ron McKeen, and Greg VanderKooi
Roundtable Presentation: *New Directions in Criminal Justice: The Interdisciplinary Approach - Adding High Technology to the Criminal Justice Curriculum.*

Royal Canadian Mounted Police Academy – Regina, Saskatchewan
September 2004. Co- Presentation and Review of Police Education Methodologies and Best Practices with Professors Nerbonne, Steeno, and Vander Kooi

Midwestern Criminal Justice Association Annual Conference “Doing Justice While Transforming Lives and Communities: Modern Challenges for Criminal Justice” – Chicago, IL
October 2004. Co-presentation with Professor Greg Vander Kooi
Paper Presentation: *The Need for Problem-Based Learning in Police Training Environments.*

Washington State Police Academy and Police Corps Regional Review and Evaluation
Seattle, WA
January 2005. Review of Police Education Methodologies and Best Practices Exchange with Professor Vander Kooi and Police Trainer Robert Schneider.

Academy of Criminal Justice Sciences Annual Conference – Chicago, IL
March 2005. Co-presented with Professor Greg Vander Kooi
Panel Chair: *Issues in Training – Movement Away from the Militaristic Model and Police Training: Problem Based Modalities, Human Rights, and Dignity.*
Paper Presentation: *The Implementation of Problem-Based Learning Modalities into Michigan Police Academy Curricula.*

Midwestern Criminal Justice Association Annual Conference – Chicago, IL
September 2005. Co-presented with Professor Greg Vander Kooi (Awarded
FSU Timme Travel Grant \$500)
Paper Presentation: *The Implementation and Application of Problem-Based
Learning Strategies in Police Academies.*

National Police Corps Curriculum Advisory Board – Washington, DC
October 2005. Attended workshops for professional development

American Society for Law Enforcement Trainers Conference – Albuquerque, NM
January 2006. Provided guidance and direction for national academy
instruction occurring at all Police Corps Academies.

National Police Problem-Based Learning Curriculum Development Committee
Meeting – Duluth, MN
July 2006. Provided guidance and assistance for development of a national
police training PBL curriculum for the Department of Justice, COPPS
Program.

Midwestern Criminal Justice Association Annual Conference – Chicago, IL
September 2006. Co-presented with Professor Greg VanderKooi
Paper Presentation: *Problem-Based Learning: An Attitudinal Study of Police
Academy Students.*

Michigan Association of Chiefs of Police Conference – Grand Rapids, MI
February 2007. Co-presented with Professors Greg Vander Kooi and Terry
Nerbonne. Seminar Presentation: *Positive Effects of PBL in Police Academy
Education.*

Academy of Criminal Justice Sciences Annual Conference – Seattle, WA
March 2007. Co-presented with Professors Greg Vander Kooi and Terry
Nerbonne.
Roundtable Discussion: *The Implementation of Problem-Based Learning
Modalities into Michigan Police Academies.*

National Police Corps Curriculum Advisory Board – Salemburg, NC
July 2007. Provided guidance and direction for national academy instruction
occurring at all Police Corps Academies. Taught course on law enforcement
leadership to students in North Carolina Police Corps Academy.

Midwestern Criminal Justice Association Annual Conference – Chicago, IL
September 2007. Attended paper presentations and various panel
presentations.

International Association of Directors of Law Enforcement Standards and Training (IADLEST) Problem-Based Learning Educational Conference – Lansing, MI
October 2007. Attended conference and provided personal insights to multiple state training directors on PBL implementation for police academies.

Lilly Conference on College & University Teaching – Traverse City, MI
September 2008. Co-presented with Professor Greg Vander Kooi
Poster Presentation: *The Implementation and Application of Problem-Based Learning Strategies in Higher Education.*

Police Society for Problem-Based Learning 3rd Annual Conference – Buriem, Washington. October 2008.
Attended professional development workshops and seminars on problem-based learning for police training.

Professional Development Seminar – Big Rapids, MI
January 8-9, 2009: Participated in Instructor Recertification course for Pressure Point Control Tactics (PPCT) for 16 hours taught by Sgt. Joseph Ferrera at the FSU SRC.

Federal Law Enforcement Training Center (FLETC) Domestic Violence Instructor Training Program - Lakeland, FL
February 2009. Attended professional development course on domestic violence instruction to enhance personal teaching skills in domestic violence.

International Law Enforcement Educators and Trainers Association (ILEETA) Annual Conference – Wheeling, IL
April 2009. Attended conference seminars and education components related to updated teaching methods and content. Interacted with numerous police educators from US and other countries.

Academy of Criminal Justice Sciences 47th Annual Conference in San Diego, CA.
February 22-26, 2010: Attended and co-presented paper with Professors Nerbonne and VanderKooi – “Will Problem-Based Learning Enhance Police Academy Training: A Michigan Perspective.”

Professional Development Seminar – Auburn Hills, MI
April 13-14, 2010: Attended Simunition Scenario Instructor and Safety Re-Certification Training (16 hours) in Auburn Hills, MI. I successfully completed re-certification training.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL
April 21-23, 2010: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

Midwestern Criminal Justice Association Annual Conference in Chicago, IL.
September 22-24, 2010: Attended and participated in academic presentations and panel discussions.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL
April 11-14, 2011: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

Midwestern Criminal Justice Association Annual Conference in Chicago, IL.
September 28-30, 2011: Attended and participated in academic presentations and panel discussions.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL.
April 17-20, 2012: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

Michigan Commission on Law Enforcement Standards Training Directors Meetings at various locations in Michigan twice each year. December 2006 – Present.

University Service:

2012 – 2015: Serving on the Ferris State University Senate Library, Historical, and Archival Committee.

2010 – 2013: Serving on the Ferris State University College of Education and Human Services Tenure Committee.

2008 – 2010: Serving on the Ferris State University College of Education and Human Services Promotion and Merit Committee. Committee chair 2008-2010.

2007 – 2012: Served on the Ferris State University Department of Public Safety Oversight Committee.

2007 – Served on the Select Subcommittee for Information Technology Communication Task Force created by President Eisler to deal with campus communications during public safety crisis situations.

2006 – 2008 and 2010 – 2011: Served on the Ferris State University College of Education and Human Services Sabbatical Committee.

- 2006 – 2012: Served on the Ferris State University Senate Professional Development Grant Committee.
- 2005 – Present: Serving on the Ferris State University School of Criminal Justice Graduate School Faculty Advisory Committee
- 2005 – Present: Serving on the FSU School of Criminal Justice Tenure Committee. Committee Chair: 2011-2013.
- 2003 – Present: Serving as the Faculty Advisor for the American Criminal Justice Association Lambda Alpha Epsilon (Beta Kappa Rho Chapter) – FSU Criminal Justice Registered Student Organization.
- 2002 – 2006: Served on the Ferris State University Senate Athletic Advisory Committee
- 2002 – 2008: Served as the Associate Faculty Advisor for the Alpha Phi Sigma Criminal Justice National Honor Society Fraternal Chapter
- 2002 – Present: Serving on the FSU School of Criminal Justice Graduate Committee
- 2001 – Present: Serving on the Ferris State University School of Criminal Justice Program Advisory Committee

Publications and Manuscripts Reviewed:

Queen, C.R. (2003). Review of *Dangerous Offenders: Punishment and Social Order*. Contemporary Sociology 32(4): 505-507.

Manuscripts Reviewed for: International Journal of Comparative and Applied Criminal Justice.

Practical Field Service

Sterling Heights Police Department December 1974-June 2001 (Retired)
Sterling Heights, MI

December 1997 – June 2001 *Lieutenant*

Administration Division: Training Bureau; commanded and coordinated Field Training Officer program; solidified training curriculum; supervised in-service training program for sworn and civilian employees; managed fleet maintenance system; established police officer recruitment process; department liaison and coordinator of emergency management program; examined department risk

management issues and coordinated with city risk manager; evaluated and revised department policies and procedures; assisted with public information disbursement and media relations; supervised Police Citizen and Youth Academies; audited and facilitated department equipment purchases; controlled state and federal grants after awards.

Patrol Division: Shift Commander; supervised and commanded patrol shift (four sergeants and twenty-three patrol officers); analyzed shift statistical reports, deployed patrol resources and facilitated shift scheduling; commanded emergency tactical responses; conducted citizen complaint investigations with recommendations for remedies; supervised crime scenes and coordinated multi-divisional responses; coordinated Field Training Officer program during intense hiring process; established on-shift training program.

Received advanced training in executive leadership and police management from the Law Enforcement Executive Leadership Institute (Mt. Pleasant, MI), from the Center for Police Executive Development (Macomb Community College University Center), and in Field Training Officer program development and supervision.

November 1989 – December 1997 *Sergeant*

Youth Bureau: Detective Sergeant; commanded squad of detectives related to juvenile crimes and youth gangs; worked juvenile court system; established tri-county (Wayne-Oakland-Macomb) youth gang investigator consortium by coordinating monthly meetings for information disbursement;

Criminal Investigations Division: Detective Sergeant; supervised and commanded squad of detectives related to adult crime investigation; reviewed and analyzed crime reports; directed case assignments and crime scene investigation activities; coordinated scheduling and roll call functions; investigated criminal accusations lodged against all members of the department and their relatives; investigated other criminal cases as assigned; reviewed and evaluated investigative reports; conducted and supervised surveillance/intelligence gathering functions; monitored search warrant executions; acted as department liaison with U.S. Secret Service for multiple executive protection assignments; drafted and developed policies and procedures related to all aspects of criminal investigations.

Records and Computer Services Division: Supervised (15) civilian personnel; developed monthly crime analysis reports and published the department annual report; oversaw and administered IBM AS400 computer system; maintained records management software functions; facilitated department computer workstations and designed computer-generated report forms; provided transition training in computer network and processes; supervised and audited evidence storage procedures.

Patrol Division: Administrative Assistant to Division Commander; developed evidence processing policies and procedures; supervised the Communications Center, police evidence technicians, civilian dispatchers, and animal control officers;

conducted research for and implemented innovative training programs such as the Field Training Officer and Dispatcher Training programs; facilitated training and equipment needs of evidence technicians and analyzed crime scene evidence collection.

Received advanced training in homicide investigation and supervision, critical incident command, crime scene management and supervision, interviews and interrogations, sex crime investigation, computer and internet crime investigations related to child pornography, dignitary protection, employee supervision, juvenile sex crime investigation, hate crime investigation, records management and evidence room control, Windows NT computer network administration, and crime analysis.

April 1988 – November 1989 ***Uniform Patrol Officer***

Provide field training for new recruits through the FTO program; conducted field investigations, traffic enforcement, and arrests; provide court testimony and case management.

October 1985 – April 1988 ***Detective***

Office of the Chief: Special Investigations Division; investigated organized crime, political corruption, liquor law violations, vice crimes, and crimes committed by police officers and city employees; prepared cases for trial and provided court testimony; arrested criminals; conducted surveillance and intelligence gathering activities on continuing criminal enterprises; prepared criminal intelligence reports; conducted undercover investigations; developed department's first alcohol purchase decoy program resulting numerous prosecutions for sale of alcohol to minors.

April 1983 – October 1985 ***Uniform Patrol Officer***

Proactively pursued criminals through patrol techniques and traffic duties, produced highest rate of arrests and field investigations resulting in numerous department citations and letters of commendation, performed regular patrol duties and assignments through directed patrol actions.

October 1982 – April 1983 ***Detective***

Office of the Chief: Special Investigations; Assigned to Michigan Intelligence Network Team, Michigan State Police C.I.D., Organized Crime Unit; conducted surveillance and intelligence gathering of Detroit-area organized crime members; provided analytical intelligence reports, acted in undercover capacity, coordinated case reports and notes between several state and federal agencies i.e., F.B.I., I.R.S. Intelligence Unit, U.S. Secret Service; conducted internal investigations for the Michigan State Police.

January 1978 – October 1982 *Uniform Patrol Officer*

Same duties as listed previously.

December 1974 – January 1978 *Police Cadet*

Support Services and Communications Division; processed and controlled all impounded evidence; audited and organized evidence storage room; ordered and distributed department supplies; dispatched patrol officers and answered 911 emergency calls for service; arranged and conducted disposal of evidence and confiscated property as required.

**Macomb Regional Police Academy
Fraser, MI**

December 1995 – 2001 *Instructor/Trainer*

MCOLES Certified Police Trainer: Search Warrant Procedures, Arrest Warrant Procedures, Court Procedures and Preparations Arraignments, Civil Disputes and Processes.

Training Certifications

M.C.O.L.E.S. Certified Police Instructor:
Emergency Vehicle Operation
Vehicular Skid-Avoidance Instructor
Police Firearms Instructor
Professional Rescuer C.P.R. and First Aid
P.P.C.T. Defensive Tactics
Investigation of Domestic Violence

Center for Advanced Public Safety Research and Police Society for Problem Based Learning
Certified Police Instructor:
Problem Based Learning Strategies and the Police Training Officer (PTO) Programs
(Currently one of approx. 200 certified PBL and PTO police trainers in United States)

U.S. Department of Homeland Security and the U.S. Department of Justice Office on
Violence Against Women: Certified Domestic Violence Police Instructor.

Awards

Fraternal Order of Police, Outstanding Officer of the Year, April 1989

Thirty-five (35) Sterling Heights Police Department Meritorious Citations, Letters of Commendation, and Department Awards

Good Samaritan Award, American Police Hall of Fame

Circle of Honor Hall of Fame Award, Michigan Special Olympics, 1995

Who's Who Among America's Teachers, 2005

American Criminal Justice Association Service Recognition Award, 2008

Personal and Professional Interests

Primary Faculty Advisor: American Criminal Justice Association, Lambda Alpha Epsilon (Beta Kappa Rho Chapter) Professional Criminal Justice Student Organization

Associate Faculty Chapter Advisor: Alpha Phi Sigma, The National Criminal Justice Honor Society

Member, Academy of Criminal Justice Sciences (ACJS)

Member, Midwestern Criminal Justice Association (MCJA)

Member, American Criminal Justice Association (ACJA)

Member, International Law Enforcement Educators and Trainers Association (ILEETA)

Past Member, American Society of Law Enforcement Trainers (ASLET).

State Director, Michigan Law Enforcement Torch Run for Special Olympics, 1990-1991
Also, State Planning Committee and Fundraiser, 1988-1990
Torch Runner and Fundraiser, 1985-1999, 2010-2012

Life Member, Fraternal Order of Police Lodge 118

Member, Sterling Heights Police Commander Officers Association

Member, Wayne State University Alumni Association

Member, Michigan State University Alumni Association

Member, Ferris Faculty Association

Past Member, Ferris State University Bulldog Club

Past Member, United States Tennis Association

Past Member, Juvenile Officers Association of Michigan and Ontario

Past Member, Macomb County Detectives Association

CURRICULUM VITAE

Steven E. Reifert

12739 230th Ave.
Big Rapids, MI 49307
(231) 250-6024
reifers@ferris.edu

ACADEMIC EDUCATION

Doctor of Philosophy in Sociology, Western Michigan University. Dissertation: State-Corporate Crime in Kalamazoo Department of Public Safety, A Case Study in Deviance between Computer Vendors and the Police. Specialty areas include: Criminology, Sociological Theory, Policing, Methods and Sociology of Technology. December 2006.

Masters in Public Administration, Ball State University, August 1989.

Bachelors of Science, Social Psychology, Park University, Summa Cum Laude, May 1985.

COURSES TAUGHT

Ferris State University

Research Methods (graduate)
Program Evaluation (graduate)
Seminar in Law Enforcement (graduate)
Juvenile Delinquency
Ethical Issues in Criminal Justice (graduate/undergraduate)
Public Financial Administration (graduate)
Human Resource Administration (graduate)
Criminal Investigations
Applied Community Research
Crime Control Policy
Police & Society
Freshman Retention Course (FSUS)

Western Michigan University

Police and Crime Prevention, 1996-2006
Police Community/Dynamics, 1996-2006
Ethics in Criminal Justice, 2000-2006

Kalamazoo Valley Community College

State and Local Government, 1988-1990, 1994-1996
Introduction to Political Science, 1988-1990, 1994-1996

TEACHING AND RESEARCH INTERESTS

Teaching Interests:

Criminology	Criminal Justice
Community Policing	Police/Community Relations
Research Methods	Sociological Theory
Policing	Homeland Security
Police Use of Technology	Criminal Investigations

Research Interests:

Organizational Resistance to Technology
Ethics in Policing and Criminal Justice
Police/Community Interaction
State/Corporate Crime
Subculture reactions to technological change

PROFESSIONAL EXPERIENCE

July 2009- Present –Ferris State University

Director, School of Criminal Justice

Department administrator responsible for main campus and off-campus locations in the School of Criminal Justice.

Department consists of 12 tenured-track faculty, an Assistant Director for Off-Campus Operations, 6 off-campus faculty, an Academic Advisor and two clerical, and multiple adjunct instructors.

Involved in all hiring, policy development/implementation, curriculum development, budgeting, purchasing, personnel matters, recruitment/retention and other duties related to the operation of the department.

August 2006- July 2009 –Ferris State University

Assistant Professor

Teaching Ethics in Criminal Justice, Research Methods in Criminal Justice, Program Evaluation and Juvenile Delinquency. Other University responsibilities.

May 1988-August 2006- Kalamazoo Department of Public Safety

Public Safety Lieutenant

July 2005-August 2006, Shift Commander. Responsible for overall police patrol and fire operations. Supervises and commands over 32 officers and supervisors daily. Incident commander on major police, fire and EMS scenes.

September 2001-July 2005, Sergeant and Lieutenant, Supervisor of Information Management and Communications. In charge of all technology for Public Safety Department. Orchestrated technology move from older building to newly renovated facility. The move involved the use of wireless and fiber optics technology with a seamless transition from one building to another. Implemented new computer system, a top-down overhaul replacing computer-aided-dispatching, records management and mobile computers. Replaced existing radio system moving from a standalone analog trunked system to a state-wide digital trunked system. Supervised dispatching and implemented an integrated dispatching center. This involved two other police agencies dispatching from the City's center utilizing the City's equipment and software.

October 2002-April 2003, Acting Director of Information Technology for the City of Kalamazoo. Placed in charge of the City's Information Technology Department until a permanent replacement for outgoing director could be found. In charge of the City's entire computer and telephone system and support personnel.

Hostage Negotiator, Team Leader, team of seven negotiators.

Sergeant. Public Safety patrol supervisor.

Crime Prevention Officer. Providing staff support to the Community Policing Unit. Provided presentations on matters of crime prevention citywide. Developed department programs for community policing and crime prevention. Involved in evaluation of community policing programs and Neighborhood Prosecutor Program.

Neighborhood Liaison Officer. Kalamazoo's Eastside neighborhood officer.

Investigator, Kalamazoo Valley Enforcement Team, a countywide narcotics enforcement team. Undercover narcotics work. Lead investigator for Multi-County Drug Grand Jury. Developed two computer programs to track intelligence reporting and telephone number tracking.

Patrol functions as a public safety officer. Police and fire suppression.

Crime Analyst, a civilian position within Kalamazoo Public Safety. Responsible for the collection, analysis and dissemination of crime information for the department and community.

May 1979-May 1988, United States Air Force

Special Agent, U.S. Air Force Office of Special Investigations, criminal investigator, investigating major crimes involving Air Force personnel or Air Force resources. Specialties included major narcotics investigations and economic crimes.

Law Enforcement Specialist, police patrol functions, criminal investigator, and sentry duties.

PROFESSIONAL EDUCATION

Law Enforcement Specialist Course and Military Police Investigator's Course through the U.S. Air Force, Special Investigator's Course, Economic Crimes Course, Undercover Operations Course, Defense Procurement Fraud Course, Basic Narcotics Investigator's Course (through U. S. Drug Enforcement Administration), through Air Force Office of Special Investigations. MLEOTC Police Academy, Kalamazoo Valley Community College, Michigan State Police Patrol Responsibility in Drug Enforcement, Basic LEIN Operator's Course, Basic Narcotics Investigator's Course, Lansing Community College, Reid Interviews and Interrogations Course, Calibre Press Street Survival, Basic Crime Prevention Course, Detroit Police Department.

Chairing the Academic Department, American Council on Education, June 2009.

PUBLICATIONS

"Community Oriented Policing, Winning the Hearts and Minds of Your Officers", (1998) *The South Carolina Policy Forum*, vol.9, No. 2, Spring. (With Todd J Dickers, WMU)

"Compromising 'Friends' and Partners"(1998) *Community Policing Exchange*, March/April.

Program Evaluation for the Kalamazoo County Prosecutor Program,
(2000) U. S. Department of Justice.

“Deadly Force By and Against the Police,”(2002) *Policing and Violence*,
Upper Saddle River, NJ: Prentice-Hall.

“Perceptions of Criminal Justice Policies as Ethical Practices”, manuscript
2007.

CONFERENCE PRESENTATIONS

April 1999, Midwest American Society of Public Administration,
“Community Policing, The Challenges of Implementation and
Programming,” guest panelist.

August 1999, “Community Policing: The New Millennium,” guest
panelist, Neighborhood Prosecuting.

October 2005, “Disaster on Maple Street”, presentation to annual
Michigan Association of Hostage Negotiators Conference.

October 2007, Panel Discussion at Michigan Sociological Association,
Political Engagement Project, “At Work” at Ferris State University.

November 2007, American Society of Criminology, Atlanta, GA. Paper
Presentation: Police Departments as Victims of State-Corporate Crime.

June 2009, attendee, National Institute of Justice, Annual Conference,
Connect, Innovate and Protect, Washington DC.

Consulting

Hired as Project Manager for the installation and implementation of a
radio tower for the Michigan Public Safety Communications System by
the Township of Kalamazoo Police Department. Money received and
spent under COPS grant. November 2007.

Facilitator for St Joseph County’s workshop on the loss of revenue but
more demand for service. May 2011.

Re-hired as consultant for tower renovation and conversion with
Kalamazoo Township Police. Money received and spent under COPS
grant. April 2012-Present.

Ferris State University

Previous Faculty Committees: Senate Diversity Committee, American Democracy/Political Engagement Council, College of Education and Human Services Assessment Committee, Threat Assessment Team, and Retention Review Committee.

Faculty advisor for Alpha Phi Sigma, the Criminal Justice Honors Fraternity.

PROFESSIONAL ORGANIZATIONS

American Society of Criminology
American Sociological Association
Fraternal Order of Police
Academy of Criminal Justice Sciences
Police Executive Research Forum

Curriculum Vitae **Chrystal Roach J.D.**

Professional Address

Assistant Professor of Criminal Justice
College of Education and Human Services
Bishop Hall 528
Ferris State University
Big Rapids, MI
Phone: 231/591-3218
E-mail: ChrystalRoach@ferris.edu

Home Address

4606 Chippewa Trail
Fremont, MI 49412
Phone: 231/924 9097

Education

May 1980, Juris Doctorate

University of North Carolina School of Law
Chapel Hill, NC 27599

*August 1975, Bachelor of Science Degree, *summa cum laude**

Social Science
Michigan State University Honors College
East Lansing, MI 48824

Selected Professional Presentations

- 2011 November: Michigan Society Professional Surveyors: The Law of the Land
- 2011 April: American District Attorney Live/Forensic Friday: Cold Case Teams
- 2011 March: American District Attorney Live/Forensic Friday: Death Penalty in a non death penalty state
- 2010 Minnesota Symposium on Terrorism and Emergency Preparedness: Women in Terrorism
- 2001 through 2010 Newaygo County Law Enforcement Officers Association – Legal updates, including Ethics, Evidentiary Issues, Use of Force Continuum, Search, Seizure and Civil Liability under 42 USC 1983 and Michigan law
- 2008 Prosecuting Attorneys Association Mid-Winter Conference - "Policy Development and Implementation through Charging Decisions"
- 2007 Newaygo Police Department Reserve Officers – "Search, Seizure, Arrest, Use of Force, and Civil Liability under 42 USC 1983 and Michigan Law"
- 2004 through 2007 Annual Presenter to Fremont Area Community Foundation Leadership in Newaygo County – "From the Street to the Courtroom:"

- Legal Resolutions of Illegal Acts”
- 2004 and 2005 Ferris State University Police Academy – Guest lecturer on Search and Seizure and Issues in Prosecution
- 2001 and 2002 Lake Superior State University Public Safety Department – Legal Update, Issues in Prosecution, Ethics, Use of Force Continuum, Search, Seizure, Computer Crimes, and Civil Liability
- 2000 West Michigan Law Enforcement – Presenter: "Computer Crimes- Effective Investigation and Seizure of Digital Information"
- 1999 through 2001 Newaygo County Sheriff Department Posse – Search, Seizure, Ethics, Use of Force Continuum, Civil Liability under 42 USC 1983 and Michigan law
- 1998 Prosecuting Attorneys Association of Michigan Annual Conference – Presenter: "Computerization of the Complex Criminal File"
- 1998 through 2000 Newaygo County School System – Presenter: “*In Loco Parentis*: Search, Seizure and Interrogation in the Public School Setting”
- 1997 Prosecuting Attorneys Association of Michigan – Presenter: “Effective Office Practices”
- 1996 Facilitator/Co-presenter, Critical Incident Command process, Newaygo County Criminal Justice Committee
- 1995 Newaygo County Department of Social Services investigators on Evidence Collection and Preservation, Search, Seizure, State and Federal Civil Liability
- 1991 Muskegon County Probate Court Appointed Special Advocates (CASA) - Trainer: “Effective Advocacy: Legal and Ethical Issues In Investigating Families and Advocating for Children”
- 1985 through 1989 Muskegon County Family Court Divorce Adjustment Seminars Presenter: Legal Issues in Family law
- 1985 through 1989 Muskegon County Circuit Court investigators – Proper and Effective Interviewing Techniques, Ethics, Rules of Evidence, Persuasive Testimony
- 1984 Fall term Baker College Muskegon Michigan - Business law instructor

Professional Employment History

Public Service

- 8/10 - Present ASSISTANT PROFESSOR OF CRIMINAL JUSTICE
 Ferris State University College of Education and Human Services
 Law Enforcement Academy resident professor
 Michigan Criminal Law and Procedure: Course development and instruction
 School of Criminal Justice Assistant Professor:
 CRIM 110 (Spring 2011) and CRIM 112 (Spring 2013)
 Graduate Programs assistant professor
 Medical Marijuana: The Law of Unintended Consequences (Summer 2012)
 Course development and instruction to master’s degree students
 Federal and State Civil and Criminal Liability in Public Employment (Fall 2012 and 2010):
 Course development and instruction to master's degree students
 Academic Advisor to undergraduates
 Graduate Programs Committee Member

Applied Ethics Committee (2011-present)
University Curriculum Committee (2011-present)
C.O.E.H.S. Diversity Committee Chair (Spring 2012 to present)
Library, Historical and Archives Committee Secretary (2010-2012)
School of Criminal Justice Faculty Search Committee (2011-present)

5/95 – 11/10 NEWAYGO COUNTY PROSECUTING ATTORNEY

Chief Law Enforcement Officer in and for Newaygo County Michigan:

Trial court prosecutions and appeals

Grand Jury and Prosecutor's Investigative Subpoena proceedings

Chief advisor to law enforcement, county civil agencies/departments and elected county officials

County chief civil counsel

Developed and implemented Prosecutor Diversion Programs for Juvenile drug, alcohol and tobacco violators

Developed and implemented Shoplifting Diversion Program for Juvenile and Adult offenders

Developed and implemented Prosecutor's Diversion Program for Dishonored Check cases

Office and personnel management including staff development and training

12/89 – 1/91 NEWAYGO COUNTY ASST. PROSECUTING ATTORNEY

Prosecution in state trial as well as appellate courts including the prosecution of juvenile and adult offenders

Neglect and Abuse matters before the Probate Court and attendant appeals

Assistant county civil counsel

Advisor to law enforcement and county civil agencies and departments regarding criminal procedure and civil process

1/85 – 12/89 MUSKEGON COUNTY OF THE COURT REFEREE

Hearings officer for Family Court division of Circuit Court

Developed and implemented improved case flow management systems

Supervisor of professional and support staff

Research attorney for the Circuit Courts

Trainer for investigative staff of Circuit Court on legal, ethical and evidentiary issues and the reparation and presentation of effective testimony

9/80 – 10/82 MUSKEGON COUNTY ASST. PROSECUTING ATTORNEY

Prosecutions in trial courts and courts of appeal

Supervisor Establishment of Child Support Division

Adviser to law enforcement officers regarding criminal law and procedure

Budget preparation, staff supervision

Private Practice

1/91 – 5/95 Muskegon County Michigan Circuit and Probate Courts and Newaygo County Probate Court Guardian *ad Litem* - Investigation and litigation in trial and courts of appeal including perfecting appellate matters involving minors and protected persons
Criminal defense and Family Court matters throughout West Michigan

10/82 – 1/85 Criminal, appellate and domestic practice
Guardian *ad Litem* for Muskegon County Michigan Probate Court representing
minors and protected persons in trial court and appellate proceedings

Professional Associations and Memberships

State Bar of Michigan
Federal Bar Western District of Michigan
Prosecuting Attorneys Association of Michigan (past)
Prosecuting Attorneys Association of Michigan Board of Directors (past)
Newaygo County Criminal Justice Council Vice President (past)
Newaygo County Law Enforcement Officers Association (past)
Newaygo County Critical Incident Advisory Board Chair (past)
State Bar of Michigan Criminal Law Section Council (past)
Michigan State Board of Acupuncture

Community Boards

Child Death Review Team (past)
Newaygo County Child Abuse Prevention Council (past)
Save Lives Invest in Kids (past)
Fremont Area Community Foundation Member (past)

Professional Certifications

United States Department of Homeland Security:
Trainer in Incident Response to Terrorist Bombing
Trainer in Prevention and Response to Suicide Bombing

Professional Training

State of Michigan:
Trainer in Human Trafficking

Mischelle Taylor Stone, Ph.D.

Associate Professor
Department of Criminal Justice
Ferris State University
Big Rapids, MI 49307

Office: 231-591-3782

Stonem4@Ferris.Edu

EDUCATION

Ph.D., [2005] School of Criminal Justice, Michigan State University, East Lansing, MI 48824. Cognates: Criminal Justice [Private Security and Investigations]; Education [Adult Learning and Continuing Education]; Sociology [Organizational Behavior]. Dissertation Title: A Situational Analysis of Bounty Hunter Conduct: Implications for Licensing and Regulation.

M.A., Sociology, Central Michigan University, Mt. Pleasant, MI 48858. Thesis Title: "You're OK in Our Book": A Case Herstory of Female Corrections Officers in a Male Prison, May, 1982.

B.S., Summa Cum Laude, Secondary Teaching Certificate, Central Michigan University, May, 1975. [Majors: Sociology and Psychology]

UNIQUE SKILLS AND ABILITIES

- Effective teaching and student advising skills
- Effective course planning and instructional design of classroom and web-based instruction
- Effective research design, analysis, and statistical application skills
- Strong commitment to adult learning
- Grant/proposal writing experience
- Experience in professional training and delivery
- Experience developing outcome evaluations

RELEVANT TEACHING EXPERIENCE

Ferris State University, Big Rapids, MI (2009–Present)

Associate Professor, School of Criminal Justice. Responsibilities include teaching undergraduate and graduate criminal justice courses, academic and career advising, and service to the department, the COEHS, FSU, and the Big Rapids community.

University of Alabama at Birmingham, Birmingham, AL (2004–2009)

Assistant Professor, Department of Justice Sciences. Responsibilities included teaching undergraduate and graduate courses in criminal justice, advising, and service.

Michigan State University, East Lansing, MI (Summer, 1998). **Co-Instructor**, Internet Master's Program, School of Criminal Justice, Statistical Methods. Responsibilities included the development, design and delivery of web-based Master's level Criminal Justice Methods course.

Michigan State University, East Lansing, MI (Fall, 1999). **Teaching Assistant**, School of Criminal Justice. Responsibility for teaching one section of Introduction to Private Security.

Michigan Universities and Colleges (1981–2001). **Adjunct Instructor**. Taught courses in Sociology, Psychology, and Organizational Development.

RELEVANT PROFESSIONAL EXPERIENCE

Stone Investigations, Alabama and Michigan (2000–2008). **Owner, Private Investigator**, specializing in medical insurance fraud, employee investigations, and child custody investigations.

McBride Quality Care Services, Inc., Mt. Pleasant, MI (2000–2004). **Director of Youth Services**. Primary responsibilities included administrative oversight of youth Detention, Day Treatment and Residential facilities. Responsibility for overseeing daily operations, including financial operations and staff development, evaluating and assessing youth for placement, supervising clinical team, delivering treatment to youths, and mediating family grievances.

Central Diagnostic and Referral Services, Mt. Pleasant, MI (1994–1997). **Site Director**, Substance Abuse and Life Circumstances Assessment and Referral Agency. Primary responsibility for program and staff oversight and policy development. Provided assessment and treatment services to adults and youth involved in the criminal justice system.

Substance Abuse Consultation and Treatment, Alma, MI (1992–94). **Executive Director**, Substance Abuse Assessment and Treatment Agency. Responsibility for program oversight and delivery of assessment and treatment services to adults and adolescents involved in the criminal justice system.

Alcohol Drug Abuse Prevention and Treatment, Alma, MI (1991–94). **Executive Director**, Substance Abuse Assessment and Treatment Agency. Responsibility for program and staff oversight, policy development, budget development and administration, personnel decisions, and provision of assessment and treatment services to adults, adolescents, and their families.

Gratiot Community Mental Health, Alma, MI (1988–1990). **Program Director**, Substance Abuse and Treatment Services. Responsibility for program and staff oversight, policy development, budget development and administration, personnel decisions, and provision of assessment and treatment services to adults, adolescents and their family.

Northern Michigan Consultation Services, Gaylord, MI (1984–88). **Owner**, Court Assessment and Consultation Services. Responsibility for program development and assessment of high risk offenders, assessing court clients for substance abuse and referral, and development of offender programming.

Community, Family and Children's Services (March,1983–April,1985). **Assistant Probation Officer**, 87th District Court Probation. Responsibility for assessment of risk and monitoring of adult offenders.

Michigan Department of Corrections (October, 1979–June, 1980). **Corrections Officer**. Responsibility for custody and security of adult male offenders in a medium security correctional facility.

PUBLICATIONS

"The Benefits of Online Teaching For Traditional Classroom Pedagogy: A Case Study for Improving Face-To-Face Instruction" (2011). *MERLOT Journal of Online Learning and Teaching*, Vol. 7, No. 3, September, 2011.

"Private Security" (2002). In the Encyclopedia of Crime and Punishment (Vol 3). Thousand Oaks, CA: Sage Publications.

CONSULTATION/TRAINING DELIVERY

Consultant, McGraw-Hill Publishers. "Adapting To The New Digital Reality". Presenter at the *Introduction to Criminal Justice Symposium*, Pasadena, CA, February 4–6, 2011. Currently serve on the Board of Advisors for Online Instruction.

Consultant, 47th District Court Sobriety Court, Big Rapids, MI. Provided consultation on the development, administration and data collection of the evaluation component of the sobriety court.

Consultant, North Carolina Model Project (2006–2007). Consultant to faith-based re-entry program for felons in Tarboro, North Carolina. Provided technical assistance for grant writing, program development, and program evaluation.

Consultant, Isabella County Community Corrections Advisory Board: Cognitive Change Programming and Outcome Evaluation. Community Corrections programming designed to treat adult offenders (felony and misdemeanor), and to provide programming for the re-integration of parolees into the local community. Co-developer of program evaluation for assessment of program efficacy.

Project Advisor, Office of Student Life, Michigan State University. "University and Private Security Relationships: Collaborative Efforts to Combat Alcohol Abuse in the Greek Community" (1999). Worked with personnel from the Office of Student Life and students in the Greek community to develop and implement prevention strategies for substance abuse and criminal involvement.

Site Facilitator for Leadership Training for mid-level retail security managers (1998–1999). Region-wide ITV training conducted for retail security managers, Canton, MI.

Consultant, Gratiot Community Hospital Department of Psychiatric Services, Alma, MI (1988–1993). Provided staff development training, as well as assessment and referral services for dually-diagnosed inpatients.

SERVICE ACTIVITIES

Member, FSU Academic Senate 2011–Present (Executive Board Member 2012)
Member, FSU Academic Senate Diversity Committee, [Chair, 2010–2011]
Member, Strategic Planning and Resources Council (SPARC) [2010–Present]
Member, FSU COEHS Assessment Committee, 2009–Present [Chair 2009–2010]
Member, COEHS Curriculum Committee 2010–Present
Member, FSU Service Learning Steering Committee [2009–Present]
Member, FSU Diversity and Inclusion Council [2009–Present]
Member, FSU Diversity Workforce Taskforce [2010]
Member, FSU Office of Diversity and Inclusion Mini–Grant Advisory Committee [2011–Present]
Member, FCTL Timme Travel Grant Review Committee, 2010–Present
Member, Office of Diversity and Inclusion search committee for the Director of Research and Programs [2010–2012]
Member, Alliance of Ferris Employees [2009–Present]
Member, FSU Criminal Justice Advisory Board member [2009–Present]
Member, Otsego County Recycling Board [2009–Present]
Mediator, Northern Michigan Community Mediation, [2010–Present]
UAB Safe Zone Advisory Board member [2005–2009]
Equality Alabama Board Member [2006–2009]

PAPER/POSTER PRESENTATIONS

Presenter: “The Benefits of Online Teaching for Traditional Classroom Pedagogy”.
Academy of Criminal Justice Sciences, New York, March, 2012.

Panel Organizer and Presenter, “Classroom Management Techniques”, FCTL, FSU,
November, 2011.

Poster Presenter: “Parker Heights: A CJ Interactive Online Learning Community”.
FSU Online Course Fair, October 28, 2011.

Poster Presenter: “Creating a Bullet–Proof Syllabus: Mapping Your Way To
Successful Online Course Management.” Lilly North Conference on Teaching and
Learning, Traverse City, MI September 22–25, 2011.

Panel Organizer and Presenter: “Adapting to the New Digital Reality.”
Mc–Graw–Hill National Symposium on teaching Introduction to Criminal Justice
Online, Padadena, CA, February 3–5, 2011.

Presenter: “The Practice and Assessment of Service Learning in Corrections:
Lessons Learned” at the Midwestern Criminal Justice Association meeting,
Chicago, IL, September 24, 2010.

Presenter: “Doormen and Floormen: Bar Bouncers and The Detection of Drink
Drugging” at the Academy of Criminal Justice Sciences meeting, San Diego, CA,
March, 2010.

Panel Chair: “Service Learning in the Trenches” at the Gulf–Summit on Service
Learning, March, 2010.

Poster Presenter: "The Pitfalls, Pratfalls, and Promise of Service Learning in Corrections", at Gulf-Summit Conference on Academic Service Learning, Athens, GA, March, 2010.

Co-Presenter "Predictors of Success in an Online Statistics Course" (Perumean-Chaney, S.). American Society of Criminology, Atlanta, GA, November, 2007.

"Licensing and Regulation of the Private Security Industry in an Era of Diminishing Resources." Academy of Criminal Justice Sciences, Louisville, KY, March, 1996.

An Evaluation of the Efficacy of Internet Education for Master's Level Criminal Justice Students. Academy of Criminal Justice Sciences. Chicago, IL. March, 2005.

UNPUBLISHED MANUSCRIPTS

The Effectiveness of Internet Education for Master's Level Criminal Justice Students. Primary Investigator with Dr. Frank Horvath, MSU School of Criminal Justice, (2004).

The Licensing and Regulation of Private Security: A National Survey. Report completed for the Commanding Officer, Michigan State Police Private Security and Investigation Unit, (1997).

WORKS IN PROGRESS

In the System, But Not of the System: Bounty Hunters and the Work They Do

Doormen and Floormen: Bar Bouncers and Their Assessment of the Threat of Date Rape

Service Learning in Corrections: Making Corrections Real For Criminal Justice Students.

TEACHER TRAINING AND DEVELOPMENT

Completed the Great Teachers Seminar, Michillinda Lodge, Whitehall, MI, June 25-27, 2012.

Completed "Quality Matters at FSU: Integrating the Quality Matters Standards Into Your Course" program. February 8, 2012-April 11, 2012.

Completed the Cengage-sponsored Webinar, "Putting the 'I' and 'U' in 'Virtual Classroom: What The Best Teachers (and Learners) Do! February 23, 2012.

Completed the FCTL-sponsored webcast, "iPad: Effective Use in the Classroom, October 4, 2011.

Attended FCTL-sponsored keynote address and workshop entitled

Completed the FSU Spring Learning Institute, April 29, 2011.

Completed the "Once Upon A Time I Gave a Lecture" FCTL In-Service, March 19, 2011.

Completed FSU Webinar entitled “Universal Design and Online Learning: Ensuring Access and Engagement for All Students”, January 28, 2011.

Completed “Let’s Get IT Together” certification training for FCTL’s Online Instructor Certification October 29 and November 12, 2010.

Completed FSU-sponsored training: “Ensuring Online Quality With the e-Quality Model”, November 12, 2010.

Completed FSU-sponsored Webinar: “Legal Issues for Online Courses”, September 21, 2010.

Completed FCTL-sponsored workshop: “Tools for Your Toolbox: Best Practices in Teaching”, November 2, 2010.

Attended the Inlaws and Outlaws Movie Screening and Discussion of Diversity, September 3, 2010.

Service Learning for Enhanced Student Outcomes, UAB, February, 2007

e-Portfolios for Learning and Assessment, Web Conference, UAB, October, 2007

Master Teacher Mentor Program Training, UAB, August, 2007

Master Teacher Program, UAB, April, 2007

Building a Teaching Portfolio, UAB, December, 2006

Engaging 21st Century Students: Few Thinking About Teaching for Student Engagement, UAB, October, 2006.

Educating the Net Generation. UAB, July, 2006.

MSU Teaching Assistant Program: Reading the Academic Landscape: The Culture of the Institution and the Department, April, 2000.

Reflective Teacher’s Institute: “Assessments and Outcomes for Technologically Mediated Instruction”, MSU, June, 1999.

MSU Teaching Assistant Program: Strategies for Academic Interviewing, Spring, 1999.

MSU Teaching Assistant Program: Planning a Course, Spring, 1998.

MSU Teaching Assistant Program: Cooperative Learning and Structured Controversy, Spring, 1998.

COURSES TAUGHT

Course	Graduate	Undergraduate	F-2-F	Online	Blended
Intro to CJ		✓	✓	✓	
Criminology		✓	✓		
Juvenile Delinquency		✓			
Juvenile Corrections		✓			
CJ Research Methods	✓		✓	✓	
CJ Program Evaluation	✓		✓		
CJ Data Collection & Analysis	✓				
CJ Ethics		✓			
CJ Assessment		✓			✓
Juvenile Justice		✓			
Intro to Corrections		✓	✓		✓
Correctional Institutions		✓	✓		
Intro to Private Security		✓	✓	✓	
Asset Protection Mgmt		✓	✓		

PROFESSIONAL TRAINING AND DEVELOPMENT

Completed the ALCTS Webinar, “Services Lead to Success: Strategies for Repository Growth”, February 8, 2012.

Attended the Lilly North Conference on College and University Teaching, FSU, Fall, 2011.

Completed the Spring Learning Institute, April 29, 2011:

- 1) Teaching So Everyone Learns: Implementing Universal Design of Instruction Principles in All Courses
- 2) From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses
- 3) Overcoming Apathy & Creating Excitement in the Classroom

Completed the FCTL-sponsored online seminar, “Legal Primer for Online Instructors”, September, 2010.

Completed the FSU Academic Advising Workshop, July, 2010.

Completed the “Inclusion Advocates” training at Summer University, June, 2010.

Completed the FCTL-sponsored workshop: “Academic Service Learning: Reflection, Assessment, Evaluation, and Research Possibilities”. April 9, 2010.

Attended the FCTL-Sponsored workshop: “Academic Service Learning: The Intersection of Academic Service Learning and Civic Engagement”, March 19, 2010.

New Faculty Transition Program—FCTL: Using Student Feedback, March 17, 2010.

New Faculty Transition Program—FCTL: Putting Students' Learning into the Context of Current Learning Theory, February 3, 2010.

New Faculty Transition Program, Creating Relevance for a Learner-Centered Practice, January 20, 2010.

Attended the Lilly North Conference on College and University Teaching, FSU, Fall, 2009.

Attended WebX Graphics Webinar, FSE FCPL, October, 2009

Attended FSU Active Shooter Prevention Training, October, 2009

Using a Template to Assist Faculty in Online Course Development, FSU Webinar, August 3, 2009.

Interviewing and Interrogation: An Introduction to the Reid Technique of Interviewing and Interrogation, MSU, Fall, 2000.

Serial Killers/Predators Conference: Robert J. Trojanowicz Conference Series, MSU School of Criminal Justice, Spring, 1998.

LAMPS Conference: "The Challenges of Doing Business in High Growth Emerging Markets." Sponsored by the MSU School of Criminal Justice, Spring, 1996.

Sex Crimes Investigation: Two-day training on investigating sex crimes, including sexual harassment. Sponsored by the MSU School of Criminal Justice and facilitated by Audrey Martini, Fall, 1995.

Over 300 hours of training and Education in the areas of multi-cultural diversity, mental health and addictions, corrections programming and offender treatment, women's issues, and investigations.

GRANTS AUTHORED

FSU Diversity Mini-Grant, Office of Diversity and Inclusion, (co-authored with Todd Stanislav) to fund a keynote address entitled "Intersections of Teaching, Learning and Diversity: Improving Classroom Climate for Lesbian, Gay, Bisexual and Transgender (LGBT) Students," and workshop entitled "Diverse By Design: Creating Diverse Learning Environments to Promote Student Success" by Dr. Kristen Renn, October 10, 2011 (\$1,020).

FSU Diversity Mini-Grant, Office of Diversity and Inclusion, to fund "Put This On The Map", a three-part presentation that examines how twenty-six young people exercise courage in creating social change in Seattle, April 14, 2011 (\$1,900).

FSU Diversity Mini-Grant, Office of Diversity and Inclusion, to fund a three-film educational series entitled "Out and About: Examining Gay Life in Small Town America." (\$2,879).

GRANTS, SCHOLARSHIPS AND AWARDS RECEIVED

FSU Timme Grant to fund travel to present a paper at the Academy of Criminal Justice Sciences meeting in New York, NY, March, 2012.

FSU Timme Grant to fund travel to present a poster at the Lilly North Conference on Teaching and Learning, September, 2011.

FSU Timme Grant to fund travel to present at the Gulf Coast Summit on Service Learning in Athens, GA, March 3–5, 2010.

FSU FCTL Block Grant to fund attendance at the Lilly North Conference, October, 2009.

Faculty Development Grant, UAB, July, 2007 (\$5,936). “Doormen and Floormen: Bar Bouncers and Their Assessment of the Threat of Date Rape”.

Project Grant Recipient (Mt. Pleasant Area Community Foundation) (\$15,000 Project grant to provide therapeutic art instruction to adolescent offenders as a mechanism for community re-integration, September, 2000.

Research Grant Recipient (Dayton–Hudson. Corporation): Research grant (\$12,000) to study the efficacy of Internet-based education for security managers, June, 2000.

Private and Industrial Security Endowed Scholarship (MSU School of Criminal Justice). Merit Scholarship awarded to support research in 1997, 1998, and 1999.

Central Michigan University School of Graduate Studies Research Grant Recipient (\$3,000) Merit Grant awarded to support thesis research in 1979 and 1981.

Dayton–Hudson Corporation Award of Appreciation for Outstanding Contributions in Education to Internet Master’s Students, December, 1999.

PROFESSIONAL MEMBERSHIPS AND LICENSES

Academy of Criminal Justice Science member 1997–Present
American Society of Criminology member 1997–Present
Midwestern Criminal Justice Association member
American Society of Industrial Security—1997 to present #15507
Member Michigan Council of Private Investigators—2000 to 2008
Licensed Private Investigator, Michigan—2000 to 2008; Alabama 2006–2008

Curriculum Vitae
Gregory P. Vander Kooi

Professor of Criminal Justice
Graduate Program Coordinator
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
528 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-2458; Fax: (231) 591-3792
E-mail: VanderkG@ferris.edu

Home Address:

2031 Erie Rd.
Fremont, MI 49412
Phone: (231) 924-7192

Education

December 2006, Doctor of Philosophy Degree

Higher Educational Leadership
Western Michigan University
Kalamazoo, MI 49008

Dissertation Title: Problem-Based Learning: An Attitudinal Study of Police

Academy Students: This study explored how police academy students perceived problem-based teaching methods influenced their learning as compared to students attending other academies still using the traditional lecture-based pedagogy. Students' preferred learning styles were also examined to determine any impact on those perceptions.

May 2000, Master of Science Degree, Highest Distinction

Criminal Justice Administration
Ferris State University, School of Criminal Justice
Big Rapids, MI 49307

Thesis: Diversions Impact on Recidivism: A Local Perspective, Newago County, MI;

This research study investigates the merits of one diversion program, specifically the Newago County Prosecutor's Office Drug and Alcohol Diversion Program. This program's objective is to provide an alternative to formal state intervention, which is cost efficient and still an effective means of dealing with the delinquent youth of Newago County. This study explored the recidivism rates of the population that have been involved in the Newago County Prosecutor's diversion program.

May 1992, Bachelor of Science Degree

Criminal Justice
Grand Valley State University
Allendale, MI 49401

December 1986, Associate of Arts Degree

Criminal Justice
Muskegon Community College
Muskegon, MI 49444

Professional Academic Positions

**Ferris State University
School of Criminal Justice
Big Rapids, MI 49307**

August 2002-Present

**Lake Superior State University
School of Criminal Justice
Sault Ste. Marie, MI 49783**

January 2001-August 2002

Professor

August 2007 - Promoted to Associate Professor with a continuation of current graduate and undergraduate teaching, Deputy Director of the School of Criminal Justice's Law Enforcement Academy and service assignments. Currently instructing CRIM-420 (Police Academy) Crisis Intervention, CRIM-440 (Police Academy) Criminal Investigations, CRIM 355 Precision Driving (Police Academy), CRIM 391 Field Internships, CRIM 670 Special Topics (Ethics summer 2005 & 2006, Executive Decision Making summer 2008), CRIM 699 Comprehensive Review (review of student's leadership exams), and CRIM-608 Organizational Leadership.

Associate Professor

August 2007 - Promoted to Associate Professor with a continuation of current graduate and undergraduate teaching, Deputy Director of the School of Criminal Justice's Law Enforcement Academy and service assignments. Currently instructing CRIM-420 (Police Academy) Crisis Intervention, CRIM-440 (Police Academy) Criminal Investigations, CRIM 355 Precision Driving (Police Academy), CRIM 391 Field Internships, CRIM 670 Special Topics (Ethics summer 2005 & 2006, Executive Decision Making summer 2008), CRIM 699 Comprehensive Review (review of student's leadership exams), and CRIM-608 Organizational Leadership.

Assistant Professor

Instructed the following academic Criminal Justice Courses: CRIM 110 Introduction to Criminal Justice, CRIM 102 Police Process (LSSU), CRIM-220 Supervision and Management of Criminal Justice Organizations, CRIM-260 Delinquency Prevention and Control, CRIM 305 Ethics in Criminal Justice, CRIM 356 Firearms (range officer), CRIM 401 Senior Seminar (LSSU), CRIM-456 (Police Academy) Firearms, CRIM-453 (Police Academy), CRIM-420 Crisis Intervention, CRIM-440 Criminal Investigation, CRIM-608 Organizational Leadership, CRIM-670 Special topics (Executive Decision Making) and (Teaching Seminar).

Performing academic advising for numerous undergraduate students.

Conducted a seminar for the Central Michigan's Police Training Consortium on Leadership and Ethics (2005).

Conducted a seminar for Newaygo County Sheriff's Department on Inter-personal Dynamics, and Organizational Inter-actions and Development.

Served as Emergency Vehicle Operations and Precision Driving instructor for Central Michigan's Police Training Consortium through assistance with Dr. Nerbonne's continuing Ferris State University police training program (2005).

Nominated, selected and honored at the Fourth Annual Student-Athlete Advisory Committee Faculty Appreciation Night (February 2003) as a faculty member who has had a positive impact on a student-athlete academic career.

Serving as a member of the School of Criminal Justice Graduate Advisory Board.

Chair of the Tenure Review Committee for the School of Criminal Justice, College of Education and Human Services at Ferris State University (2007/08).

Serving on the hiring committee, representing the College of Education and Human Services, for the Vice President of Academic Affairs (2007/08).

Research Interests: Law Enforcement, Police Supervision and Administration, Organizational Behavior, Organizational Development, Police Emergency Driving and Pursuit Issues, Firearms, Ethic in Criminal Justice, Crisis Intervention, Stress Impacts During Stress, Criminal Investigations, Patrol Operations, Problem-Based Learning Methods and their implementation into police training academies, Adult Learning Theory, Diversion/Recidivism of Juvenile Delinquents, and general police academy training methods.

Deputy Director

July 2005 – Present: Appointed as Deputy Director of the Ferris State University's School of Criminal Justice, Law Enforcement Academy. This position includes but not limited to; administrative and operational duties of the police

training academy. Serve as Ferris State University's School of Criminal Justice representative to the Michigan Commission of Law Enforcement Standards. Responsible for reviewing and evaluating policies and procedures, the full training curriculum, and implemented new training programs.

Administration

January 2012 – Present: Criminal Justice Graduate Program Director

September 2009 – December 2011: Other Campus Faculty Liaison.

Faculty Instructor/Trainer

June 2002 – 2005: MCOLES Courses Taught for Michigan Police Corps, Classes of 2002, 2003, & 2004: Ethics, Criminal Investigation, Juvenile Arrest Laws and Procedures, Precision Driving Range Supervisor & Driving Instructor (Emergency Vehicle Operation), Skid Car "Skid Avoidance" Instructor, and Firearms Range Instructor.

Selected Professional Meetings - Papers and Presentations:

2012, Conference, April 16th-21st, International Law Enforcement Educators and Trainers Association, Wheeling, IL

2011, Conference, April 18th-23rd, International Law Enforcement Educators and Trainers Association, Wheeling, IL

2011, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL

2010, Conference, April 19th-24th, International Law Enforcement Educators and Trainers Association, Wheeling, IL

2010, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL

2010, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professor Cecil Queen, *Will Problem Based Learning Enhance Police Academy Training: A Michigan Perspective, February 23-27 2010, San Diego CA.*

2009, Conference, October 1st-3rd, International Law Enforcement Educators and Trainers Association, Wheeling, IL

- 2008, 8th Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. *The Implementation and Application of Problem-Based Learning Strategies in Higher Education*, September, 19th, North - Traverse City, MI
- 2008, 3rd Annual PBL/PTO (Problem Based Learning) Conference, October 6-8, Seattle, WA
- 2007, Academy of Criminal Justice Science Annual Conference, co-presentation of a roundtable discussion with Professor Cecil Queen, “*The Implementation all of Problem-Based Learning for Police Academies*”, March 13, Seattle, WA
- 2007, Michigan Association of Chiefs of Police 2007 mid-winter Training Conference, Co-Presentation with Professors Terry Nerbonne and Cecil Queen, “*The Transition Of Law Enforcement Training Methods Geared Towards The Adult Learner, Specifically Problem Based Learning*” February 1, Grand Rapids, MI
- 2007, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL
- 2006, Leadership in Newaygo County (LINC), Keynote speaker for the Breakfast of Champions, sponsored by the Fremont Area Foundation, October 19, 2006.
- 2006, Midwestern Criminal Justice Association Annual Conference. Co-presented with Professor Cecil Queen, Paper Presentation: *Problem-Based Learning: An Attitudinal Study of Police Academy Students*, September 29, Chicago, IL
- 2005, Midwestern Criminal Justice Association Annual Conference –. Co-presented with Professor Cecil Queen Paper Presentation: “*The Implementation and Application of Problem-Based Learning in Police Academies*”, September 30, Chicago, IL
- 2005, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professor Cecil Queen, *The Implementation of Problem-Based Learning Modalities into Michigan Police Academy Curricula* March, Chicago, IL
- 2005, Washington State Police Academy and Police Corps Regional Review and Evaluation Seattle, WA January. Review of Police Education Methodologies and Best Practices Exchange with Professor Cecil Queen and Police Trainer Robert Schneider
- 2004, Midwestern Criminal Justice Association Annual Conference “Doing Justice While Transforming Lives and Communities, Co-presentation with Professor Cecil Queen Paper Presentation: “*The Need for Problem-Based Learning in*

Police Training Environments". Modern Challenges for Criminal Justice" – October. Chicago, IL

- 2004, Royal Mounted Canadian Police Depot's (academy) - Co-Presentation with Professors Terry Nerbonne, David Steeno, and Cecil Queen "*Ferris State University School of Criminal Justices Best Practices*", September 29, Regina, Saskatchewan
- 2004, Assessed the Royal Mounted Canadian Police Depot's (academy) use of Problem Based Learning. Regina, Saskatchewan, September 29
- 2004, Academy of Criminal Justice Sciences Annual Conference, March 10, Round Table co-presentation with Professors Nancy Hogan, Rick Mislán, Ron McKeen, and Cecil Queen. "*New Technologies in Criminal Justice*", Las Vegas, NV
- 2004, Chaired a panel, October 3, Mid-Western Criminal Justice Association, Chicago, IL
- 2003, Mid Western Criminal Justice Association, Paper co-presentation with Professor Cecil Queen, "*Diversions Impact on Recidivism A Local Study, Newaygo County MI*", October 3rd, Chicago IL
- 2003, Conference, October 1st-3rd, Mid Western Criminal Justice Association, Chicago, IL
- 2003, 3rd Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. September, 19th-20th, North - Traverse City, MI
- 2003, Academy of Criminal Justice Science, Paper co-presentation with Professor Cecil Queen, "*Pursuit Driving: Implications of Organizational and Management Discord*", March 5th-9th, Boston, MA
- 2003, Academy of Criminal Justice Science, Annual Conference, March 5th-9th, Boston, MA
- 2003, American Society of Industrial Securities, Conference, August 9, Grand Rapids, MI
- 2002, Mid-Western Criminal Justice Association, Annual Conference, October 8th-11, Chicago, IL
- 2002, Building the Pathway to Success, Lake Superior State University, February 6,

2002, How to Survive the Interview Process, Lake Superior State University,
February 20

2002, Lake Superior State University, Presentation “*The Laws of Spring Break*”,
February 25

University Service:

2012/2013: University Graduate Program Committee.

2011/2012: University Graduate Program Committee.

2012: College of Education and Human Service’s Sabbatical Committee.

2011: College of Education and Human Service’s Sabbatical Committee.

2010 to 2012: Ferris State University’s Athletic Advisory Committee.

2010/2011: Ferris State University’s Graduate and Professional Council Committee.

2009 to Present: Other campus Faculty Liaison.

2009/10: HLC Criterion 3c, The organization creates effective learning environment:
Experiential Learning.

2007-2010: Chair Criminal Justice Department’s Tenure Review Committee.

2008 – Orchestrated and facilitated training a seminar for police officers through the
Office of Homeland Security, Incident Response to Terrorist Bombing and
Prevention and Response to Suicide Bombing Incidents.

2007-2010: College of Education and Human Services’ Tenure Review Committee,
Chaired the 2007/08’s committee.

2007 – 2008: Serving on the Ferris State University’s VPAA Hiring Committee.

2007 – 2010: Chair of the Ferris State University School of Criminal Justice
Tenure Review Committee.

2007 – 2008: Chair and author of the 2006, Under-Graduate, Annual Program
Review for Ferris State University’s School of Criminal Justice.

2005/06: College Improvement Committee.

2005: Two-year appointment, University Distinguished Teaching Award Committee.

2004/05: College Promotion Committee.

2004 – Present: Serving on the Ferris State University School of Criminal Justice Graduate School Faculty Advisory Committee.

2003/04: College Sabbatical Committee.

2003/04: University Sabbatical Committee.

2001 – Present: Served on the Ferris State University School of Criminal Justice Program Advisory Committee

Academic Awards

Certificate of Recognition, from the College of Education and Human Resources, Ferris State University for successful completion of doctoral studies issued by Dean Michelle Johnston, November 9, 2006

Honorary inductee of the Golden Key International Honor Society, 2004

Outstanding Graduate Scholar, 2003, College of Arts and Sciences, Department of Sociology, Western Michigan University

Outstanding Student in the Masters of Science Program, 1999-2000, College of Education and Human Services, Ferris State University

Recognition for Outstanding Academic Achievement, Ferris State University, 1999

Professional & Academic Writing

Academic Program Review for the School of Criminal Justice Under-graduate program, 2006. Ferris State University, College of Education and Human Services

Problem-Based Learning: An Attitudinal Study of Police Academy Students. 2006
Doctoral Dissertation, Western Michigan University, Kalamazoo, MI.

Camp Programs Provide Community Opportunities. September/October 2001
National Camping Magazine. (co-authored, with Judy Hughes Astle and Jeff Jacobs).

Diversions Impact On Recidivism; A Local Perspective, Newaygo County, Michigan, 2000, Masters Thesis, Ferris State University, Big Rapids, MI.

An Analysis of Integrating Local Emergency Response Teams with State Emergency Service Team, 1998, State of Michigan, Michigan Department of State Police.

Ten Hour vs. Eight Hour Work Day For Police, 1996, State of Michigan, Michigan Department of State Police.

Newaygo County Juvenile Justice Master Plan (co-authored, with Dr. Agnus Baro), 1996, Newaygo County Government document.

Non-Academic Employment History

May 1992-January 2001

First Lieutenant, Commanding Officer, Michigan Department of State Police, Newaygo Post.

A Post Commander's, First Lieutenant, duties include, but is not limited to: Selects and assigns staff, ensuring equal employment opportunity in hiring and promotion. Coordinates activities by scheduling work assignments, setting priorities, and directing the work of subordinate employees. Evaluates and verifies employee performance through the review of completed work assignments and work techniques. Identifies staff development and training needs and ensures that training is obtained. Ensures proper labor relations and conditions of employment are maintained. Maintains records, prepares reports, and composes correspondence relative to the work. Serves as the Department's principal liaison with all other law enforcement agencies in the geographical area. Represents the Michigan Department of State Police in law enforcement and traffic safety matters at civic club meetings, schools, conferences, and to other law enforcement agencies, community organizations, and the news media. Directs all investigative and general police services in an assigned geographical area. Directs the development and implementation of an emergency preparedness training and education program for all levels of government throughout the state. Directs the planning, development, and conducting of training programs for employees in the law enforcement field. Directs the development and evaluation of programs in the areas of juvenile diversion and crime prevention. Directs the development and coordination of traffic safety programs such as selective enforcement, accident reconstruction's, C.A.R.E., or M.A.L.I. Directs the activities of emergency services district coordinators on a statewide basis. Directs traffic safety programs such as vehicle/school bus inspections, alcohol testing, and selective enforcement in a district of the state. Establishes and maintains cooperative working relationships with other law enforcement agencies, courts, prosecutors, and community agencies and organizations in the post area. Formulates and executes plans, procedures, and priorities designed to improve post operations and services. Reviews complaint files, arrest records, and other records of post activity in order to assess performance of personnel and ascertain if problems exist in the area of post operations. Conducts post staff meetings and prepares written directives to inform subordinate personnel of new

or revised policies, procedures, laws, court decisions, and other information which may affect the performance of law enforcement duties in the post area.

Notable Non-required Associations & Organizations

- ✓ Chair, Newaygo Central Dispatch
- ✓ Vice President, Newaygo County Criminal Justice Council
- ✓ Executive Board, Newaygo County Law Enforcement Policy
- ✓ Executive Board, Newaygo County Law Enforcement Officer's Association, Scholarship Fund
- ✓ Newaygo County Juvenile Justice Advisory
- ✓ Adjunct instructor, and aided in Recruitment, Counseling, and Marketing at Muskegon Community College, Criminal Justice
- ✓ Adjunct instructor, Baker College, Corrections Program
- ✓ Organizational Culture/Diversity Committee, Michigan Department of State Police
- ✓ Co-author of the Newaygo County's Juvenile Justice Master Plan
- ✓ Newaygo County Child Death Review Team
- ✓ Newaygo County, Intermediate School District, Criminal Justice Advisory Board
- ✓ Character Counts Member for Ethical Decision Making
- ✓ Baker College Corrections Advisory Board
- ✓ Executive Board Women's Information Services (Domestic Violence), Mecosta, Newaygo, and Lake Counties
- ✓ Speaker on Social and Police Ethics and Diversity, Muskegon Community College, Baker College and Ferris State University
- ✓ State wide trainer for the implementation of the Targeted Selection process

July 1990 – May 1992

First Lieutenant, Commanding Officer, Michigan Department of State Police, Iron River Post.

Notable Non-required Associations & Organizations

- ✓ Elected Councilperson, City of Caspian, MI
- ✓ Executive Board Member, Kiwanis

September 1987 - July 1990

Sergeant, Shift Commander, Michigan Department of State Police, Hart Post.

Shift Commander's, Sergeant, duties include, but is not limited to: Establishes and adjusts road patrol schedules of troopers on shift after considering such things as personnel on sick leave, annual leave, pass day and court assignment; maintains records of time and attendance; authorizes necessary overtime hours; and prepares

vacation schedules for shift personnel on shift. Assigns troopers to daily duties; assigns patrol cars and areas of patrol; dispatches patrol units to accidents, citizen complaints, and criminal matters. Monitors trooper performance and appraises promotional potential; counsels subordinates in cases where performance is deficient; directs and coordinates the training of personnel. Operates the State Police Radio System; receives and forwards various requests from patrol units, which includes maintaining hourly patrol unit location checks and dispatching units to emergency and non-emergency incidents. Receives and evaluates citizen complaints; determines the appropriate action to be taken and, if appropriate, assigns the complaint to a trooper, another post, or another agency for investigation or resolution. Reviews reports such as arrests and complaints prepared by troopers for completeness and accuracy; reviews pending complaints periodically to determine if they are being properly worked by the investigating troopers; counsels and advises personnel in methods and procedures for complaint resolution. Performs Breathalyzer tests on subjects suspected of operating under the influence of intoxicating liquor; conducts a monthly simulator test to determine the accuracy of the Breathalyzer. Counsels, advises, and assists the general public in matters such as explanation of laws, weather, and traffic condition reports, explanation of services provided by State Police and other agencies, and explanation of procedures to follow in contacts with courts and police agencies. Operates the Law Enforcement Information Network (LEIN) terminal to conduct file checks, enter and remove warrants, subjects, and property, and to communicate with other posts and headquarters; radio file information to requesting trooper or officer. Assists and counsels subordinates in the course of their daily activities by answering requests for law interpretations, policy explanations, and information related to proper operational procedures to be followed for various types of situations. Provides interpretation of the law and technical guidance on criminal justice procedures to other law enforcement agency personnel. Assesses bond in misdemeanor cases and receives and receipts monies from prisoners. Maintains the property room by caring for and tagging evidence, maintaining proper records, and forwarding evidence to the crime lab as needed. Inspects and directs the maintenance of vehicles and equipment assigned to the post. Maintains log of expenses incurred in the purchase of services and supplies. Performs related work as assigned. Develops programs for administering criminal history records audit for local and countywide law enforcement. Develops and evaluates programs in the areas of juvenile diversion and crime prevention. Coordinates the emergency services program in a district of the state; develops state and local disaster-response programs and acts as liaison between federal and local preparedness efforts. Analyzes proposed legislation affecting law enforcement, testifies at legislative hearings as to the department's position on pending legislation and conducts legal research. Evaluates department policies and procedures and recommends changes to improve departmental operations; evaluates and makes recommendations regarding changes in departmental equipment. Develops and coordinates traffic safety programs such as selective enforcement, Combined Accident Reduction Effort (CARE) or Michigan Accident Location Index (MALI). Operating out of a district office, serves as a traffic safety instructor; oversees vehicle inspection and Breathalyzer programs; and conducts traffic survey investigations for improvement of traffic safety. Plans, develops, and conducts training programs for

employees in the law enforcement field. Lectures at meetings of service organizations, Michigan colleges, universities, and schools. Performs related work as assigned.

Notable Non-required Associations & Organizations

- ✓ Training Academy Instructor, 9MM Implementation

March 1986 – September 1987

Sergeant, Shift Commander, Michigan Department of State Police, L'Anse Post.

Notable Non-required Associations & Organizations

- ✓ Instructor in Criminal Justice Training Academy, Northern Michigan University

July 1983 – March 1986

Trooper, Michigan Department of State Police Hart Post. Post Community Service Officer.

Notable Non-required Associations & Organizations

- ✓ Instructor, West Shore Community College, Training Academy
- ✓ Instructor, Michigan Department of State Police Training Academy, Standardize Field Sobriety Testing (Horizontal Gaze Nystagmus Method)

August 1979 - July 1983

Trooper, Michigan Department of State Police Detroit Post.

Notable Non-required Associations & Organizations

- ✓ Certified Breathalyzer Operator
- ✓ Certified Accident Investigator
- ✓ Certified Drug Recognition Expert
- ✓ Standardized Field Sobriety Testing Trainer

November 1977 – August 1979

Probationary Trooper Michigan Department of State Police Sandusky Post.

Community Involvement History

- ✓ Rotary Club of White Cloud, MI, 1998-2000
- ✓ Boy Scouts of America, Explorer Post #9137, Newaygo, MI, 1994-2000
- ✓ Newaygo County Law Enforcement Association Scholarship Executive Board, 1992-2000
- ✓ Helping One Student at a Time (H.O.S.T.) Mentor, Fremont Public Schools, 1997-2000
- ✓ Fremont High School Assistant Softball Coach, 1994-2000
- ✓ Safe and Drug Free School Consortium, Newaygo County, 1998-2000
- ✓ Pine Street Playground Volunteer Committee, Fremont Public Schools, 1996
- ✓ Gerber Memorial Hospital, Medical Control Authority, Advisory Board, 1998-2000
- ✓ PRIDE Youth Program Advisor, anti-drug program, 1992-2000
- ✓ Fremont School Foreign Exchange Host Family, 1998 and 2002
- ✓ Multiple Agency Consortium member, Newaygo County 1992-2000
- ✓ City Councilman Caspian, Michigan 1991-1992

Professional Awards

- ✓ Bravery, Michigan Department of State Police
- ✓ Professional Excellence, Michigan Department of State Police
- ✓ Unit Citation 9MM Project Award, Michigan Department of State Police
- ✓ Distinguished Service Award, Michigan Association of Police of Chiefs
- ✓ Commendation, American Legion
- ✓ Distinguished Service, Newaygo County Law Enforcement Association

- ✓ State of Michigan Special Tribute of Appreciation, Mike Pumford State Representative and Governor John Engler 2001
- ✓ Resolution from the Newaygo County Board of Commissioner for appreciation of dedicated service 2001

Instructor/Trainer

Training Certifications

- ✓ Professional Simulation Instructors Training Course, 2011
- ✓ Simunition, FX, Scenario Instructor and Safety Re-Certification Course, Simunitions-Securibank, April 2010.
- ✓ John E. Reid and Associates, Advanced Course on The Reid Technique of Interviewing and Interrogation, December 3, 2009
- ✓ John E. Reid and Associates, The Reid Technique of Interviewing and Interrogation, November 30 – December 2, 2009.
- ✓ Prevention and Response to Suicide Bombing Incidents, New Mexico Tech, Energetic Materials Research and Testing Center, February 2008.
- ✓ Incident Response to Terrorist Bombings, New Mexico Tech, Energetic Materials Research and Testing Center, April 2006.
- ✓ Simunition, FX, Scenario Instructor and Safety Certification Course, Simunitions-Securibank, April 2007.
- ✓ Air Soft Combat Shooting Methods Seminar, Combat Shooting Methods, Gun Fighters LTD February 2005.
- ✓ International Law-Enforcement Educators and Trainers Association, ILEETA, November 2004.
- ✓ Police Advanced Precision Driving, Michigan Department State Police, June 2003.
- ✓ Precision Driving Instructor Program, Michigan Department State Police, August 2003.
- ✓ Skid Car System, Instructor Training Course, June 2003.
- ✓ Ranged 2000 Force Control Training Simulator, IES Interactive Training, March 2002.
- ✓ Michigan Department of State Police, Raid Entry Certification.
- ✓ Emergency Vehicle Operation.
- ✓ Vehicular Skid-Avoidance Instructor.
- ✓ Police Firearms Instructor.
- ✓ Professional Rescuer C.P.R. and First Aid.
- ✓ Michigan Department of State Police, Police Firearms Instructor Training Certificate.
- ✓ Standardized Field Sobriety Testing Instructor.
- ✓ Alcohol Breathalyzer operator.
- ✓ Preliminary Breath Test Operator.

- ✓ Radar Operator Certified.
- ✓ Drug Recognition Expert.
- ✓ M.C.O.L.E.S. Certified Police Officer.

Personal and Professional Interests

Member, Academy of Criminal Justice Sciences (ACJS)

Member, Midwestern Criminal Justice Association (MCJA)

Member, American Criminal Justice Association (ACJA)

Member, American Society of Law Enforcement Trainers (ASLET)

Member, International Law Enforcement Educators and Trainers Association (ILEETA)

Honorary member of the Golden Key International Honor Society

Member, Fraternal Order of Police

Past member, Michigan Department of State Police Command Officers Association

Member, Western Michigan University Alumni Association

Member, Ferris Faculty Association

Member, Newaygo County Critical Incident Advisory Board (NCCIAB).

Member, Newaygo County Voc-Tech (Criminal Justice) Advisory Board.

Curriculum Vitae
Michael S. Vasicek

Professor of Criminal Justice
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
517 Bishop Hall, 1349 Cramer Circle
Big rapids, Michigan 49307
Telephone: (231) 591-5371
e-mail: vasicem@ferris.edu

Home Address:

121 Hidden Stone Court
Midland, Michigan 48640
Telephone: (989) 835-2797
e-mail: mvasicek@yahoo.com

Education

April 2008, **Doctor of Education- Curriculum and Instruction**

Wayne State University
Detroit, Michigan 48202
Dissertation Title: Community Oriented Policing Interfacing with Education:
A Profile of Michigan Sheriffs. The research investigated the transformation
from a traditional form of policing, to a modern philosophy of community
oriented policing, where pedagogy is incorporated into a variety of
education curricula.

December 2001, **Master Degree in Leadership and Public Administration**

Saginaw Valley State University
University Center, Michigan 48710
Thesis Title: Drug and Violence Education: A Comprehensive Examination
of the D.A.R.E. Program When Taught in its Entirety. The investigation
explored the Drug Abuse Resistance Education curriculum and compared
the one dimensional elementary program against the expanded
Kindergarten through high school programs to distinguish the effect on
youth participating in the curriculum.

April 1978, **Bachelor of Science Degree**

Criminal Justice

Ferris State University

Big Rapids, Michigan 49307

April 1976, **Associate Degree in Applied Science**

Law Enforcement

Delta College

University Center, Michigan 48710

Professional Academic Development

Ferris State University

School of Criminal Justice

Big Rapids, Michigan 49307

August 2011- present

Davenport University

Public Safety and Security Management

Lansing, Michigan 48933

September 2010-2011

Saginaw Valley State University

School of Criminal Justice

University Center, Michigan 48710

September 2005-2006

Assistant Professor

Instructed the following academic Criminal Justice Courses: CRIM 220, Supervision and Management in Criminal Justice Organizations; CRIM 311, Police and Society; CRIM 665, Financial Management for Criminal Justice Administrators; CRIM 608, Organizational Leadership; CRIM 673, Human Resources Management; CRIM 113, Introduction to Law Enforcement.

Serve as School of Criminal Justice Graduate Committee member.

Serve as university committee member of the Timme Travel Grants.

Serve on School of Criminal Justice Hiring Committee.

Adjunct Professor

Human Relations in Criminal Justice (SVSU) CRIM 381; Seminar in Criminal Justice Administration (SVSU) general credit. Davenport University, assisted with curriculum development in Public Safety and Security Development.

Selected Professional Meetings- Papers and Presentations

2012, Conference, April 16-21; International Law Enforcement Educators and Trainers Association, Wheeling, IL.

2011-2012, Academic Advisor training; held in FLITE.

University Service

2012, Faculty Fellows Mentor for Bond Hall.

2012, School of Criminal Justice Homecoming Float Student Advisor.

2012, School of Criminal Justice Graduate Committee member.

2012, University Timme Travel Grant Committee member.

Professional and Academic Writing

2010, Seals of Safety. Charter Communications and Great Lakes Bay Region First Responders.

2009, Housing Inmates in a New Jail. Midland County Board of Commissioners.

2008, Midland Citizens Law Enforcement Academy. Curriculum covering courts, corrections and law enforcement.

2003, Community Oriented Policing in Today's World. Wayne State University.

2002, D.A.R.E. Program More Than Lecturing to Students. Midland Daily News.

2002, Humanistic Approach: A Worthy Theory. Wayne State University at Mott Community College.

2000, Enhancing D.A.R.E. Lessons: How Instructors Impact Our Youth. Saginaw Valley State University.

Professional Presentations

2009, Building a New Jail and Being Good Neighbors. Kiwassee Kiwanis of Midland, keynote speaker.

2004, Conflict Management Involving Adolescents. Crime Prevention Association of Michigan, keynote speaker, Traverse City, Michigan.

2000-2001, Breath of Death: Awareness and Prevention Related to Inhalants. Keynote speaker, conferences in Mt. Pleasant and Grand Rapids, Michigan.

Non-Academic Employment History

2007-2010, **Undersheriff, Midland County Sheriff Office**

Developed and updates numerous policies and procedures for patrol, corrections and court security. Conducted employee evaluations and appraisals of each officer. Supervised grants and completed appropriate reports. Applied for and received numerous grants. Computer LEIN Terminal Agency coordinator. Sheriff representative at labor bargaining involving two unions. Supervised labor issues and grievance matters. Emergency Operations Center Sheriff's Office Representative. Planning Team member for Emergency Preparedness. Community Policing Coordinator. Neighborhood and Business Watch Coordinator. Initiated Project Lifesaver program for county. Organized alcohol and tobacco compliance checks. Administered "911" Cell Phone Bank recycling program. Coordinated AARP Senior Safe Driving Programs. Reinstated the Precious Metals requirements. EMS Board Representative. BAYANET Board member at Chief's meetings. Citizen's Law Enforcement Academy Alumni Board member, Humane Society Board member, Senior Services Board member, Jail

Transition Team leader, Gun Board member, United Way of Midland County Executive Board member. Conducted pre-employment interviews, Oral Board interviews, and involved in hiring process. Coordinated and scheduled shift assignments. Directly supervised Patrol Captain and Jail Administrator. In absence of Sheriff, administered Midland county Sheriff's Office.

Lead the Midland County Jail Transition Team creating new policies and procedures for the new jail facility. Worked with all employees on transition from the old linear jail to the new podular style jail. The transition consisted of a curriculum, How to Build a New Institution (HONI). Staffing requirements were developed, as well as shift assignments, training of new equipment and concepts, movement of jail staff and pre-inmate training, punch lists for contractors, and movement of inmates from the old jail to the new facility.

1978-2007, Midland County Sheriff's Office

Deputy Sheriff, Citizen Assistance Responder, Community Policing Officer, DARE Instructor and Mentor, and corrections. General law enforcement duties including traffic, citizen complaints, criminal investigations, juvenile issues, public assistance, salvage vehicles, and process service. Assisted with court and corrections duties as needed. As Community Policing Officer, responsible for several programs including school liaison, Drug Abuse Resistance Education programs, Gang Resistance Education and Training programs, alcohol and tobacco compliance checks, Neighborhood and Business Watch programs, held Children's Law Enforcement Academy and Citizen's Law Enforcement Academy each year, as well as grant writer. Grants included the following:

- A.R.R.A. Byrne JAG Grant
- Community Disaster Preparedness Grant
- Child Life Preserver Grant
- Bicycle Safety Helmet Grant
- D.A.R.E. Elementary and Middle School Grants (4) , through O.D.C.P.
- D.A.R.E. High School Grants (3), through O.D.C.P.
- U.S. Federal Block Grant
- Community Oriented Policing Grants (2), through C.O.P.P.S.
- Parks and Recreation Grant
- Governor's Discretionary Funds Grant, through O.D.C.P.

Drug Abuse Resistance Education Mentor, taught law enforcement officers from around the world to become certified D.A.R.E. Instructors. Involved in the following training and development:

- 2007, Effective Discipline, Michigan Risk Management
- 2004, Department of Homeland Security, Terrorism Surveillance
- President of DARE Officers Association of Michigan, two terms.
- DARE National Conferences and regional meetings, Louisville, KY; Houston, TX; Orlando, FL; San Antonio, TX; Atlantic City, NJ; Jefferson City, MO; St. Louis, MO; Washington D.C.; Los Angeles, CA.
- 1997, Street Gangs Seminar
- 1996, Computer Training, Level I
- 1995, Crowd Control Training
- 1994, Gang Training
- 1993, Officer of the Year Award
- 1992, Blood Borne Pathogen Training
- 1991, Facing Alcohol Concerns Through Education
- 1991, Hazardous Materials, First Responder
- 1990, Drug recognition Specialist
- 1989, DARE Elementary Training Certification
- 1989, Salvage Vehicles Inspector Certification
- 1987, Criminal Laws and Procedures updates
- 1984, Survival training
- 1983, Preliminary Breath Test Training

Served on Governor's Discretionary Funds Grant Review Committee for three years, 1993 through 1996.

Community Involvement History

- 2012, donate to United Way of Mecosta County and Midland County
- 2005-2006, United Way of Midland County, Campaign Cabinet member (two terms)
- 1989-2007, Midland County Tobacco Coalition
- 1989-2007, Midland Area Partnership Coalition member

- 1998-2007, Students Against Drunk Driving mentor
- Midland Community Center Health and Safety Fairs
- 1993-2007, Midland County Educational Services Agency Safe and Drug Free Schools Consortium
- 1998-2007, Meridian School District Drug Free School Policy Board member
- 1992-2007, Coleman Community Network board member
- Midland Blooms volunteer
- 1992-2000, B.P.O.Elks, Lodge #1610, Drug Awareness Chair
- 2002-2003, St. Brigid of Kildare, Chair of Parish Council
- 1993-2007, Intermediate School District, safe and Drug Free Policy Board member

Professional Awards

- 2009, Jail Transition Team Award, Midland County
- 2000, Distinguished Service Medal, Michigan Sheriff's Association
- 2000, Award of Valor, DARE Officers Association of Michigan
- 2000, Michigan State Legislative Tribute
- 1998, Distinguished Civilian Award, Veterans of Foreign Wars
- 1989-2008, National D.A.R.E. Officers Association Award for Service
- D.A.R.E. Mentor Training Awards (4)
- 1995, Midland County Bar Association, Liberty Bell Award
- 1994, Michigan House of Representatives Proclamation
- 1993, Officer of the Year, Midland County
- 1989, D.A.R.E. Training Team Award, Michigan State Police

Personal and Professional Interests

- International Law Enforcement Educators and Trainers Association, member
- Academy for Criminal Justice Sciences, member
- United Way of Midland County, member
- Michigan Sheriff's Association, past member
- Police Officers Association of Michigan, past member

KRISTIN WALTERS, M.S.

1349 Cramer Circle, BIS536, Big Rapids, MI 49307

Office: (231)591-2452, Cell: (616)717-2341

kristinwalters@ferris.edu

EDUCATION

Western Michigan University, Kalamazoo, MI

Ph.D. Public Administration candidate (expected August, 2014)

2001 Ferris State University, Big Rapids, MI

M.S. in Criminal Justice Administration

Graduated with honors

1983 Ferris State University, Big Rapids, MI

B.S. in Criminal Justice and Security Administration

TEACHING EXPERIENCE

Ferris State University

Instructor-Criminal Justice

present

August 2009-

COURSES TAUGHT

Introduction to Criminal Justice

Juvenile Delinquency Prevention and Control

Report Writing for Corrections

Ethics in Criminal Justice

Current Issues in Criminal Justice

PROFESSIONAL EXPERIENCE

2008-2009 **Director of Operations**, Animal Emergency Hospital, Grand Rapids, MI. Managed all non-medical medical operations for the hospital, including client relations, facilities and equipment maintenance, policy formulation, personnel scheduling.

2008 **Administrative Services Supervisor**, Kissimmee Police Department, Kissimmee, FL. Managed the Records Unit, overseeing 10 records clerks, Uniform Crime Reporting program administrator, alarm billing manager.

2004-2008 **Deputy Police Chief**, Kissimmee Police Department, Kissimmee, FL. Administrative Deputy Chief overseeing Financial Services, Communications, Professional Standards, Accreditation, Training and the Records Unit.

2001-2004 **Police Lieutenant**, Grand Rapids Police Department, Grand Rapids, MI. Administrative Lieutenant in the Southeast and Southwest police services areas; Infection Control supervisor; Watch Commander for Patrol Unit Two.

1993-2001 **Police Sergeant**, Grand Rapids Police Department, Grand Rapids, MI. Patrol unit supervisor; field Training officer supervisor; Special Services/Traffic Unit supervisor coordinating police activities at City of Grand Rapids special events such as parades festivals and runs, instruct police recruit traffic enforcement and alcohol enforcement training, co-instruct Michigan State University's Alcohol

and Other Drug Enforcement Seminar to GRPD personnel; Internal Affairs Unit supervisor and investigator.

1985-1993 **Patrol Officer/Detective**, Grand Rapids Police Department, Grand Rapids, MI. Investigated Homicides, criminal sexual conduct and robberies; Kent County Grand Jury Investigator (1991); Uniformed road patrol officer enforcing state laws and Grand Rapids' city ordinances; police Paramedic.

MEMBERSHIPS

Academy of Criminal Justice Sciences
Midwestern Criminal Justice Association
American Society of Criminology

SERVICE

University

2012 Member Ferris Foundation Gifts and Grants Committee
2010-2011 Member, Faculty Fellows Program, partnership between faculty members and the residence hall community to enhance relationships between students and faculty through out of classroom interaction.
2009-present Member Ferris State University College of Education and Human Services Diversity Committee
2009-2011 Member Ferris State University Academic Affairs Inclusion Council
2009-present Faculty Advisor Alpha Phi Sigma, honors Criminal Justice Fraternity

Department

2009-present Member, Faculty Search Committee, School of Criminal Justice, Ferris State University

Appendix I

Enrollment Trends for the Undergraduate Criminal Justice Program, Student Demographics and Program Costs

Assessment Impact by Unit Objectives

Ferris State University

Program - Criminal Justice (B.S.)

Program - Criminal Justice (B.S.)

Mission Statement: Mission of the School

The School of Criminal Justice at Ferris State University, through partnerships with agencies within and related to the criminal justice field, creates the fundamental preparation for successful careers and responsible citizenship. The academic pursuit of excellence for both students and faculty is provided in a learning environment that combines the theoretical knowledge with the practical application.

Vision of the School

Our vision is to uphold the high quality of graduates produced by the School. Continue to educate both undergraduates and graduate students for acquiring and sustaining positions within the criminal justice field. Maintain the leader position held by the School within the criminal justice education realm within the State of Michigan and expand its reputation to nation-wide recognition. Moreover, maintain the admiration of our peers, graduates, practitioners, citizens and our students by continuing the excellent in education we strive for.

We value:

- ? Education and academic excellence in learning and teaching with a student-focused foundation.
 - ? Problem-based learning and critical thinking.
 - ? Ethical and professional services for our diverse communities in which we serve.
 - ? An atmosphere of collegiality and collaboration
 - ? Diversity, opportunity and persistence in providing education to aspiring students.
 - ? Knowledgeable, empowered, skilled graduates to pursue careers in the Criminal Justice profession.
- This model acts as our plan of assessment to ensure our graduates are acquiring the necessary skills to excel in the criminal justice field. These outcomes and assessments of the same are created for ease of collection and measurement of data. They coincide with the goals of the College and Ferris State University. Specifically it is designed to track student development, improve planning, improve instructor pedagogy, inform curriculum planning and course sequencing and promote timely completion of the program.

Advisory Board/Committee Once per year

Meetings:

Next FSU Academic 2013-2014

Program Review:

Accreditor Body: MCOLES

Accreditor Body - Academic 2012-2013

Year of Next Review:

College: COEHS

Outcome: Proficiency in oral and written communications

Students will be able to communicate, analyze, critique through observations and arguments interacting in a group setting, and provide student presentations and be involved in class participation.

Students will provide written communications in the form of reports, and assignments (i.e reaction papers, term papers, historical papers)

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Student presentations and classroom communication	Students through completion of individual courses (i.e. Crim 305, 310, 322, 311, 385, 321, 319, 370), will provide oral		Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Writing assignments (i.e. reports, terms papers, reaction papers, historical papers, legal briefs etc.)	presentations.		
Assessment Method Category: Presentation(Oral)			

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Mastery of fundamental knowledge of CJ process and interconnectedness

Students will demonstrate a mastery of fundamental knowledge of the criminal justice process and its interconnectedness to other disciplines by:

Recognizing the philosophical, political and ideological assumptions that support the criminal justice profession.

Understanding the components of the criminal justice system and their interrelationship to the prevention, detection and control of crime.

Identifying and understanding criminal law, procedures systems, theories and agents across various historical, social and political contexts.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of upper level undergraduate CJ courses and related courses outside the School of Criminal Justice. Written papers, examinations, oral and written presentations, use of technology a tool in learning and mastery.	Pass through a series of oral presentations, written reports/projects, examinations and projects for the following courses: Crim 305,385, 370, 425, 430, 435, 411, 499, 440, 453 SOCY 450, 460, 443,340,341 PSYC 410, 422, 430		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Critical Thinking Skills

Demonstrate knowledge of criminal justice, legal and social theories

Identify public perceptions and misperceptions related to crime, criminal justice, juvenile justice, corrections, law enforcement and the CJ system.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
written projects, presentations, legal briefs, examinations and course assignments	Completion of core courses in CJ and Global studies curriculum (i.e. Crim 260, 305, 385, SOCY		Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
class presentations and participation			

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Job Seeking Skills

Facilitate the development of job seeking skills for all CJ students

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
follow-up surveys Assessment Method Category: Survey - Alumni (after one year)	students are able to acquire meaningful employment		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Understanding of law enforcement officer's role in diverse community-LE

Students will have an understanding of the law enforcement officer's role in a culturally diverse community relative to the performance of routine day-to-day activities, as well as the handling of emergency situations.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Practical Skills Assessment (physical performance, role-playing evaluated exercises) Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Successful passing of evaluated exercise. Pass applied skills assessment. MCOLES Rubric	MCOLES Rubric	Yes
MCOLES Skills Assessment rubric Assessment Method Category: Test - External - Post or Pre/Post	MCOLES auditing of skills assessment		Yes
Student Assessment Instrument Assessment Method Category: Survey - Students	Post academy student assessment of skills	post-academy	Yes
Post-employment survey Assessment Method Category: Survey - Alumni (after one year)	Results of post graduate/post employment alumni surveys		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Demonstrate Professional Demeanor-LE

Demonstrate a professional bearing and manner, understand the need to treat the public fairly, ethically, and equitably; in a timely and courteous way.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Role-playing scenarios Problem-Solving activities Class room demeanor	Evaluated practical skills assessments Applied core skills assessments MCOLES auditing of practicums		Yes
Assessment Method Category: Case Studies/Problem-based Assignments			
Post graduate/post employment surveys	Results of surveys		Yes
Assessment Method Category: Survey - Alumni (after one year)			
Post employment survey conducted by employer	Results of surveys		Yes
Assessment Method Category: Survey - Advisory Board			

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Preparation for six major areas in law enforcement service.-LE

Students will perform job tasks that include six major areas: patrol procedures, investigations, detention and prosecution, police skills, traffic and special operations.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
MCOLES post academy written examination	Successfully pass the written MCOLES examination	Post academy testing	Yes
Assessment Method Category: Test - External - Post or Pre/Post			
MCOLES Skills Assessment Academy role-playing skills assessment Problem-based activities	Passing scores on academy testing MCOLES auditing of skills based training		Yes
Assessment Method Category: Case Studies/Problem-based Assignments			
Written examinations, research reports, classroom presentations, practical exercises	Faculty monitoring (team teaching)		Yes
Assessment Method Category: Test - Internally Developed - Pre/Post or Post			
Peer assessments of readiness	Results of assessments		Yes
Assessment Method Category: Survey - Students			
Post academy/Post employment assessments	Evaluate results of readiness surveys to employers		Yes
Assessment Method Category: Survey - Employer			

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Post graduate/Post Employment student surveys Assessment Method Category: Survey - Alumni (after one year)	Results of surveys- Evaluate for adjustment of teaching methods and approaches		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Successfully complete MCOLES requirements and comply with PA 203 of 1965-LE

Meet all requirements as prescribed by MCOLES and Michigan PA 203 of 1965.

Outcome Type: Learning

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Pass written MCOLES examination Assessment Method Category: Test - External - Post or Pre/Post	Take and pass written MCOLES exam		Yes
Meet physical requirements of MCOLES Assessment Method Category: Observations (e.g. Clinical or Field)	Pass physical fitness exams prescribed by MCOLES		Yes
Ensure all students meet prescribed standards spelled out by MCOLES and PA 203 for service as a law enforcement officer by auditing student records Assessment Method Category: Observations (e.g. Clinical or Field)	pass all written and physical fitness testing, successfully complete academy, meet physical requirements per state requirements		Yes
Applies skills assessment of student performance in the academy Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Successfully complete skills assessments per MCOLES requirements. Certified through MCOLES auditing.		Yes

Results			
Result	Action	Follow-Up	Action
Observations (e.g. Clinical or Field) - 06/24/2009 - Audit complete with 100% passing for all students Classification: Criterion Met			1 - No Action Required
Observations (e.g. Clinical or Field) - 05/01/2009 - 100% of students met MCOLES physical requirements Classification: Criterion Met			1 - No Action Required
Test - External - Post or Pre/Post - 05/01/2009 - 100% of students taking MCOLES examination passed. Classification: Criterion Met			1 - No Action Required

Outcome: Be able to perform in a stressful situation-LE

Students will acquire the ability to deal with and manage critical and stressful situations.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Applied skills assessment Assessment Method Category: Observations (e.g. Clinical or Field)	Successfully complete and pass applied skills assessment administered in academy.		Yes
Applied skills exams Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Successful passing of prescribed skills assessment		Yes
Post graduate/Post employment surveys Assessment Method Category: Survey - Alumni (after one year)	Results of surveys		Yes
Post employment survey to employer Assessment Method Category: Survey - Employer	Results of survey		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Understanding the intersection of the major professions in Criminal Justice-GEN

Students will demonstrate an understanding of the various dynamics between the major core professions in the criminal justice field. These include but are not limited to law enforcement, corrections, and judiciary. This also includes how they interact and are intertwined in carrying out each of their missions.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
written assignments, examinations, student presentations Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	Pass written assignments, examinations, student presentations and other required assignments for the following courses: Crim 305, 310, 311, 322, 385, 411, 425, 430, LITR 343		Yes
Internship Assessment Method Category: Internship Evaluation	Successful completion of internship at criminal justice agency		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Students demonstrate knowledge of various careers in the criminal justice field-GEN

Students are prepared to be successful in a criminal justice profession. Students will be knowledgeable of federal (Homeland Security, FBI, CIA, DEA, etc) state (Probation/Parole, MSP) and local (law enforcement, courts, probation etc) careers available to them. Students have a cursory understanding of what these agencies are responsible for.

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of core course requirements, i.e. Crim 305, 310, 311, 385, 411, 425, 430, LITR 343 Assessment Method Category: Z - Other - specify	Post graduate employment		Yes
Complete internship Assessment Method Category: Internship Evaluation	Successful completion of internship requirements (reports and student assessment of internship)		Yes
Increased number of student advisement Assessment Method Category: Data Analysis	Assessment number of student advisements by professors for Generalist field		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Criminal Justice Generalist track is preparing students for the profession-GEN

Criminal justice generalist track is preparing students in the core principles of criminal justice and is preparing them to be successful in the field.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Post graduate survey Assessment Method Category: Survey - Alumni (after one year)	Results of survey		Yes
Post-employment surveys Assessment Method Category: Survey - Employer	Results of survey		Yes
Employment by CJ Generalist graduates Assessment Method Category: Data Analysis	Graduates receive/acquire post-graduate employment		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Analyze historical and philosophical and managerial development of corrections-COR

Students will critically analyze the historical and philosophical development of corrections, the legal process and the correctional process.

Students will demonstrate and critically analyze the purpose of , programming within, management and organization of, safety and security of, and the future of correctional institutions.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Examinations, written projects, journals, papers, presentations. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	Pass written assignments, examinations, presentations and other assignments in the following courses: Crim 305, 319, 322, 370, 385, 401, 425, 430, 435, 475, LITR 343, SCWK 263, 265		Yes
Successful completion of internship at correctional institute Assessment Method Category: Internship Evaluation	Completion of required hours, required reports and final assessment		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Analyze intervention strategies and community-based corrections-COR

Students will critically analyze community-based corrections programs, understanding their purpose and organization.

Students will critically analyze intervention strategies for use in correctional institutes and community-based corrections, gaining an understanding on the influence of criminal behaviors and substance abuse issues.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Examinations, written projects, student presentations, journals, research projects and other required classroom materials. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	Pass written assignments, examinations, presentations and other assignments in the corrections core courses including: Crim 305, 310, 370, 385, 475, SCWK 130, 263, and 265		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Understand the impact of diverse cultures, demographics and consumers of the correctional system.- COR

Students will interact and work with clients and consumers of different demographic, social, cultural and varying locations within the correctional system.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Examinations, written reports, journals, student presentations and other course assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter,	Pass written assignments, examinations and other assignments in the following courses: Crim 305, 310, 385,		Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
etc.)	370, 475, SCWK 130, 263, 265, and other Global Enrichment courses which may include, SOCY 340,341, 344, 345, 443 and PSYC 325, 331, 341, 342, 41, 422, and 430		

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Professional Development

The criminal justice school, including faculty, the director and staff, will support the development of the faculty. This support will focus on the participation in teaching, scholarship and service.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Faculty attend annual conferences within their discipline Assessment Method Category: Z - Other - specify	Attendance and presentation of papers		Yes
Faculty continue to advise criminal justice fraternities Assessment Method Category: Z - Other - specify	Continued involvement, support and sustaining fraternity activities		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Assessment Plan

Ferris State University

Program - Criminal Justice (B.S.)

Program - Criminal Justice (B.S.)

Mission Statement: Mission of the School

The School of Criminal Justice at Ferris State University, through partnerships with agencies within and related to the criminal justice field, creates the fundamental preparation for successful careers and responsible citizenship. The academic pursuit of excellence for both students and faculty is provided in a learning environment that combines the theoretical knowledge with the practical application.

Vision of the School

Our vision is to uphold the high quality of graduates produced by the School. Continue to educate both undergraduates and graduate students for acquiring and sustaining positions within the criminal justice field. Maintain the leader position held by the School within the criminal justice education realm within the State of Michigan and expand its reputation to nation-wide recognition. Moreover, maintain the admiration of our peers, graduates, practitioners, citizens and our students by continuing the excellent in education we strive for.

We value:

- ? Education and academic excellence in learning and teaching with a student-focused foundation.
 - ? Problem-based learning and critical thinking.
 - ? Ethical and professional services for our diverse communities in which we serve.
 - ? An atmosphere of collegiality and collaboration
 - ? Diversity, opportunity and persistence in providing education to aspiring students.
 - ? Knowledgeable, empowered, skilled graduates to pursue careers in the Criminal Justice profession.
- This model acts as our plan of assessment to ensure our graduates are acquiring the necessary skills to excel in the criminal justice field. These outcomes and assessments of the same are created for ease of collection and measurement of data. They coincide with the goals of the College and Ferris State University. Specifically it is designed to track student development, improve planning, improve instructor pedagogy, inform curriculum planning and course sequencing and promote timely completion of the program.

Advisory Board/Committee Once per year

Meetings:

Next FSU Academic 2013-2014

Program Review:

Accreditor Body: MCOLES

Accreditor Body - Academic 2012-2013

Year of Next Review:

College: COEHS

Outcome: Proficiency in oral and written communications

Students will be able to communicate, analyze, critique through observations and arguments interacting in a group setting, and provide student presentations and be involved in class participation.

Students will provide written communications in the form of reports, and assignments (i.e reaction papers, term papers, historical papers)

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Student presentations and classroom communication	Students through completion of individual courses (i.e. Crim 305, 310, 322, 311, 385, 321, 319, 370), will provide oral		Yes

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Writing assignments (i.e. reports, terms papers, reaction papers, historical papers, legal briefs etc.)	presentations.		
Assessment Method Category: Presentation(Oral)			

Outcome: Mastery of fundamental knowledge of CJ process and interconnectedness

Students will demonstrate a mastery of fundamental knowledge of the criminal justice process and its interconnectedness to other disciplines by:

Recognizing the philosophical, political and ideological assumptions that support the criminal justice profession.

Understanding the components of the criminal justice system and their interrelationship to the prevention, detection and control of crime.

Identifying and understanding criminal law, procedures systems, theories and agents across various historical, social and political contexts.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of upper level undergraduate CJ courses and related courses outside the School of Criminal Justice. Written papers, examinations, oral and written presentations, use of technology as a tool in learning and mastery.	Pass through a series of oral presentations, written reports/projects, examinations and projects for the following courses: Crim 305,385, 370, 425, 430, 435, 411, 499, 440, 453 SOCY 450, 460, 443,340,341 PSYC 410, 422, 430		Yes

Outcome: Critical Thinking Skills

Demonstrate knowledge of criminal justice, legal and social theories

Identify public perceptions and misperceptions related to crime, criminal justice, juvenile justice, corrections, law enforcement and the CJ system.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
written projects, presentations, legal briefs, examinations and course assignments	Completion of core courses in CJ and Global studies curriculum (i.e. Crim 260, 305, 385, SOCY		Yes
class presentations and participation			

Outcome: Job Seeking Skills

Facilitate the development of job seeking skills for all CJ students

Outcome Status: Active

Means of Assessment

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
follow-up surveys Assessment Method Category: Survey - Alumni (after one year)	students are able to acquire meaningful employment		Yes

Outcome: Understanding of law enforcement officer's role in diverse community-LE

Students will have an understanding of the law enforcement officer's role in a culturally diverse community relative to the performance of routine day-to-day activities, as well as the handling of emergency situations.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Practical Skills Assessment (physical performance, role-playing evaluated exercises) Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Successful passing of evaluated exercise. Pass applied skills assessment. MCOLES Rubric	MCOLES Rubric	Yes
MCOLES Skills Assessment rubric Assessment Method Category: Test - External - Post or Pre/Post	MCOLES auditing of skills assessment		Yes
Student Assessment Instrument Assessment Method Category: Survey - Students	Post academy student assessment of skills	post-academy	Yes
Post-employment survey Assessment Method Category: Survey - Alumni (after one year)	Results of post graduate/post employment alumni surveys		Yes

Outcome: Demonstrate Professional Demeanor-LE

Demonstrate a professional bearing and manner, understand the need to treat the public fairly, ethically, and equitably; in a timely and courteous way.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Role-playing scenarios Problem-Solving activities Class room demeanor Assessment Method Category: Case Studies/Problem-based Assignments	Evaluated practical skills assessments Applied core skills assessments MCOLES auditing of practicums		Yes
Post graduate/post employment surveys Assessment Method Category: Survey - Alumni (after one year)	Results of surveys		Yes
Post employment survey conducted by employer Assessment Method Category: Survey - Advisory Board	Results of surveys		Yes

Outcome: Preparation for six major areas in law enforcement service.-LE

Students will perform job tasks that include six major areas: patrol procedures, investigations, detention and prosecution, police skills, traffic and special operations.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
MCOLES post academy written examination Assessment Method Category: Test - External - Post or Pre/Post	Successfully pass the written MCOLES examination	Post academy testing	Yes
MCOLES Skills Assessment Academy role-playing skills assessment Problem-based activities Assessment Method Category: Case Studies/Problem-based Assignments	Passing scores on academy testing MCOLES auditing of skills based training		Yes
Written examinations, research reports, classroom presentations, practical exercises Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Faculty monitoring (team teaching)		Yes
Peer assessments of readiness Assessment Method Category: Survey - Students	Results of assessments		Yes
Post academy/Post employment assessments Assessment Method Category: Survey - Employer	Evaluate results of readiness surveys to employers		Yes
Post graduate/Post Employment student surveys Assessment Method Category: Survey - Alumni (after one year)	Results of surveys- Evaluate for adjustment of teaching methods and approaches		Yes

Outcome: Successfully complete MCOLES requirements and comply with PA 203 of 1965-LE

Meet all requirements as prescribed by MCOLES and Michigan PA 203 of 1965.

Outcome Type: Learning

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Pass written MCOLES examination Assessment Method Category: Test - External - Post or Pre/Post	Take and pass written MCOLES exam		Yes
Meet physical requirements of MCOLES Assessment Method Category: Observations (e.g. Clinical or Field)	Pass physical fitness exams prescribed by MCOLES		Yes
Ensure all students meet prescribed standards spelled out by MCOLES and PA 203 for service as a law enforcement officer by auditing student records Assessment Method Category: Observations (e.g. Clinical or Field)	pass all written and physical fitness testing, successfully complete academy, meet physical requirements per state requirements		Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Applies skills assessment of student performance in the academy Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Successfully complete skills assessments per MCOLES requirements. Certified through MCOLES auditing.		Yes

Outcome: Be able to perform in a stressful situation-LE

Students will acquire the ability to deal with and manage critical and stressful situations.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Applied skills assessment Assessment Method Category: Observations (e.g. Clinical or Field)	Successfully complete and pass applied skills assessment administered in academy.		Yes
Applied skills exams Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Successful passing of prescribed skills assessment		Yes
Post graduate/Post employment surveys Assessment Method Category: Survey - Alumni (after one year)	Results of surveys		Yes
Post employment survey to employer Assessment Method Category: Survey - Employer	Results of survey		Yes

Outcome: Understanding the intersection of the major professions in Criminal Justice-GEN

Students will demonstrate an understanding of the various dynamics between the major core professions in the criminal justice field. These include but are not limited to law enforcement, corrections, and judiciary. This also includes how they interact and are intertwined in carrying out each of their missions.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
written assignments, examinations, student presentations Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	Pass written assignments, examinations, student presentations and other required assignments for the following courses: Crim 305, 310, 311, 322, 385, 411, 425, 430, LITR 343		Yes
Internship Assessment Method Category: Internship Evaluation	Successful completion of internship at criminal justice agency		Yes

Outcome: Students demonstrate knowledge of various careers in the criminal justice field-GEN

Ensure students are prepared to be successful in a criminal justice profession. Students will be knowledgeable of federal (Homeland Security, FBI, CIA, DEA, etc) state (Probation/Parole, MSP) and local (law enforcement, courts, probation etc) careers available to them. Students have a cursory understanding of what these agencies are responsible for.

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of core course requirements, i.e. Crim 305, 310, 311, 385, 411, 425, 430, LITR 343 Assessment Method Category: Z - Other - specify	Post graduate employment		Yes
Complete internship Assessment Method Category: Internship Evaluation	Successful completion of internship requirements (reports and student assessment of internship)		Yes
Increased number of student advisement Assessment Method Category: Data Analysis	Assessment number of student advisements by professors for Generalist field		Yes

Outcome: Criminal Justice Generalist track is preparing students for the profession-GEN

The criminal justice generalist track is preparing students in the core principles of criminal justice and is preparing them to be successful in the field.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Post graduate survey Assessment Method Category: Survey - Alumni (after one year)	Results of survey		Yes
Post-employment surveys Assessment Method Category: Survey - Employer	Results of survey		Yes
Employment by CJ Generalist graduates Assessment Method Category: Data Analysis	Graduates receive/acquire post-graduate employment		Yes

Outcome: Analyze historical and philosophical and managerial development of corrections-COR

Students will critically analyze the historical and philosophical development of corrections, the legal process and the correctional process.

Students will demonstrate and critically analyze the purpose of , programming within, management and organization of, safety and security of, and the future of correctional institutions.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
aminations, written projects, journals, papers, presentations. Assessment Method Category:	Pass written assignments, examinations, presentations and other assignments in the		Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Written Product (essay, research paper, journal, newsletter, etc.)	following courses: Crim 305, 319, 322, 370, 385, 401, 425, 430, 435, 475, LITR 343, SCWK 263, 265		
Successful completion of internship at correctional institute	Completion of required hours, required reports and final assessment		Yes
Assessment Method Category: Internship Evaluation			

Outcome: Analyze intervention strategies and community-based corrections-COR

Students will critically analyze community-based corrections programs, understanding their purpose and organization.

Students will critically analyze intervention strategies for use in correctional institutes and community-based corrections, gaining an understanding on the influence of criminal behaviors and substance abuse issues.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Examinations, written projects, student presentations, journals, research projects and other required classroom materials.	Pass written assignments, examinations, presentations and other assignments in the corrections core courses including: Crim 305, 310, 370, 385, 475, SCWK 130, 263, and 265		Yes
Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)			

Outcome: Understand the impact of diverse cultures, demographics and consumers of the correctional system.- COR

Students will interact and work with clients and consumers of different demographic, social, cultural and varying locations within the correctional system.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Examinations, written reports, journals, student presentations and other course assignments	Pass written assignments, examinations and other assignments in the following courses: Crim 305, 310, 385, 370, 475, SCWK 130, 263, 265, and other Global Enrichment courses which may include, SOCY 340,341, 344, 345, 443 and PSYC 325, 331, 341, 342, 41, 422, and 430		Yes
Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)			

Outcome: Professional Development

The criminal justice school, including faculty, the director and staff, will support the development of the faculty. This support will focus on the participation in teaching, scholarship and service.

Outcome Type: Other
Outcome Status: Active

Means of Assessment

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Faculty attend annual conferences within their discipline Assessment Method Category: Z - Other - specify	Attendance and presentation of papers		Yes
Faculty continue to advise criminal justice fraternities Assessment Method Category: Z - Other - specify	Continued involvement, support and sustaining fraternity activities		Yes

**Unit Assessment Report - Four Column

Ferris State University Program - Criminal Justice (B.S.)

Mission Statement: Mission of the School

The School of Criminal Justice at Ferris State University, through partnerships with agencies within and related to the criminal justice field, creates the fundamental preparation for successful careers and responsible citizenship. The academic pursuit of excellence for both students and faculty is provided in a learning environment that combines the theoretical knowledge with the practical application.

Vision of the School

Our vision is to uphold the high quality of graduates produced by the School. Continue to educate both undergraduates and graduate students for acquiring and sustaining positions within the criminal justice field. Maintain the leader position held by the School within the criminal justice education realm within the State of Michigan and expand its reputation to nation-wide recognition. Moreover, maintain the admiration of our peers, graduates, practitioners, citizens and our students by continuing the excellent in education we strive for.

We value:

- ? Education and academic excellence in learning and teaching with a student-focused foundation.
- ? Problem-based learning and critical thinking.
- ? Ethical and professional services for our diverse communities in which we serve.
- ? An atmosphere of collegiality and collaboration
- ? Diversity, opportunity and persistence in providing education to aspiring students.
- ? Knowledgeable, empowered, skilled graduates to pursue careers in the Criminal Justice profession.

This model acts as our plan of assessment to ensure our graduates are acquiring the necessary skills to excel in the criminal justice field. These outcomes and assessments of the same are created for ease of collection and measurement of data. They coincide with the goals of the College and Ferris State University. Specifically it is designed to track student development, improve planning, improve instructor pedagogy, inform curriculum planning and course sequencing and promote timely completion of the program.

Advisory Board/Committee Once per year

Meetings:

Next FSU Academic 2013-2014

Program Review:

Accreditor Body: MCOLES

Accreditor Body - Academic 2012-2013

Year of Next Review:

College: COEHS

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Criminal Justice (B.S.) - Proficiency in oral and written communications - Students will be able to communicate, analyze, critique through observations and arguments interacting in a group setting, and provide student presentations and be involved in class participation.</p> <p>Students will provide written communications in the form of reports, and assignments (i.e reaction papers, term papers, historical papers)</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Student presentations and classroom communication</p> <p>Test</p> <p>Writing assignments (i.e. reports, terms papers, reaction papers, historical papers, legal briefs etc.)</p> <p>Assessment Method Category: Presentation(Oral)</p> <p>Criterion for Success: Students through completion of individual courses (i.e. Crim 305, 310, 322, 311, 385, 321, 319, 370), will provide oral presentations.</p>		
<p>Program - Criminal Justice (B.S.) - Mastery of fundamental knowledge of CJ process and interconnectedness - Students will demonstrate a mastery of fundamental knowledge of the criminal justice process and its interconnectedness to other disciplines by:</p> <p>Recognizing the philosophical, political and ideological assumptions that support the criminal justice profession.</p> <p>Understanding the components of the criminal justice system and their interrelationship to the prevention, detection and control of crime.</p> <p>Identifying and understanding criminal law, procedures systems, theories and agents across various historical, social and political contexts.</p>	<p>Assessment Method: Completion of upper level undergraduate CJ courses and related courses outside the School of Criminal Justice. Written papers, examinations, oral and written presentations, use of technology as a tool in learning and mastery.</p> <p>Criterion for Success: Pass through a series of oral presentations, written reports/projects, examinations and projects for the following courses:</p> <p>Crim 305,385, 370, 425, 430, 435, 411, 499, 440, 453 SOCY 450, 460, 443,340,341 PSYC 410, 422, 430</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>			
<p>Program - Criminal Justice (B.S.) - Critical Thinking Skills - Demonstrate knowledge of criminal justice, legal and social theories</p> <p>Identify public perceptions and misperceptions related to crime, criminal justice, juvenile justice, corrections, law enforcement and the CJ system.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: written projects, presentations, legal briefs, examinations and course assignments</p> <p>class presentations and participation</p> <p>Criterion for Success: Completion of core courses in CJ and Global studies curriculum (i.e. Crim 260, 305, 385, SOCY 450)</p>		
<p>Program - Criminal Justice (B.S.) - Job Seeking Skills - Facilitate the development of job seeking skills for all CJ students</p> <p>Outcome Status: Active</p>	<p>Assessment Method: follow-up surveys</p> <p>Assessment Method Category: Survey - Alumni (after one year)</p> <p>Criterion for Success: students are able to acquire meaningful employment</p>		
<p>Program - Criminal Justice (B.S.) - Understanding of law enforcement officer's role in diverse community-LE - Students will have an understanding of the law enforcement officer's role in a culturally diverse community relative to the performance of routine day-to-day activities, as well as the handling of emergency situations.</p> <p>Outcome Types: Learning</p>	<p>Assessment Method: Practical Skills Assessment (physical performance, role-playing evaluated exercises)</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Successful passing of evaluated exercise. Pass applied skills assessment. MCOLES Rubric</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Outcome Status: Active</p>	<p>Assessment Method: MCOLES Skills Assessment rubric</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: MCOLES auditing of skills assessment</p> <hr/> <p>Assessment Method: Student Assessment Instrument</p> <p>Assessment Method Category: Survey - Students</p> <p>Criterion for Success: Post academy student assessment of skills</p> <hr/> <p>Assessment Method: Post-employment survey</p> <p>Assessment Method Category: Survey - Alumni (after one year)</p> <p>Criterion for Success: Results of post graduate/post employment alumni surveys</p>		
<p>Program - Criminal Justice (B.S.) - Demonstrate Professional Demeanor-LE - Demonstrate a professional bearing and manner, understand the need to treat the public fairly, ethically, and equitably; in a timely and courteous way.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Role-playing scenarios Problem-Solving activities Class room demeanor</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Evaluated practical skills assessments Applied core skills assessments MCOLES auditing of practicums</p> <hr/> <p>Assessment Method: Post graduate/post employment surveys</p> <p>Assessment Method Category: Survey - Alumni (after one year)</p> <p>Criterion for Success: Results of surveys</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Post employment survey conducted by employer Assessment Method Category: Survey - Advisory Board Criterion for Success: Results of surveys		
Program - Criminal Justice (B.S.) - Preparation for six major areas in law enforcement service.-LE - Students will perform job tasks that include six major areas: patrol procedures, investigations, detention and prosecution, police skills, traffic and special operations.	Assessment Method: MCOLES post academy written examination Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: Successfully pass the written MCOLES examination		
Outcome Types: Learning	Assessment Method: MCOLES Skills Assessment Academy role-playing skills assessment Problem-based activities		
Outcome Status: Active	Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: Passing scores on academy testing MCOLES auditing of skills based training		
	Assessment Method: Written examinations, research reports, classroom presentations, practical exercises		
	Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Faculty monitoring (team teaching)		
	Assessment Method: Peer assessments of readiness Assessment Method Category: Survey - Students Criterion for Success: Results of assessments		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Post academy/Post employment assessments</p> <p>Assessment Method Category: Survey - Employer</p> <p>Criterion for Success: Evaluate results of readiness surveys to employers</p> <hr/> <p>Assessment Method: Post graduate/Post Employment student surveys</p> <p>Assessment Method Category: Survey - Alumni (after one year)</p> <p>Criterion for Success: Results of surveys- Evaluate for adjustment of teaching methods and approaches</p>		
<p>Program - Criminal Justice (B.S.) - Successfully complete MCOLES requirements and comply with PA 203 of 1965-LE - Meet all requirements as prescribed by MCOLES and Michigan PA 203 of 1965.</p>	<p>Assessment Method: Pass written MCOLES examination</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: Take and pass written MCOLES exam</p>	<p>05/01/2009 - 100% of students taking MCOLES examination passed.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Outcome Types: Learning</p>	<p>Assessment Method: Meet physical requirements of MCOLES</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Pass physical fitness exams prescribed by MCOLES</p>	<p>05/01/2009 - 100% of students met MCOLES physical requirements</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
	<p>Assessment Method: Ensure all students meet prescribed standards spelled out by MCOLES and PA 203 for service as a law enforcement officer by auditing student records</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: pass all written and physical fitness testing,</p>	<p>06/24/2009 - Audit complete with 100% passing for all students</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>successfully complete academy, meet physical requirements per state requiriements</p> <p>Assessment Method: Applies skills assessment of student performance in the academy</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Successfully complete skills assessments per MCOLES requirements. Certified through MCOLES auditing.</p>		
<p>Program - Criminal Justice (B.S.) - Be able to perform in a stressful situation-LE - Students will acquire the ability to deal with and manage critical and stressful situations.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Applied skills assessment</p> <p>Assessment Method Category: Observations (e.g. Clinical or Field)</p> <p>Criterion for Success: Successfully complete and pass applied skills assessment administered in academy.</p> <hr/> <p>Assessment Method: Applied skills exams</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Successful passing of prescribed skills assessment</p> <hr/> <p>Assessment Method: Post graduate/Post employment surveys</p> <p>Assessment Method Category: Survey - Alumni (after one year)</p> <p>Criterion for Success: Results of surveys</p> <hr/> <p>Assessment Method: Post employment survey to employer</p> <p>Assessment Method Category: Survey - Employer</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Criterion for Success: Results of survey		
Program - Criminal Justice (B.S.) - Understanding the intersection of the major professions in Criminal Justice-GEN - Students will demonstrate an understanding of the various dynamics between the major core professions in the criminal justice field. These include but are not limited to law enforcement, corrections, and judiciary. This also includes how they interact and are intertwined in carrying out each of their missions.	Assessment Method: written assignments, examinations, student presentations Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Pass written assignments, examinations, student presentations and other required assignments for the following courses: Crim 305, 310, 311, 322, 385, 411, 425, 430, LITR 343		
Outcome Types: Learning Outcome Status: Active	Assessment Method: Internship Assessment Method Category: Internship Evaluation Criterion for Success: Successful completion of internship at criminal justice agency		
Program - Criminal Justice (B.S.) - Students demonstrate knowledge of various careers in the criminal justice field-GEN - Ensure students are prepared to be successful in a criminal justice profession. Students will be knowledgeable of federal (Homeland Security, FBI, CIA, DEA, etc) state (Probation/Parole, MSP) and local (law enforcement, courts, probation etc) careers available to them. Students have a cursory understanding of what these agencies are responsible for. Outcome Status: Active	Assessment Method: Completion of core course requirements, i.e. Crim 305, 310, 311, 385, 411, 425, 430, LITR 343 Assessment Method Category: Z - Other - specify Criterion for Success: Post graduate employment Assessment Method: Complete internship Assessment Method Category: Internship Evaluation Criterion for Success: Successful completion of internship requirements (reports and student assessment of internship)		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method: Increased number of student advisement Assessment Method Category: Data Analysis Criterion for Success: Assessment number of student advisements by professors for Generalist field		
<p>Program - Criminal Justice (B.S.) - Criminal Justice Generalist track is preparing students for the profession-GEN - The criminal justice generalist track is preparing students in the core principles of criminal justice and is preparing them to be successful in the field.</p> <p>Outcome Types: Other</p> <p>Outcome Status: Active</p>	Assessment Method: Post graduate survey Assessment Method Category: Survey - Alumni (after one year) Criterion for Success: Results of survey <hr/> Assessment Method: Post-employment surveys Assessment Method Category: Survey - Employer Criterion for Success: Results of survey <hr/> Assessment Method: Employment by CJ Generalist graduates Assessment Method Category: Data Analysis Criterion for Success: Graduates receive/acquire post-graduate employment		
<p>Program - Criminal Justice (B.S.) - Analyze historical and philosophical and managerial development of corrections-COR - Students will critically analyze the historical and philosophical development of corrections, the legal process and the correctional process.</p> <p>Students will demonstrate and critically analyze the purpose of , programming within, management and organization of,</p>	Assessment Method: Examinations, written projects, journals, papers, presentations. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Pass written assignments, examinations, presentations and other assignments in the following courses: Crim 305, 319, 322, 370, 385, 401, 425, 430, 435, 475, LITR 343,		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>safety and security of, and the future of correctional institutions.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>SCWK 263, 265</p> <p>Assessment Method: Successful completion of internship at correctional institute</p> <p>Assessment Method Category: Internship Evaluation</p> <p>Criterion for Success: Completion of required hours, required reports and final assessment</p>		
<p>Program - Criminal Justice (B.S.) - Analyze intervention strategies and community-based corrections-COR - Students will critically analyze community-based corrections programs, understanding their purpose and organization.</p> <p>Students will critically analyze intervention strategies for use in correctional institutes and community-based corrections, gaining an understanding on the influence of criminal behaviors and substance abuse issues.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Examinations, written projects, student presentations, journals, research projects and other required classroom materials.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Pass written assignments, examinations, presentations and other assignments in the corrections core courses including: Crim 305, 310, 370, 385, 475, SCWK 130, 263, and 265</p>		
<p>Program - Criminal Justice (B.S.) - Understand the impact of diverse cultures, demographics and consumers of the correctional system.- COR - Students will interact and work with clients and consumers of different demographic, social, cultural and varying locations within the correctional system.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Examinations, written reports, journals, student presentations and other course assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Pass written assignments, examinations and other assignments in the following courses: Crim 305, 310, 385, 370, 475, SCWK 130, 263, 265, and other Global Enrichment</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>courses which may include, SOCY 340,341, 344, 345, 443 and PSYC 325, 331, 341, 342, 41, 422, and 430</p>		
<p>Program - Criminal Justice (B.S.) - Professional Development - The criminal justice school, including faculty, the director and staff, will support the development of the faculty. This support will focus on the participation in teaching, scholarship and service.</p> <p>Outcome Types: Other</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Faculty attend annual conferences within their discipline</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Attendance and presentation of papers</p> <hr/> <p>Assessment Method: Faculty continue to advise criminal justice fraternities</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Continued involvement, support and sustaining fraternity activities</p>		

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by University by Department within College

Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (a / b)
<u>College of Business</u>													
Marketing	2011-12	1,144.00	5,741.00	5,612.00	11,353.00	5.00	21.16	21.83	21.50	228.80	271.25	257.04	528.07
Sports, Entertain, Hospt. Mgmt	2007-08	624.00	1,502.00	1,364.00	2,866.00	3.33	6.02	5.30	5.66	187.39	249.61	257.23	506.36
Sports, Entertain, Hospt. Mgmt	2008-09	633.00	1,716.00	1,459.00	3,175.00	6.83	5.72	5.34	5.53	92.68	299.83	273.29	574.04
Sports, Entertain, Hospt. Mgmt	2009-10	655.00	1,746.00	1,588.00	3,334.00	5.41	6.77	7.04	6.90	121.07	258.01	225.73	483.11
Sports, Entertain, Hospt. Mgmt	2010-11	647.00	1,657.00	1,543.00	3,200.00	4.79	6.89	8.21	7.55	135.07	240.59	187.88	423.84
Sports, Entertain, Hospt. Mgmt	2011-12	683.00	1,637.00	1,684.00	3,321.00	5.74	7.01	8.13	7.57	118.99	233.40	207.06	438.52
<u>College of Education-Human Ser</u>													
Criminal Justice	2007-08	1,715.00	5,313.00	5,392.00	10,705.00	12.69	26.41	27.63	27.02	135.17	201.19	195.15	396.20
Criminal Justice	2008-09	1,791.00	5,896.00	5,906.00	11,802.00	11.32	27.29	27.52	27.41	158.22	216.02	214.62	430.63
Criminal Justice	2009-10	1,855.00	6,557.00	6,945.00	13,502.00	14.66	27.06	27.73	27.40	126.54	242.27	250.41	492.77
Criminal Justice	2010-11	2,445.00	7,637.00	7,456.00	15,093.00	15.41	28.10	30.44	29.27	158.66	271.74	244.92	515.59
Criminal Justice	2011-12	2,785.00	8,145.00	8,274.00	16,419.00	21.01	32.12	31.94	32.03	132.58	253.58	259.05	512.61
Recreation, Leisure Serv-Well	2007-08	186.00	1,132.00	1,096.00	2,228.00	1.52	6.00	5.20	5.60	122.37	188.66	210.62	397.72
Recreation, Leisure Serv-Well	2008-09	202.00	1,358.00	1,101.00	2,459.00	1.91	6.36	4.85	5.60	105.76	213.59	227.20	438.96
Recreation, Leisure Serv-Well	2009-10	84.00	1,239.00	1,006.00	2,245.00	0.51	5.99	5.00	5.49	165.71	206.90	201.40	408.80
Recreation, Leisure Serv-Well	2010-11	208.00	1,079.00	831.00	1,910.00	2.42	3.95	5.25	4.60	86.02	272.98	158.31	415.13
Recreation, Leisure Serv-Well	2011-12	115.00	1,104.00	1,000.00	2,104.00	0.69	5.63	5.01	5.32	167.64	196.19	199.50	395.50
School of Education Dept	2007-08	2,069.00	5,171.00	4,606.00	9,777.00	11.77	29.19	30.65	29.92	175.79	177.12	150.29	326.76
School of Education Dept	2008-09	1,831.00	4,577.00	4,189.00	8,766.00	7.53	27.76	31.10	29.43	243.16	164.85	134.70	297.84

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Spring	F + SP	Summer	Fall	Spring	Avg F + SP	Summer	Fall	Spring	F + SP
<u>College of Education-Human Ser</u>													
<u>Criminal Justice</u>													
CRIM	2007-08	1,715.00	5,245.00	5,324.00	10,569.00	12.69	26.41	27.63	27.02	135.17	198.61	192.69	391.17
CRIM	2008-09	1,791.00	5,782.00	5,797.00	11,579.00	11.32	27.29	26.93	27.11	158.22	211.84	215.28	427.10
CRIM	2009-10	1,855.00	6,429.00	6,817.00	13,246.00	14.66	27.06	27.73	27.40	126.54	237.54	245.79	483.43
CRIM	2010-11	2,445.00	7,463.00	7,270.00	14,733.00	15.41	28.10	30.44	29.27	158.66	265.55	238.81	503.29
CRIM	2011-12	2,784.00	7,911.00	8,084.00	15,995.00	21.01	32.12	31.94	32.03	132.53	246.30	253.10	499.38
MSCI	2007-08	0.00	68.00	68.00	136.00	0.00	0.00	0.00	0.00				
MSCI	2008-09	0.00	114.00	109.00	223.00	0.00	0.00	0.59	0.30			184.46	754.77
MSCI	2009-10	0.00	128.00	128.00	256.00	0.00	0.00	0.00	0.00				
MSCI	2010-11	0.00	174.00	186.00	360.00	0.00	0.00	0.00	0.00				
MSCI	2011-12	1.00	234.00	190.00	424.00	0.00	0.00	0.00	0.00				
<u>Recreation, Leisure Serv-Well</u>													
RMLS	2007-08	186.00	1,132.00	1,096.00	2,228.00	1.52	6.00	5.20	5.60	122.37	188.66	210.62	397.72
RMLS	2008-09	202.00	1,358.00	1,101.00	2,459.00	1.91	6.36	4.85	5.60	105.76	213.59	227.20	438.96
RMLS	2009-10	84.00	1,239.00	1,006.00	2,245.00	0.51	5.99	5.00	5.49	165.71	206.90	201.40	408.80
RMLS	2010-11	208.00	1,079.00	831.00	1,910.00	2.42	3.95	5.25	4.60	86.02	272.98	158.31	415.13
RMLS	2011-12	115.00	1,104.00	1,000.00	2,104.00	0.69	5.63	5.01	5.32	167.64	196.19	199.50	395.50
<u>School of Education Dept</u>													
ECTE	2007-08	124.00	289.00	144.00	433.00	0.71	1.78	1.00	1.39	173.70	162.66	143.53	311.52
ECTE	2008-09	210.00	143.00	181.00	324.00	0.21	1.75	1.36	1.55	989.90	81.71	133.20	208.44
ECTE	2009-10	295.00	239.00	209.00	448.00	1.37	0.92	1.18	1.05	215.21	259.04	176.70	425.57
ECTE	2010-11	154.00	211.00	190.00	401.00	0.94	1.03	1.69	1.36	164.53	205.30	112.29	294.88
ECTE	2011-12	123.00	221.00	101.00	322.00	1.16	1.10	0.95	1.02	105.97	200.99	106.66	314.69
EDCD	2007-08	122.00	475.00	468.00	943.00	1.20	2.93	3.43	3.18	102.04	161.93	136.44	296.39

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average GPA

ED
Criminal Justice
BS

<u>Year</u>	<u>FSU GPA</u>		
	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2007-2008	3.32	1.83	4
2008-2009	3.46	2.14	4
2009-2010	3.24	2.5	4
2010-2011	3.30	3.09	3.56

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average GPA

ED
Criminal Justice - Corrections
BS

FSU GPA

<u>Year</u>	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2008-2009	3.18	2.52	3.68
2009-2010	3.26	2.32	3.94
2010-2011	3.16	2.38	3.81
2011-2012	2.91	2.37	3.45

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average GPA

ED
Criminal Justice/Generalist
BS

<u>Year</u>	<u>Average GPA</u>	<u>FSU GPA</u>	
		<u>Min. GPA</u>	<u>Max. GPA</u>
2008-2009	3.10	2.37	3.86
2009-2010	3.29	2.58	4
2010-2011	3.39	2.13	4
2011-2012	3.29	2.14	4

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average GPA

ED
Crim Justice Law Enforcement
BS

<u>Year</u>	<u>Average GPA</u>	<u>FSU GPA</u>	
		<u>Min. GPA</u>	<u>Max. GPA</u>
2008-2009	3.65	3.25	3.88
2009-2010	3.30	2.62	3.9
2010-2011	3.28	2.64	3.96
2011-2012	3.30	2.71	3.97

**Ferris State University
Administrative Program Review 2012
Enrollment (Headcounts)**

**ED
Criminal Justice
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	0	1	0	1
	Sophomore	0	23	0	23
	Junior	5	185	0	190
	Senior	10	195	0	205
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	40	0	41
	Junior	0	165	0	165
	Senior	3	118	0	121
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	1	0	1
	Junior	1	52	0	53
	Senior	2	157	0	159
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	1	7	0	8
	Senior	0	27	0	27
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
Enrollment (Headcounts)**

**ED
Criminal Justice Corrections
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	11	0	0	11
	Senior	20	0	0	20
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	8	0	0	8
	Senior	16	0	0	16
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	2	0	0	2
	Junior	18	0	0	18
	Senior	15	0	0	15
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	1	0	0	1
	Sophomore	3	0	0	3
	Junior	18	0	0	18
	Senior	29	0	0	29
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
Enrollment (Headcounts)**

**ED
Criminal Justice Generalist
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	0	0	0	0
	Sophomore	2	0	0	2
	Junior	12	0	0	12
	Senior	31	0	0	31
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	10	0	11
	Junior	19	43	0	62
	Senior	42	130	0	172
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	2	37	0	39
	Junior	20	190	0	210
	Senior	61	130	0	191
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	3	31	0	34
	Junior	19	246	0	265
	Senior	62	279	0	341
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
Enrollment (Headcounts)**

**ED
Criminal Justice Law Enforcement
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	1	0	0	1
	Sophomore	8	0	0	8
	Junior	43	0	0	43
	Senior	44	0	0	44
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	11	0	0	11
	Junior	46	0	0	46
	Senior	41	0	0	41
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	11	0	0	11
	Junior	62	0	0	62
	Senior	53	0	0	53
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	14	0	0	14
	Junior	57	0	0	57
	Senior	51	0	0	51
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Ferris State University
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Criminal Justice Corrections
 BS

<u>Term</u>	<u>Residency</u>				<u>Age</u>	<u>FSU GPA</u>			<u>ACT</u>		
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
200808	0	28	1	0	21	2.99	1.91	3.91	18.41	12	29
200908	0	32	0	0	22	3.05	1.9	3.94	18.13	12	23
201008	0	25	0	0	23	3.01	2.24	3.8	17.78	15	22
201108	0	35	0	0	24	2.92	2.04	3.66	18.96	14	25
201208	0	50	0	1	24	3.03	1.82	4	18.09	14	26

Ferris State University
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Criminal Justice Generalist
 BS

<u>Term</u>	<u>Residency</u>				<u>Age</u>	<u>FSU GPA</u>			<u>ACT</u>		
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
200808	0	38	1	0	22	3.01	1.86	4	20.24	15	31
200908	0	44	1	0	23	3.04	2.03	3.99	19.88	15	27
201008	0	244	0	1	27	3.32	1.66	4	18.78	12	27
201108	0	437	3	1	27	3.17	.91	4	19.21	11	27
201208	0	638	1	1	28	3.31	.52	4	19.03	11	27

Ferris State University
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Criminal Justice Law Enforcement
 BS

<u>Term</u>	<u>Residency</u>				<u>Age</u>	<u>FSU GPA</u>			<u>ACT</u>		
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
200808	0	52	0	0	21	3.13	2.32	3.94	20.43	15	29
200908	0	94	2	0	21	3.22	2.45	3.97	20.34	15	28
201008	0	96	2	0	21	3.18	2.32	3.97	20.89	15	32
201108	0	124	2	0	21	3.21	2.18	4	20.38	13	32
201208	0	118	4	0	21	3.20	2.06	4	19.98	13	31

Ferris State University
 APR 08-12 Enrollment by Sex and Ethnicity

ED
 Criminal Justice
 BS

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>				<u>Ethnicity</u>							<u>Full/Part Time</u>	
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>White</u>	<u>Hawaiian</u>	<u>Multi</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
200808	399	209	190	56	60	20	4	0	259	0	0	0	161	238
200908	419	196	223	44	78	29	6	3	258	0	1	0	115	304
201008	327	172	155	17	63	19	0	3	217	0	8	0	87	240
201108	213	110	103	14	37	12	1	0	144	0	5	0	28	185
201208	35	21	14	1	8	0	0	0	25	0	1	0	2	33

Ferris State University
 APR 08-12 Enrollment by Sex and Ethnicity

ED
 Criminal Justice Corrections
 BS

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>				<u>Ethnicity</u>							<u>Full/Part Time</u>	
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>White</u>	<u>Hawaiian</u>	<u>Multi</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
200808	29	12	17	0	2	3	0	0	24	0	0	0	26	3
200908	32	10	22	0	5	2	0	0	25	0	0	0	30	2
201008	25	7	18	1	8	1	0	0	15	0	0	0	19	6
201108	35	17	18	0	2	0	0	0	33	0	0	0	30	5
201208	51	17	34	1	8	2	0	0	36	0	3	1	43	8

Ferris State University
 APR 08-12 Enrollment by Sex and Ethnicity

ED
 Criminal Justice Generalist
 BS

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>			<u>Ethnicity</u>							<u>Full/Part Time</u>		
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>White</u>	<u>Hawaiian</u>	<u>Multi</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
200808	40	28	12	0	3	0	0	1	36	0	0	0	34	6
200908	45	33	12	0	2	2	0	1	40	0	0	0	40	5
201008	245	121	124	12	40	11	3	0	174	0	5	0	105	140
201108	442	210	232	17	86	32	2	4	290	1	10	0	172	270
201208	640	299	341	27	119	43	2	6	424	1	18	0	209	431

Ferris State University
 APR 08-12 Enrollment by Sex and Ethnicity

ED
 Criminal Justice Law Enforcement
 BS

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>			<u>Ethnicity</u>							<u>Full/Part Time</u>		
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>White</u>	<u>Hawaiian</u>	<u>Multi</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
200808	56	46	10	0	0	1	1	0	54	0	0	0	56	0
200908	96	82	14	0	2	3	1	1	89	0	0	0	95	1
201008	98	90	8	0	6	1	0	1	90	0	0	0	95	3
201108	126	111	15	0	5	1	1	0	119	0	0	0	122	4
201208	122	104	18	3	3	1	1	1	111	0	2	0	119	3

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average ACT

ED
Criminal Justice
BS

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2007-2008	20.46	13	29
2008-2009	18.92	15	22
2009-2010	17.33	16	19
2010-2011	18.50	15	22

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average ACT

ED
Criminal Justice - Corrections
BS

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2008-2009	17.00	17	17
2009-2010	18.13	15	23
2010-2011	17.92	15	22
2011-2012	18.83	15	25

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average ACT

ED
Criminal Justice/Generalist
BS

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2008-2009	20.33	15	31
2009-2010	20.40	15	26
2010-2011	18.15	14	24
2011-2012	19.55	12	27

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average ACT

ED
Crim Justice Law Enforcement
BS

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2008-2009	20.33	19	23
2009-2010	20.13	15	28
2010-2011	20.29	15	27
2011-2012	21.83	15	32

**Ferris State University
Administrative Program Review 2012
Graduates**

**ED
Criminal Justice
BS**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	16	57	0	73
2009-2010	7	11	0	18
2010-2011	2	3	0	5

**Ferris State University
Administrative Program Review 2012
Graduates**

**ED
Criminal Justice - Corrections
BS**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	9	0	0	9
2009-2010	17	0	0	17
2010-2011	15	0	0	15
2011-2012	16	0	0	16

**Ferris State University
Administrative Program Review 2012
Graduates**

**ED
Criminal Justice/Generalist
BS**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	42	32	0	74
2009-2010	37	144	0	181
2010-2011	38	191	0	229
2011-2012	119	109	0	228

**Ferris State University
Administrative Program Review 2012
Graduates**

**ED
Crim Justice Law Enforcement
BS**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	41	0	0	41
2009-2010	44	0	0	44
2010-2011	38	0	0	38
2011-2012	42	0	0	42

**Ferris State University
Administrative Program Review 2012
Graduates**

**ED
Pre-Criminal Justice
AA**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	70	0	0	70
2009-2010	75	0	0	75
2010-2011	73	0	0	73
2011-2012	79	0	0	79

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average GPA

ED
Pre-Criminal Justice
AA

FSU GPA

<u>Year</u>	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2007-2008	2.99	2.047	3.929
2008-2009	3.00	1.88	4
2009-2010	3.01	2.11	4
2010-2011	3.10	1.87	4
2011-2012	3.02	1.899	4

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average ACT

ED
Pre-Criminal Justice
AA

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2007-2008	20.45	14	28
2008-2009	19.64	15	29
2009-2010	19.89	15	32
2010-2011	20.06	13	31
2011-2012	19.58	13	31

Ferris State University
 APR 08-12 Enrollment by Sex and Ethnicity

ED
 Pre-Criminal Justice
 AA

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>				<u>Ethnicity</u>							<u>Full/Part Time</u>	
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>White</u>	<u>Hawaiian</u>	<u>Multi</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
200808	273	194	79	0	40	7	1	2	223	0	0	0	262	11
200908	299	215	84	5	35	3	3	0	253	0	0	0	294	5
201008	346	236	110	12	36	10	2	1	283	0	2	0	337	9
201108	347	237	110	12	32	11	1	1	277	0	12	1	339	8
201208	367	247	120	12	37	15	2	2	283	0	14	2	356	11

Ferris State University
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Pre-Criminal Justice
 AA

<u>Term</u>	<u>Residency</u>		<u>Age</u>		<u>FSU GPA</u>			<u>ACT</u>			
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
200808	0	270	2	0	19	2.65	0.93	3.97	19.50	15	32
200908	0	289	10	0	19	2.82	.78	4	19.61	15	32
201008	0	336	9	1	19	2.79	.67	4	19.64	12	31
201108	0	338	7	2	19	2.77	1.33	4	19.61	11	28
201208	0	353	10	4	19	2.84	1.53	4	19.94	13	32

**Ferris State University
Administrative Program Review 2012
Enrollment (Headcounts)**

**ED
Pre-Criminal Justice
AA**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	161	0	0	161
	Sophomore	111	0	0	111
	Junior	24	0	0	24
	Senior	3	0	0	3
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	179	0	0	179
	Sophomore	119	0	0	119
	Junior	47	0	0	47
	Senior	1	0	0	1
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	189	0	0	189
	Sophomore	136	0	0	136
	Junior	20	0	0	20
	Senior	1	0	0	1
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	183	0	0	183
	Sophomore	146	0	0	146
	Junior	33	0	0	33
	Senior	4	0	0	4
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
SCH's**

**ED
Pre-Criminal Justice
AA**

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	2281	0	0	2281
	Sophomore	1577	0	0	1577
	Junior	322	0	0	322
	Senior	34	0	0	34
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	2414	0	0	2414
	Sophomore	1695	0	0	1695
	Junior	641	0	0	641
	Senior	13	0	0	13
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	2528	0	0	2528
	Sophomore	1900	0	0	1900
	Junior	259	0	0	259
	Senior	15	0	0	15
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	2460	0	0	2460
	Sophomore	2057	0	0	2057
	Junior	457	0	0	457
	Senior	59	0	0	59
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
SCH's**

**ED
Criminal Justice
BS**

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	4	0	4
	Sophomore	0	198	0	198
	Junior	65	1712	0	1777
	Senior	99	1524	0	1623
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	12	328	0	340
	Junior	0	1490	0	1490
	Senior	38	888	0	926
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	6	0	6
	Junior	13	420	0	433
	Senior	20	1174	0	1194
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	13	41	0	54
	Senior	0	147	0	147
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
SCH's**

**ED
Criminal Justice Corrections
BS**

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	12	0	0	12
	Junior	140	0	0	140
	Senior	288	0	0	288
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	15	0	0	15
	Junior	96	0	0	96
	Senior	214	0	0	214
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	30	0	0	30
	Junior	219	0	0	219
	Senior	212	0	0	212
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	12	0	0	12
	Sophomore	41	0	0	41
	Junior	241	0	0	241
	Senior	375	0	0	375
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
SCH's**

**ED
Criminal Justice Generalist
BS**

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	28	0	0	28
	Junior	188	0	0	188
	Senior	430	0	0	430
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	16	97	0	113
	Junior	293	438	0	731
	Senior	583	1102	0	1685
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	26	273	0	299
	Junior	282	1729	0	2011
	Senior	818	1033	0	1851
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	43	253	0	296
	Junior	254	2263	0	2517
	Senior	798	2139	0	2937
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
SCH's**

**ED
Criminal Justice Law Enforcement
BS**

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	15	0	0	15
	Sophomore	120	0	0	120
	Junior	604	0	0	604
	Senior	873	0	0	873
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	154	0	0	154
	Junior	629	0	0	629
	Senior	801	0	0	801
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	156	0	0	156
	Junior	879	0	0	879
	Senior	1004	0	0	1004
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	199	0	0	199
	Junior	801	0	0	801
	Senior	984	0	0	984
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Ferris State University
Degree Program Costing 2009- 2010 (Summer, Fall, and Winter)

College : College of Education-Human Ser
 Department : Criminal Justice

Program Name: Pre-Criminal Justice AA

Program Credits Required (Total credits to graduate) 60

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$109.31
 **Department Cost per Student Credit Hour \$36.89
 ***Dean's Cost per Student Credit Hour \$20.36

Total Cost per Student Credit Hour (Average for program) \$166.55

Total Program Instructor Cost (Assumes a student will complete program in one year) \$6,558.59
 Total Program Department Cost \$2,213.17
 Total Program Dean's Cost \$1,221.52

Total Program Cost (Assumes a student will complete program in one year) \$9,993.28

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
ACCT201	L	\$263,215	\$72,158	\$55,688	2466	\$107	\$29	\$23	3	\$320	\$88	\$68
COMM105	L	\$316,304	\$79,517	\$31,878	2622	\$121	\$30	\$12	3	\$362	\$91	\$36
CRIM110	L	\$70,650	\$29,326	\$25,615	654	\$108	\$45	\$39	3	\$324	\$135	\$117
CRIM111	L	\$15,813	\$20,313	\$17,742	453	\$35	\$45	\$39	3	\$105	\$135	\$117
CRIM220	L	\$47,903	\$24,753	\$21,620	552	\$87	\$45	\$39	3	\$260	\$135	\$117
CRIM260	L	\$43,407	\$16,950	\$14,805	378	\$115	\$45	\$39	3	\$344	\$135	\$117
CULTELE	E	\$1,996,135	\$513,700	\$181,870	14943	\$134	\$34	\$12	6	\$801	\$206	\$73
ENGL150	L	\$578,634	\$182,921	\$68,024	5595	\$103	\$33	\$12	3	\$310	\$98	\$36
ENGL250	L	\$588,908	\$149,671	\$55,659	4578	\$129	\$33	\$12	3	\$386	\$98	\$36
FREEELE	E	\$40,732,385	\$12,276,900	\$6,639,935	278227	\$146	\$44	\$24	6	\$878	\$265	\$143
ISYS105	L	\$224,659	\$73,300	\$56,568	2505	\$90	\$29	\$23	3	\$269	\$88	\$68
_ITR286	L	\$61,185	\$13,633	\$5,070	417	\$147	\$33	\$12	3	\$440	\$98	\$36
PSYC150	L	\$296,530	\$136,455	\$48,729	4008	\$74	\$34	\$12	3	\$222	\$102	\$36
RMLSELE	N	\$23,961,369	\$6,421,702	\$3,994,422	134518	\$178	\$48	\$30	2	\$356	\$95	\$59
SCIUELE	E	\$3,980,128	\$1,174,418	\$414,090	34059	\$117	\$34	\$12	7	\$818	\$241	\$85
SOCY121	L	\$157,712	\$88,246	\$31,514	2592	\$61	\$34	\$12	3	\$183	\$102	\$36
SOCY225	L	\$32,176	\$18,385	\$6,565	540	\$60	\$34	\$12	3	\$179	\$102	\$36

* Instructor Cost - **Salary & Fringe** - the actual cost to teach a course
 ** Department Cost - **Departmental Level Non Instructor Compensation, Supplies and Equipment** - departmental average applied to all course prefixes within a department
 *** Dean's Cost - **Dean's Level Non Instructor Compensation, Supplies and Equipment** - college average applied to all course prefixes within a college

Ferris State University
Degree Program Costing 2009- 2010 (Summer, Fall, and Winter)

College : College of Education-Human Ser
 Department : Criminal Justice

Program Name: CJ/Corrections option BS (Yrs 3 & 4)

Program Credits Required (Total credits to graduate) 60

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$124.46
 **Department Cost per Student Credit Hour \$44.02
 ***Dean's Cost per Student Credit Hour \$33.23

Total Cost per Student Credit Hour (Average for program) \$201.71

Total Program Instructor Cost (Assumes a student will complete program in one year) \$7,467.64
 Total Program Department Cost \$2,641.16
 Total Program Dean's Cost \$1,993.53

Total Program Cost (Assumes a student will complete program in one year) \$12,102.34

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
CRIM305	U	\$108,792	\$66,366	\$57,966	1480	\$74	\$45	\$39	4	\$294	\$179	\$157
CRIM319	U	\$5,522	\$2,287	\$1,997	51	\$108	\$45	\$39	3	\$325	\$135	\$117
CRIM322	U	\$64,014	\$41,299	\$36,072	921	\$70	\$45	\$39	3	\$209	\$135	\$117
CRIM370	U	\$2,965	\$2,690	\$2,350	60	\$49	\$45	\$39	3	\$148	\$135	\$117
CRIM385	U	\$109,753	\$45,469	\$39,715	1014	\$108	\$45	\$39	3	\$325	\$135	\$117
CRIM391	U	\$171,725	\$46,097	\$40,263	1028	\$167	\$45	\$39	4	\$668	\$179	\$157
CRIM401	U	\$3,953	\$2,960	\$2,585	66	\$60	\$45	\$39	3	\$180	\$135	\$117
CRIM425	U	\$156,754	\$59,191	\$51,700	1320	\$119	\$45	\$39	4	\$475	\$179	\$157
CRIM430	U	\$158,895	\$60,805	\$53,110	1356	\$117	\$45	\$39	4	\$469	\$179	\$157
CRIM435	U	\$12,910	\$4,036	\$3,525	90	\$143	\$45	\$39	3	\$430	\$135	\$117
CRIM475	U	\$12,099	\$4,843	\$4,230	108	\$112	\$45	\$39	4	\$448	\$179	\$157
CRIM499	U	\$21,629	\$11,838	\$10,340	264	\$82	\$45	\$39	1	\$82	\$45	\$39
FREEELE	E	\$40,732,385	\$12,276,900	\$6,639,935	278227	\$146	\$44	\$24	18	\$2,635	\$794	\$430
LITR343	U	\$83,474	\$10,495	\$3,903	321	\$260	\$33	\$12	3	\$780	\$98	\$36

- * Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Ferris State University
Degree Program Costing 2009- 2010 (Summer, Fall, and Winter)

College : College of Education-Human Ser
 Department : Criminal Justice

Program Name: CJ/Generalist option BS (Yrs 3 & 4)

Program Credits Required (Total credits to graduate) 60

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$127.39

**Department Cost per Student Credit Hour \$43.67

***Dean's Cost per Student Credit Hour \$31.24

Total Cost per Student Credit Hour (Average for program) \$202.31

Total Program Instructor Cost (Assumes a student will complete program in one year) \$7,643.58

Total Program Department Cost \$2,620.36

Total Program Dean's Cost \$1,874.62

Total Program Cost (Assumes a student will complete program in one year) \$12,138.56

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
CRIM305	U	\$108,792	\$66,366	\$57,966	1480	\$74	\$45	\$39	4	\$294	\$179	\$157
CRIM310	U	\$60,204	\$36,187	\$31,607	807	\$75	\$45	\$39	3	\$224	\$135	\$117
CRIM311	U	\$68,233	\$39,954	\$34,897	891	\$77	\$45	\$39	3	\$230	\$135	\$117
CRIM321	U	\$28,554	\$9,686	\$8,460	216	\$132	\$45	\$39	3	\$397	\$135	\$117
CRIM385	U	\$109,753	\$45,469	\$39,715	1014	\$108	\$45	\$39	3	\$325	\$135	\$117
CRIM391	U	\$171,725	\$46,097	\$40,263	1028	\$167	\$45	\$39	4	\$668	\$179	\$157
CRIM411	U	\$45,086	\$37,532	\$32,782	837	\$54	\$45	\$39	3	\$162	\$135	\$117
CRIM425	U	\$156,754	\$59,191	\$51,700	1320	\$119	\$45	\$39	4	\$475	\$179	\$157
CRIM430	U	\$158,895	\$60,805	\$53,110	1356	\$117	\$45	\$39	4	\$469	\$179	\$157
CRIM499	U	\$21,629	\$11,838	\$10,340	264	\$82	\$45	\$39	1	\$82	\$45	\$39
FREEELE	E	\$40,732,385	\$12,276,900	\$6,639,935	278227	\$146	\$44	\$24	18	\$2,635	\$794	\$430
GENEELE	E	\$23,961,369	\$6,421,702	\$3,994,422	134518	\$178	\$48	\$30	4	\$713	\$191	\$119
LITR343	U	\$83,474	\$10,495	\$3,903	321	\$260	\$33	\$12	3	\$780	\$98	\$36
SOCY340	U	\$45,750	\$24,411	\$8,717	717	\$64	\$34	\$12	3	\$191	\$102	\$36

* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course

** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department

*** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Ferris State University
Degree Program Costing 2009- 2010 (Summer, Fall, and Winter)

College : College of Education-Human Ser
 Department : Criminal Justice

Program Name: CJ/Law Enforcement option BS (Yrs 3 & 4)

Program Credits Required (Total credits to graduate) 74

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$177.46
 **Department Cost per Student Credit Hour \$43.81
 ***Dean's Cost per Student Credit Hour \$33.49

Total Cost per Student Credit Hour (Average for program) \$254.76

Total Program Instructor Cost (Assumes a student will complete program in one year) \$13,131.74
 Total Program Department Cost \$3,242.15
 Total Program Dean's Cost \$2,478.55

Total Program Cost (Assumes a student will complete program in one year) \$18,852.44

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
CRIM305	U	\$108,792	\$66,366	\$57,966	1480	\$74	\$45	\$39	4	\$294	\$179	\$157
CRIM321	U	\$28,554	\$9,686	\$8,460	216	\$132	\$45	\$39	3	\$397	\$135	\$117
CRIM355	U	\$27,378	\$6,592	\$5,757	147	\$186	\$45	\$39	3	\$559	\$135	\$117
CRIM356	U	\$29,769	\$5,919	\$5,170	132	\$226	\$45	\$39	3	\$677	\$135	\$117
CRIM385	U	\$109,753	\$45,469	\$39,715	1014	\$108	\$45	\$39	3	\$325	\$135	\$117
CRIM391	U	\$171,725	\$46,097	\$40,263	1028	\$167	\$45	\$39	4	\$668	\$179	\$157
CRIM402	U	\$9,923	\$1,973	\$1,723	44	\$226	\$45	\$39	1	\$226	\$45	\$39
CRIM403	U	\$63,409	\$9,417	\$8,225	210	\$302	\$45	\$39	5	\$1,510	\$224	\$196
CRIM420	U	\$41,548	\$7,892	\$6,893	176	\$236	\$45	\$39	4	\$944	\$179	\$157
CRIM425	U	\$156,754	\$59,191	\$51,700	1320	\$119	\$45	\$39	4	\$475	\$179	\$157
CRIM430	U	\$158,895	\$60,805	\$53,110	1356	\$117	\$45	\$39	4	\$469	\$179	\$157
CRIM440	U	\$46,842	\$9,417	\$8,225	210	\$223	\$45	\$39	5	\$1,115	\$224	\$196
CRIM453	U	\$39,693	\$7,533	\$6,580	168	\$236	\$45	\$39	4	\$945	\$179	\$157
CRIM454	U	\$71,872	\$9,865	\$8,617	220	\$327	\$45	\$39	5	\$1,633	\$224	\$196
CRIM498	U	\$5,992	\$1,883	\$1,645	42	\$143	\$45	\$39	1	\$143	\$45	\$39
FREEELE	E	\$40,732,385	\$12,276,900	\$6,639,935	278227	\$146	\$44	\$24	3	\$439	\$132	\$72
LITR343	U	\$83,474	\$10,495	\$3,903	321	\$260	\$33	\$12	3	\$780	\$98	\$36
MGMT305	U	\$30,530	\$4,756	\$4,471	198	\$154	\$24	\$23	3	\$463	\$72	\$68
PSYC325	U	\$43,612	\$16,138	\$5,763	474	\$92	\$34	\$12	3	\$276	\$102	\$36
PSYC341	U	\$27,691	\$7,865	\$2,809	231	\$120	\$34	\$12	3	\$360	\$102	\$36
RMLS425	U	\$11,044	\$11,034	\$5,052	129	\$86	\$86	\$39	3	\$257	\$257	\$117
SOCY225	L	\$32,176	\$18,385	\$6,565	540	\$60	\$34	\$12	3	\$179	\$102	\$36

- * Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Retention and Graduation Rates Report Legend

Please use this guide to help you locate and utilize the information in the report.

Heading Legend:

Ferris State University
Retention and Graduation Rates of Full-Time FTIAC / Transfer Students
 Two-Year Degree Programs

Transfer Students = are students who have previously been enrolled and earned credits in any Post-Secondary Educational Institution prior to enrolling at Ferris State University.

Data Group = The report is organized by Two- and Four-Year Degree Programs, as well as Ferris Overall.

FTIAC = stands for First Time in Any College. A FTIAC is a student who has never enrolled in Post-Secondary Education before at Ferris State, or at any other Institution.

Table Legend:

Entering Term = The year the FTIAC group entered Ferris State University for the first time.

N = Number of FTIAC students enrolling in Ferris State University.

Year = Year of attendance at Ferris State University, up to Year 7. In this example, Year 2 is Fall Term 1998 and so on.

Entering Fall Term
199708

N
1885

Fall Term

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	8	17	26	37	40
% Still Enrolled In	61	41	29	18	5	3
% Persisters	61	49	46	44	42	43
% Non-Persisters	39	51	54	56	58	57

Entering Term = Beginning with the 97-06 report the entering Fall Term uses the "Banner" format.
 Example:
 199708 = Fall 1997
 199808 = Fall 1998

% Graduated By = Is the % of students Who graduated in the previous year. For example, if you want to know the % of students who earned their degree in 2 years or less, you would refer to the **Year 3** column.

% Still Enrolled In = The % of students who are still enrolled at Ferris State University. A student still enrolled in **Year 3** will have completed two years at the University.

% Persisters = The combined % of graduates and those still enrolled at Ferris State University.

% Non-Persisters = The % of Students who are no longer enrolled at Ferris State University and who have **not** graduated. This figure includes those who might have transferred to another Post-Secondary Institution.

Additional Notes:

- This data in this report indicates whether or not a student is still enrolled in or graduated from Ferris State University as a whole. It does not contain information about whether a student is in the same college or degree program that he/she started out in.
- More specific data is available from the IR&T Office that was not included in this report due to spatial constraints. Please contact the office if you would like additional information.

Ferris State University
Retention and Graduation Rates of Full-Time FTIAC Students - By Major
Two-Year Degree Programs

Entering Fall Term	Major	N	Fall Term						
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
200208	PCRJ	137							
			% Graduated By	0	10	26	38	44	46
			% Still Enrolled In	62	40	24	9	3	3
			% Persisters	62	50	50	47	47	49
			% Non-Persisters	38	50	50	53	53	51
200308	PCRJ	153							
			% Graduated By	0	12	27	42	49	52
			% Still Enrolled In	70	46	28	9	3	1
			% Persisters	70	58	55	51	52	53
			% Non-Persisters	30	42	45	49	48	47
200408	PCRJ	105							
			% Graduated By	0	19	26	43	51	52
			% Still Enrolled In	64	37	31	11	1	1
			% Persisters	64	56	57	54	52	53
			% Non-Persisters	36	44	43	46	48	47
200508	PCRJ	138							
			% Graduated By	0	12	25	39	47	49
			% Still Enrolled In	67	42	27	13	4	2
			% Persisters	67	54	52	52	51	51
			% Non-Persisters	33	46	48	48	49	49
200608	PCRJ	112							
			% Graduated By	0	8	22	39	47	49
			% Still Enrolled In	63	48	32	9	2	1
			% Persisters	63	56	54	48	49	50
			% Non-Persisters	37	44	46	52	51	50
200708	PCRJ	101							
			% Graduated By	0	9	28	43	53	
			% Still Enrolled In	72	51	29	13	1	
			% Persisters	72	60	57	56	54	
			% Non-Persisters	28	40	43	44	46	
200808	PCRJ	116							
			% Graduated By	0	16	25	45		
			% Still Enrolled In	66	42	27	6		
			% Persisters	66	58	52	51		
			% Non-Persisters	34	42	48	49		

ENROLLMENT PROFILE
COLLEGE OF EDUCATION - FERRIS STATE UNIVERSITY
SPRING 2013

01/13

Enrollment by Curriculum	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	% 13 Enroll
ECED/AAS	65	55	50	57	32	40	38	30	33	53	23						
ECED/BS & AAS									7		41	56	82	106	96	115	
Subtotal									40	53	64	56	82	106	96	115	0.05

C-J Grad

C-J Adm	38	43	54	60	68	56	59	36	50	68	73	60	72	81	63	71	0.03
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C-J UG

Pre-C-J	293	299	287	265	280	276	287	265	270	268	252	239	272	329	337	336	
C-J	219	208	236	244	266	282	314	292	399	415	503	561	688	687	842	817	
Subtotal	512	507	523	509	546	558	601	557	669	683	755	800	960	1016	1179	1153	0.51

REC

	84	82	69	71	57	61	63	66	64	73	75	87	78	75	69	32	0.01
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TEA-GRAD

Cert Grad									5	3	6	0			1	1	
Curri & Instr			23	35	35	97	150	174	212	187	174	148	137	104	94	88	
Career & Tech Ed			67	82	81	77	76	59	66	65	61	60	77	70	42	43	
Educ Leadership																1	
Subtotal	66	79	90	117	116	174	226	233	283	255	241	208	214	174	137	133	0.06

TEA - UG

ELEM				172	268	353	400	379	396	388	320	298	282	241	244	216	
PTEL	61	61	94	42	28	14	10	13	9	7	11	8	14	11	13	21	
Subtotal	61	61	94	214	296	367	410	392	405	395	331	306	296	252	257	237	0.11

TEA - UG SEC

Allied Health	13	7	7	10	8	7	9	13	15	8	2	1	0	0	0	0	
Biology	40	46	50	35	38	35	29	27	24	30	27	25	31	25	20	18	
Business	47	49	45	49	49	38	31	29	17	9	6	4	3	1	1	0	
BMMT															2	2	
Certification	43	61	61	86	113	81	55	37	18	9	4	33	63	52	48	46	

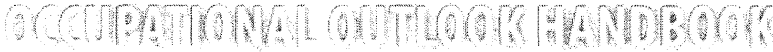
ENROLLMENT PROFILE
COLLEGE OF EDUCATION - FERRIS STATE UNIVERSITY
SPRING 2013

01/13

	SP12	CHANGE	SP13	% OF SP13 ENROLL
ECED	96	19	115	0.05
CJAD	63	8	71	0.03
CJ UG	1179	-26	1153	0.51
RLMG	69	-37	32	0.01
TEA G	137	-4	133	0.06
TEA UG EL	257	-20	237	0.11
TEA UG S	292	-58	234	0.11
TDMP	85	173	258	0.04

Appendix J

Employment Trends For the Field of Criminal Justice Program



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Community and Social Service >

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Probation Officers and Correctional Treatment Specialists

Summary	What They Do	Work Environment	How to Become One	Pay	Job Outlook	Similar Occupations	Contacts for More Info
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Summary

Quick Facts: Probation Officers and Correctional Treatment Specialists	
2010 Median Pay	\$47,200 per year \$22.69 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2010	93,200
Job Outlook, 2010-20	18% (About as fast as average)
Employment Change, 2010-20	17,100



Probation officers meet with offenders to ensure that the requirements of their probation are being met.

What Probation Officers and Correctional Treatment Specialists Do

Probation officers and correctional treatment specialists work with and monitor offenders to prevent them from committing new crimes.

Work Environment

Probation officers and correctional treatment specialists work with criminal offenders, some of whom may be dangerous. Workers in this occupation must meet many court-imposed deadlines, which contributes to heavy workloads and extensive paperwork. Many officers travel, especially those who work in rural areas.

How to Become a Probation Officer or Correctional Treatment Specialist

Qualifications vary by agency, but a bachelor's degree is usually required. Most employers require candidates to pass oral, written, and psychological exams.

Pay

The median annual wage of probation officers and correctional treatment specialists was \$47,200 in May 2010.

Job Outlook

Employment of probation officers and correctional treatment specialists is expected to grow by 18 percent from 2010 to 2020, about as fast as average for all occupations. Continued growth in the demand for probation and parole services will lead to new openings for officers.

Similar Occupations

Compare the job duties, education, job growth, and pay of probation officers and correctional treatment specialists with similar occupations.

O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

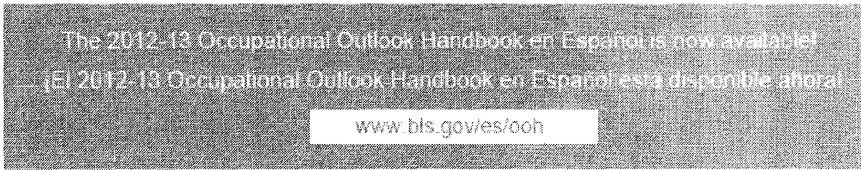
Contacts for More Information

Learn more about probation officers and correctional treatment specialists by contacting these additional resources.

What They Do ->

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Probation Officers and Correctional Treatment Specialists, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm> (visited June 17, 2013).



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Community and Social Service >

Probation Officers and Correctional Treatment Specialists

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Summary	What They Do	Work Environment	How to Become One	Pay	Job Outlook	Similar Occupations	Contacts for More Info
---------	---------------------	------------------	-------------------	-----	-------------	---------------------	------------------------

What Probation Officers and Correctional Treatment Specialists Do

About this section

Many people who are convicted of crimes are placed on probation, instead of being sent to prison. People who have served time in prison are often released on parole. During probation and parole—and while they are in prison—offenders must stay out of trouble and meet other requirements. Probation officers and correctional treatment specialists work with and monitor offenders to prevent them from committing new crimes.



Correctional treatment specialists counsel offenders and create rehabilitation plans for them to follow when they are no longer in prison.

Duties

Probation officers and correctional treatment specialists typically do the following:

- Evaluate offenders to determine the best course of treatment
- Provide offenders with resources to aid in rehabilitation
- Discuss treatment options with offenders
- Arrange treatment programs
- Supervise offenders and monitor their progress
- Conduct meetings with offenders as well as their family and friends
- Write reports on the progress of offenders

Probation officers and correctional treatment specialists work with offenders who are given probation instead of jail time, who are still in prison, or who have been released from prison. The following are types of probation officers and correctional treatment specialists:

Probation officers, who are called **community supervision officers** in some states, supervise people who have been placed on probation. They work to ensure that the offender is not a danger to the community and to help in their rehabilitation. Probation officers write reports that detail each offender's treatment plans and their progress since they were put on probation. Most probation officers work with either adults or juveniles. Only in small, mostly rural, jurisdictions do probation officers counsel both adults and juveniles.

Pretrial services officers investigate an offender's background to determine if that offender can be safely allowed back into the community before his or her trial date. They must assess the risk and make a recommendation to a judge who decides on the appropriate sentencing or bond amount. When offenders are allowed back into the community, pretrial officers supervise them to make sure that they stay with the terms of their release and appear at their trials.

Parole officers work with people who have been released from jail and are serving parole to help them re-enter society. Parole officers monitor post-release offenders and provide them with various resources, such as substance abuse counseling or job training, to aid in their rehabilitation. By doing so, the officers try to change the offenders' behavior and thus reduce the risk of that person committing another crime and having to return to jail or prison.

Both probation and parole officers supervise offenders through personal contact with the offenders and their families. Probation and parole officers require regularly scheduled contact with offenders by telephone or through office visits, and they may also check on offenders at their homes or places of work.

Probation and parole officers also oversee drug testing and electronic monitoring of offenders. In some states, officers do the jobs of both probation and parole officers.

Correctional treatment specialists, who also may be known as **case managers** or **correctional counselors**, counsel offenders and develop rehabilitation plans for them to follow when they are no longer in prison or on parole. They may evaluate inmates using questionnaires and psychological tests. They also

work with inmates, probation officers, and staff of other agencies to develop parole and release plans. For example, they may plan education and training programs to improve offenders' job skills.

Correctional treatment specialists write case reports that cover the inmate's history and the likelihood that he or she will commit another crime. When their clients are eligible for release, the case reports are given to the appropriate parole board. The specialist may help set up counseling for the offenders and their families, find substance-abuse or mental health treatment options, aid in job placement, and find housing.

Correctional treatment specialists also explain the terms and conditions of the prisoner's release, write reports, and keep detailed written accounts of each offender's progress. Specialists who work in parole and probation agencies have many of the same duties as their counterparts in correctional institutions.

The number of cases a probation officer or correctional treatment specialist handles at one time depends on the needs of offenders and the risks associated with each individual. Higher risk offenders usually command more of the officer's time and resources. Caseload size also varies by agency.

Technological advancements—such as improved tests for screening drug use, electronic devices to monitor clients, and kiosks that allow clients to check in remotely—help probation officers and correctional treatment specialists supervise and counsel offenders.

[<- Summary](#)

[Work Environment ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Probation Officers and Correctional Treatment Specialists, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm> (visited June 17, 2013).

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Probation Officers and Correctional Treatment Specialists

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Summary	What They Do	Work Environment	How to Become One	Pay	Job Outlook	Similar Occupations	Contacts for More Info
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Work Environment

About this section

Probation officers and correctional treatment specialists held about 93,200 jobs in 2010. They work with criminal offenders, some of whom may be dangerous. While supervising offenders, they may interact with others, such as family members and friends of their clients, who may be upset or difficult to work with. Workers may be assigned to fieldwork in high-crime areas or in institutions where there is a risk of violence or communicable disease.



Although work as a probation officer can be stressful, the work may also be rewarding.

In 2010, nearly all probation officers and correctional treatment specialists worked for either state or local governments:

State government, excluding education and hospitals	56%
Local government, excluding education and hospitals	41
Social assistance	2
Nursing and residential care facilities	1

Probation officers and correctional treatment specialists must meet many court-imposed deadlines, which contributes to heavy workloads and extensive paperwork. Many officers travel to do home and employment checks and property searches, especially in rural areas. Because of the hostile environments probation officers may encounter, some must carry a firearm or other weapon for protection.

All of these factors, as well as the frustration some officers and specialists feel in dealing with offenders who violate the terms of their release, contribute to a stressful work environment. Although the high stress levels can make the job difficult at times, this work also can be rewarding. Many officers and specialists receive personal satisfaction from counseling members of their community and helping them become productive citizens.

Work Schedules

Although many officers and specialists work full time, the demands of the job often lead to their working much longer hours. For example, many agencies rotate an on-call officer position. When these workers are on-call, they must respond to any issues with offenders or law enforcement 24 hours a day. Extensive travel and paperwork can also contribute to their having to work longer hours.

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How to Become a Probation Officer or Correctional Treatment Specialist

[About this section](#)

Qualifications vary by agency, but a bachelor's degree is usually required. Most employers require candidates to pass oral, written, and psychological exams.

Important Qualities

Communication skills. Probation officers and correctional treatment specialists must be able to effectively interact and communicate with a wide range of people.

Critical-thinking skills. Probation officers and correctional treatment specialists must be able to assess the needs of individual offenders before determining the best resources for helping them.

Decision-making skills. Probation officers and correctional treatment specialists must consider the relative costs and benefits of potential actions and be able to choose appropriately.

Emotional stability. Probation officers and correctional treatment specialists must cope with hostile or otherwise upsetting situations, as well as with other stresses on the job.

Organizational skills. Probation officers and correctional treatment specialists must be able to manage multiple case files at one time.

Writing skills. Probation officers and correctional treatment specialists interpret training materials and write detailed reports on a regular basis.



Probation officers may go on to specialize in a certain type of casework, such as working with juvenile offenders.

Education and Training

A bachelor's degree in social work, criminal justice, psychology, or a related field is usually required. Some employers require a master's degree in a related field for candidates who do not have previous related work experience.

Although job requirements may vary, related work may include work in probation, pretrial services, parole, corrections, criminal investigations, substance abuse treatment, social work, or counseling. Work in any of these fields is typically considered a plus in the hiring process.

Most probation officers and correctional treatment specialists must complete a training program sponsored by their state government or the federal government, after which they may have to pass a certification test. In addition, they may be required to work as trainees or on a probationary period for up to 1 year before being offered a permanent position.

Some probation officers go on to specialize in a certain type of casework. For example, an officer may work only with domestic violence offenders or deal only with substance-abuse cases. Officers receive training specific to the group that they are working with so that they are better prepared to help that type of offender.

Most agencies require applicants to be at least 21 years old and, for federal employment, not older than 37 years of age. In addition, most departments require candidates to have a record free of felony convictions and to submit to drug testing. A valid driver's license is often required.

Advancement

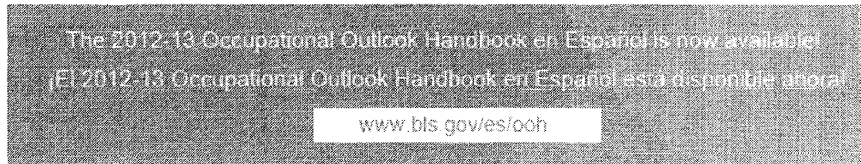
Advancement to supervisory positions is primarily based on experience and performance. A graduate degree, such as a master's degree in criminal justice, social work, or psychology, may be helpful or required for advancement.

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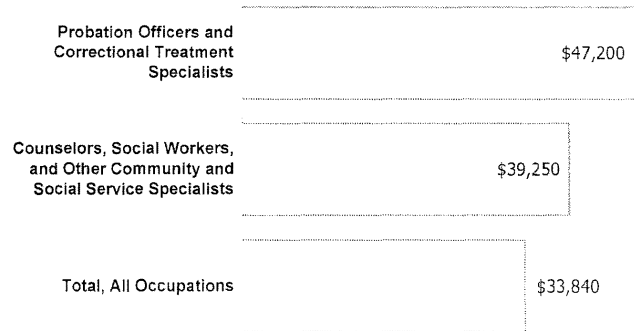
The median annual wage of probation officers and correctional treatment specialists was \$47,200 in May 2010. The median wage is the wage at which half of the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$30,920, and the top 10 percent earned more than \$80,750.

Although many officers and specialists work full time, the demands of the job often lead to their working much longer hours. For example, many agencies rotate an on-call officer position. When these workers are on-call, they must respond to any issues with offenders or law enforcement 24 hours a day.

Extensive travel and paperwork can also contribute to their having to work longer hours.

Probation Officers and Correctional Treatment Specialists

Median annual wages, May 2010



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

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Job Outlook

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Employment of probation officers and correctional treatment specialists is expected to grow by 18 percent from 2010 to 2020, about as fast as average for all occupations. Continued growth in the demand for probation and parole services will lead to new openings for officers.

Mandatory sentencing guidelines in the 1980s and 1990s called for longer sentences and reduced parole for some offenses, resulting in an increase in the prison population. However, these guidelines are being reconsidered at both the federal and state levels due to budgetary constraints, court decisions, prison overcrowding, and doubts about the guidelines' effectiveness.

As guidelines are reduced or repealed, judges have more flexibility in sentencing offenders for each case. For offenders who are deemed to be a lower risk, this may result in less prison time, more community-based corrections, or some combination of the two.

As alternative forms of punishment, such as probation, become more widely used, the demand for probation and parole officers will grow. There also will be a need for parole and probation officers to supervise the large number of people who are now in prison when they are released.

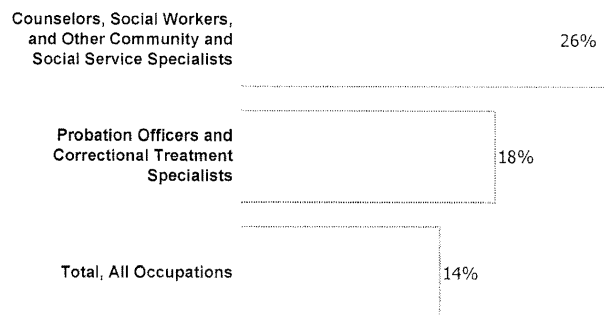
Employment growth depends primarily on the amount of government funding for corrections, especially how much there is for probation and parole systems. Although community supervision is far less expensive than keeping offenders in prison, a change in political and social trends toward more imprisonment and away from community supervision could result in reduced employment opportunities.

Job Prospects

In addition to openings resulting from growth, many openings will be created by the need to replace large numbers of these workers expected to retire in the coming years. This occupation is not attractive to some potential entrants because of relatively low earnings, heavy workloads, and high stress. For these reasons, job opportunities should be excellent for those who qualify.

Probation Officers and Correctional Treatment Specialists

Percent change in employment, projected 2010-20



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for probation officers and correctional treatment specialists, 2010-20

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
Probation Officers and Correctional Treatment Specialists	21-1092	93,200	110,400	18	17,100	[XLS]

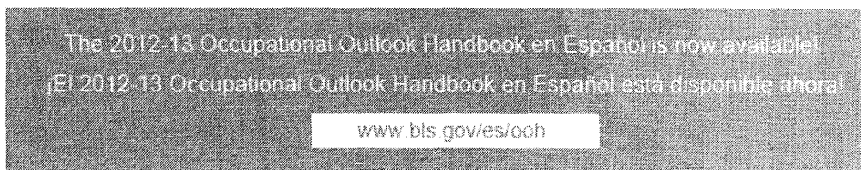
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

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Summary

Quick Facts: Correctional Officers	
2010 Median Pay	\$39,020 per year \$18.76 per hour
Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2010	493,100
Job Outlook, 2010-20	5% (Slower than average)
Employment Change, 2010-20	26,000



Correctional officers may need to search inmates for prohibited items.

What Correctional Officers Do

Correctional officers are responsible for overseeing individuals who have been arrested and are awaiting trial or who have been sentenced to serve time in a jail, reformatory, or prison.

Work Environment

Working in a correctional institution can be stressful and hazardous. Every year, correctional officers are injured in confrontations with inmates. Correctional officers have one of the highest rates of nonfatal on-the-job injuries.

How to Become a Correctional Officer

Correctional officers go through a training academy and then are assigned to a facility for on-the-job training. Qualifications vary by agency, but all agencies require a high school diploma or equivalent. Some also require some college education or work experience.

Pay

The median annual wage of correctional officers was \$39,020 in May 2010.

Job Outlook

Employment of correctional officers is expected to grow by 5 percent from 2010 to 2020, slower than the average for all occupations. Growing demand for corrections services will lead to new job openings for correctional officers.

Similar Occupations

Compare the job duties, education, job growth, and pay of correctional officers with similar occupations.

O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

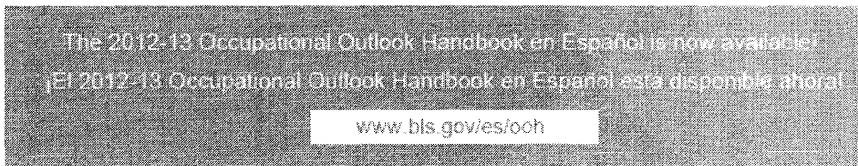
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Learn more about correctional officers by contacting these additional resources.

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What Correctional Officers Do

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Correctional officers inspect the living quarters of the inmates that they oversee.

Duties

Correctional officers typically do the following:

- Enforce rules and keep order within jails or prisons
- Supervise activities of inmates
- Aid in rehabilitation and counseling of offenders
- Inspect conditions within facilities to ensure that they meet established standards
- Search inmates for contraband items
- Report on inmate conduct

Inside the prison or jail, correctional officers enforce rules and regulations. They maintain security by preventing any disturbances, assaults, or escapes. Correctional officers supervise the daily activities of inmates, ensuring that inmates obey the rules and finish their work. Correctional officers also ensure that they know where all inmates are.

Officers must search inmates for contraband such as weapons or drugs, settle disputes between inmates, and enforce discipline. The officers enforce regulations through effective communication and the use of progressive sanctions, which involve punishments such as loss of privileges. Sanctions are progressive in that they start out small for a lesser or single offense but become more severe for more serious offenses or when repeat offenses occur. In addition, officers may aid inmates in their rehabilitation by scheduling work assignments, counseling, and educational opportunities.

Correctional officers periodically inspect facilities. They check cells and other areas for unsanitary conditions, contraband, signs of a security breach such as any tampering with window bars or doors, and any other evidence of violations of the rules. Officers also inspect mail and visitors for prohibited items. They write reports or fill out daily logs detailing inmate behavior and anything of note that occurred during their shift.

Correctional officers may have to restrain inmates in handcuffs and leg irons to escort them safely to and from cells and other areas and to see authorized visitors. Officers also escort prisoners between the institution and courtrooms, medical facilities, and other destinations.

Correctional officers cannot show favoritism and must report any inmate who violates the rules. If a crime is committed within their institution or an inmate escapes, they help the responsible law enforcement authorities investigate or search for the escapee.

Correctional officers have no responsibilities for law enforcement outside of their place of work. For information on other law enforcement occupations, see the profile on [police and detectives](#). For information on counseling offenders outside of prisons, see the profile on [probation officers and correctional treatment specialists](#).

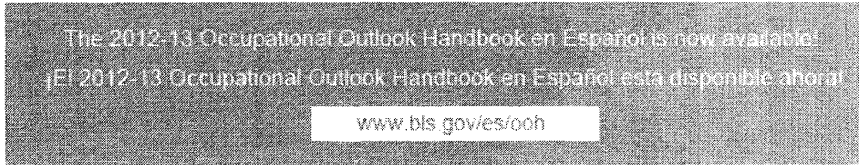
iffs, also known as marshals or court officers, are law enforcement officers who maintain safety and order in courtrooms. Their duties, which vary by location, include enforcing courtroom rules, assisting judges, guarding juries from outside contact, delivering court documents, and providing general security for courthouses.

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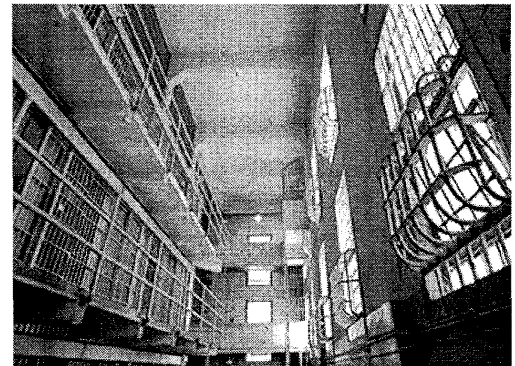
Work Environment

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Correctional officers held about 493,100 jobs in 2010. Ninety-five percent of correctional officers worked for federal, state, and local governments in May 2010. Most of the remainder were employed by private companies that provide correctional services to prisons and jails.

Working in a correctional institution can be stressful and dangerous. Every year, correctional officers are injured in confrontations with inmates. Correctional officers have one of the highest rates of nonfatal on-the-job injuries. Correctional officers may work indoors or outdoors. Some correctional institutions are well lighted, temperature controlled, and ventilated, but others are old, overcrowded, hot, and noisy.

Because offenders typically stay longer in state and federal prisons than in county jails, correctional officers in prisons come to know the people with whom they are dealing. They know what they need terms of security and being taken care of. Therefore, state and federal prisons tend to be safer places to work than county jails.



Correctional officers must follow procedures to maintain their personal safety as well as the safety of the inmates that they oversee in jail or prison.

Injuries

Correctional officers have a higher rate of injury and illness than the national average. They may face physical injury when conflicts with inmates occur. They may also be exposed to contagious diseases at work, although precautions are taken to avoid this possibility. The job demands that officers be alert and ready to react throughout their entire shift. The work can be stressful, and some officers experience anxiety.

Work Schedules

Correctional officers usually work 8 hours per day, 5 days per week, on rotating shifts. Some correctional facilities have longer shifts and more days off between scheduled workweeks. Because jail and prison security must be provided around the clock, officers work all hours of the day and night, weekends, and holidays. In addition, officers may be required to work paid overtime.

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How to Become a Correctional Officer

[About this section](#)

Correctional officers go through a training academy and then are assigned to a facility for on-the-job training. Qualifications vary by agency, but all agencies require a high school diploma or equivalent. Some also require some college education or work experience.

Education

Correctional officers must have at least a high school diploma or equivalent. Some state and local corrections agencies require some college credits, but law enforcement or military experience may be substituted for this requirement. For employment in federal prisons, the Federal Bureau of Prisons requires entry-level correctional officers to have at least a bachelor's degree; 3 years of full-time experience in a field providing counseling, assistance, or supervision to individuals; or a combination of the two.

Training

Federal, state, and some local departments of corrections, as well as some private corrections companies, provide training for correctional officers based on guidelines established by the [American Correctional Association \(ACA\)](#). Some states have regional training academies that are available to local agencies. Academy trainees receive instruction in a number of subjects, including institutional policies, regulations, and operations, as well as custody and security procedures.

After formal academy instruction, state and local correctional agencies provide on-the-job training, including training on legal restrictions and interpersonal relations. Many systems also provide training in firearms proficiency and self-defense. Trainees typically receive several weeks or months of training in a job under the supervision of an experienced officer. However, on-the-job training varies widely from agency to agency.

New federal correctional officers must undergo 200 hours of formal training within the first year of employment, including 120 hours of specialized training at the U.S. Federal Bureau of Prisons residential training center. Experienced officers receive annual in-service training to keep up on new developments and procedures.

Correctional officers who are members of prison tactical response teams are trained to respond to disturbances, riots, hostage situations, and other potentially dangerous confrontations. Team members practice disarming prisoners, wielding weapons, and using other tactics to maintain the safety of inmates and officers alike.

Certification

Officers may complete a variety of certifications that provide additional resources for their daily work. These certifications also are a means to further the officers' careers because they may lead to promotions.

Advancement

Qualified officers may advance to the position of correctional sergeant, who is responsible for maintaining security and directing the activities of other officers. Qualified officers also can be promoted to supervisory or administrative positions, including warden. Officers sometimes transfer to related jobs, such as probation officer, parole officer, or correctional treatment specialist. For more information, see the profile on [probation officers and correctional treatment specialists](#).



Correctional officers typically attend training at an academy before being assigned to a facility.

Important Qualities

Critical-thinking skills. Correctional officers must determine the best practical approach to solving a problem.

Good judgment. Officers must use both their training and common sense to quickly determine the best course of action and to take necessary steps to achieve desired outcome.

Interpersonal skills. Correctional officers must be able to interact and effectively communicate with inmates and others to maintain order in correctional facilities and courtrooms.

Negotiation skills. Officers must be able to assist others in resolving differences to avoid conflict.

Physical strength. Correctional officers must have the strength to physically move or subdue inmates.

Self discipline. Correctional officers must control their emotions when confronted with hostile situations.

Writing skills. Officers must be able to understand and learn training materials and write reports regularly.

Correctional officers usually must be at least 18 to 21 years of age, must be a U.S. citizen or permanent resident, and must have no felony convictions. New applicants for federal corrections positions must be appointed before they are 37 years old.

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Pay

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The median annual wage of correctional officers and jailers was \$39,040 in May 2010. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$26,040, and the top 10 percent earned more than \$67,250.

The median annual wage in the public sector was \$54,310 in the federal government, \$38,690 in state government, and \$38,980 in local government in May 2010. In the facilities support services industry, in which a relatively small number of officers employed by privately operated prisons is classified, the median annual wage was \$30,460.

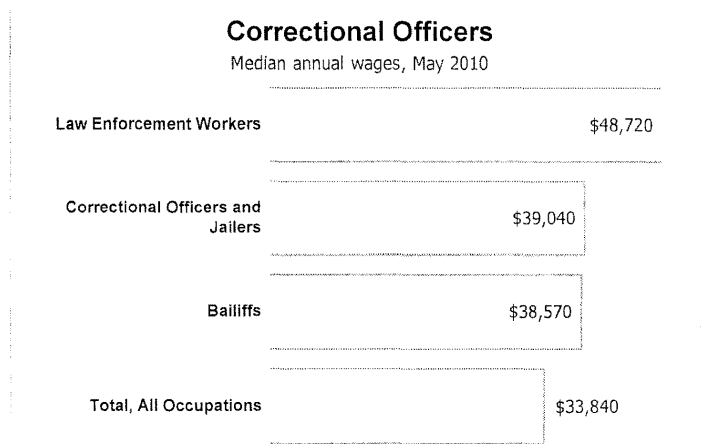
The median annual wage of bailiffs was \$38,570 in May 2010. The lowest 10 percent earned less than \$18,980, and the top 10 percent earned more than \$66,400. The median annual wage of bailiffs employed by local governments was \$34,490.

In addition to receiving typical benefits, correctional officers employed in the public sector usually are provided with uniforms or with a clothing allowance to buy their own uniforms. Many departments offer retirement benefits, although benefits vary. Unionized correctional officers often have slightly higher wages and benefits.

Correctional officers usually work 8 hours per day, 5 days per week, on rotating shifts. Some correctional facilities have longer shifts and more days off between scheduled workweeks. Because prison and jail security must be provided around the clock, officers work all hours of the day and night, weekends, and holidays. In addition, officers may be required to work paid overtime.

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Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

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Job Outlook

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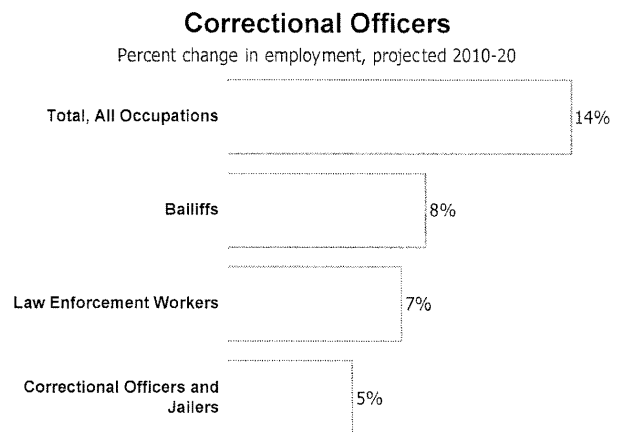
Employment of correctional officers is expected to grow by 5 percent from 2010 to 2020, slower than the average for all occupations.

Demand for correctional officers will come from population growth. However, because of budgetary constraints and a general downward trend in crime rates in recent years, demand will likely grow at a slower rate. Faced with growing costs for keeping people in prison, many state governments have moved toward laws requiring shorter prison terms and alternatives to prison. Community-based programs designed to rehabilitate offenders and limit their risk of repeated offenses while keeping the public safe may reduce prison rates.

Job Prospects

Some local and state corrections agencies experience high job turnover because of low salaries and shift work, as well as the stress that many correctional officers feel. The need to replace correctional officers who transfer to other occupations, retire, or leave the labor force, coupled with rising employment demand, should generate job openings.

Some employment opportunities also will come in the private sector as public authorities contract with private companies to provide and staff corrections facilities. Some state and federal corrections agencies use private prison services.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for correctional officers, 2010-20

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
Bailiffs, Correctional Officers, and Jailers	33-3010	493,100	519,000	5	26,000	[XLS]
Bailiffs	33-3011	17,800	19,200	8	1,400	[XLS]
Correctional Officers and Jailers	33-3012	475,300	499,800	5	24,500	[XLS]

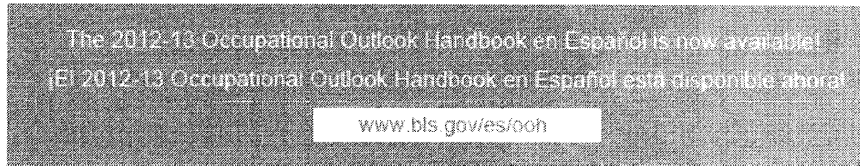
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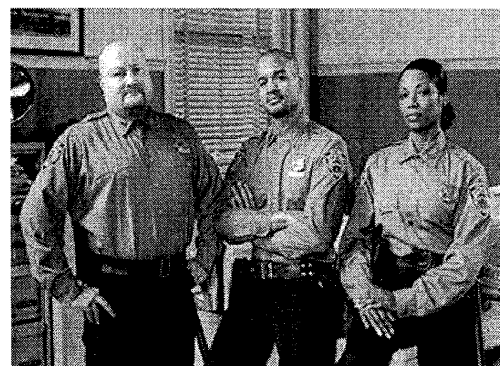
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Summary

Quick Facts: Police and Detectives	
2010 Median Pay	\$55,010 per year \$26.45 per hour
Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	See How to Become One
On-the-job Training	See How to Become One
Number of Jobs, 2010	794,300
Job Outlook, 2010-20	7% (Slower than average)
Employment Change, 2010-20	58,700



Police officers enforce laws to protect people and their property.

What Police and Detectives Do

Police officers protect lives and property. Detectives and criminal investigators, who sometimes are called agents or special agents, gather facts and collect evidence of possible crimes. Law enforcement officers' duties depend on the size and type of their organizations.

Work Environment

Police and detective work can be physically demanding, stressful, and dangerous. Police officers have one of the highest rates of on-the-job injuries and fatalities.

How to Become a Police Officer or Detective

Education requirements range from a high school diploma to a college degree or higher. Most police and detectives must graduate from their agency's training academy before getting on-the-job training. Candidates must be U.S. citizens, usually at least 21 years old, and meet rigorous physical and personal qualifications.

Pay

The median annual wage of police and detectives was \$55,010 in May 2010.

Job Outlook

Employment of police and detectives is expected to grow by 7 percent from 2010 to 2020, slower than the average for all occupations. Continued demand for public safety will lead to new openings for officers in local departments; however, both state and federal jobs may be more competitive.

Similar Occupations

Compare the job duties, education, job growth, and pay of police and detectives with similar occupations.

O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

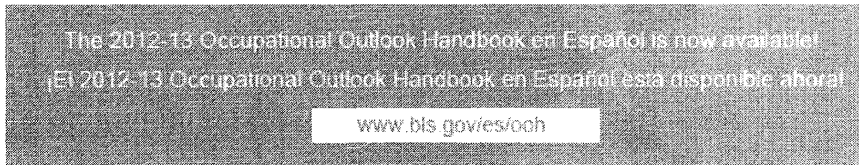
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Learn more about police and detectives by contacting these additional resources.

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Police and Detectives

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What Police and Detectives Do

[About this section](#)

Police officers protect lives and property. Detectives and criminal investigators, who sometimes are called agents or special agents, gather facts and collect evidence of possible crimes. Law enforcement officers' duties depend on the size and type of their organizations.

Duties

Uniformed police officers typically do the following:

- Enforce laws
- Respond to calls for service
- Patrol assigned areas
- Conduct traffic stops and issue citations
- Arrest suspects
- Write detailed reports and fill out forms
- Prepare cases and testify in court



Police officers are often assigned a patrol area in which they must be vigilant for anything unusual.

Detectives and criminal investigators typically do the following:

- Investigate crimes
- Collect evidence of crimes
- Conduct interviews with suspects and witnesses
- Observe the activities of suspects
- Arrest suspects
- Write detailed reports and fill out forms
- Prepare cases and testify in court

Police officers pursue and apprehend people who break the law and then warn them, cite them, or arrest them. Most police officers patrol their jurisdictions and investigate any suspicious activity they notice. They also respond to calls, issue traffic tickets, investigate domestic issues, and give first aid to accident victims.

Detectives perform investigative duties such as gathering facts and collecting evidence.

The daily activities of police and detectives vary with their occupational specialty and whether they are working for a local, state, or federal agency. Duties also differ among federal agencies, which enforce different aspects of the law. Regardless of job duties or location, police officers and detectives at all levels must write reports and keep detailed records that will be needed if they testify in court.

The following are examples of types of police and detectives who work in state and local law enforcement and in federal law enforcement:

State and Local Law Enforcement

Uniformed police officers have general law enforcement duties. They wear uniforms that allow the public to easily recognize them as police officers. They have regular patrols and also respond to calls for service.

Police agencies are usually organized into geographic districts, with uniformed officers assigned to patrol a specific area. Officers in large agencies often patrol with a partner. During patrols, officers look for any signs of criminal activity and may conduct searches or arrest suspected criminals. They may also respond to emergency calls, investigate complaints, and enforce traffic laws.

Some police officers work only on a specific type of crime, such as narcotics. Officers, especially those working in large departments, may also work in special units, such as horseback, motorcycle, and canine corps or special weapons and tactics (SWAT) teams. Typically, officers must work as patrol officers for a certain number of years before they may be appointed to one of these units.

Many city police agencies are involved in community policing, a philosophy of bringing police and members of the community together to prevent crime. A neighborhood watch program is one type of community policing.

Some agencies have special geographic and enforcement responsibilities. Examples include public college and university police forces, public school district police, and transit police. Most law enforcement workers in special agencies are uniformed officers.

State police officers, sometimes called **state troopers** or **highway patrol officers**, have many of the same duties as other police officers, but they may spend more time enforcing traffic laws and issuing traffic citations. State police officers have authority to work anywhere in the state and are frequently called on to help other law enforcement agencies, especially those in rural areas or small towns. State highway patrols operate in every state except Hawaii.

Transit and railroad police patrol railroad yards and transit stations. They protect property, employees, and passengers from crimes such as thefts and robberies. They remove trespassers from railroad and transit properties and check the IDs of people who try to enter secure areas.

Sheriffs and deputy sheriffs enforce the law on the county level. Sheriffs' departments tend to be relatively small. Sheriffs usually are elected by the public and do the same work as a local or county police chief. Some sheriffs' departments do the same work as officers in urban police departments. Others mainly operate the county jails and provide services in the local courts. Police and sheriffs' deputies who provide security in city and county courts are sometimes called bailiffs.

Detectives and criminal investigators are plainclothes investigators who gather facts and collect evidence for criminal cases. They conduct interviews, examine records, observe the activities of suspects, and participate in raids or arrests. Detectives usually specialize in investigating one type of crime, such as homicide or fraud. Detectives are typically assigned cases on a rotating basis and work on them until an arrest and conviction is made or until the case is dropped.

Wild and game wardens enforce fishing, hunting, and boating laws. They patrol hunting and fishing areas, conduct search and rescue operations, investigate complaints and accidents, and educate the public about laws pertaining to their environment.

Federal Law Enforcement

Federal law enforcement officials carry out many of the same duties that other police officers do; however, they have jurisdiction over the entire country. Many federal agents are highly specialized. The following are examples of federal agencies in which officers and agents enforce particular types of laws.

Federal Bureau of Investigation (FBI) agents are the federal government's principal investigators, responsible for enforcing more than 300 federal statutes and conducting sensitive national security investigations.

U.S. Drug Enforcement Administration (DEA) agents enforce laws and regulations relating to illegal drugs.

U.S. Secret Service uniformed officers protect the President, the Vice President, their immediate families, and other public officials.

Federal Air Marshals provide air security by guarding against attacks targeting U.S. aircraft, passengers, and crews.

U.S. Border patrol agents protect international land and water boundaries.

See the [Contacts for More Information](#) section for more information about federal law enforcement agencies.

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Work Environment

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Police and detectives held about 794,300 jobs in 2010.

Police and detective work can be physically demanding, stressful, and dangerous. Police officers have one of the highest rates of on-the-job injuries and fatalities.

In addition to confrontations with criminals, police officers and detectives need to be constantly alert and ready to deal appropriately with a number of other threatening scenarios. Officers regularly work at crime or accident scenes and other traumatic events as well as deal with the death and suffering that they encounter. Although a career in law enforcement may take a toll on their private lives, many officers find it rewarding to help members of their communities.

The jobs of some federal agents, such as U.S. Secret Service and DEA special agents, require extensive travel, often short notice. These agents may relocate a number of times over the course of their careers. Some special agents, such as those in the U.S. Border Patrol, may work outdoors in rugged terrain and in all kinds of weather.

Injuries

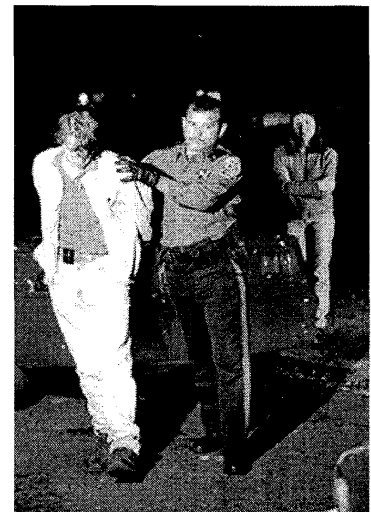
Police and detectives have a higher rate of injuries and illness than the national average. They may face physical injury when conflicts with criminals occur, during motor-vehicle pursuits, when exposure to communicable diseases occurs, or through many other high-risk situations. Police work can be both physically and mentally demanding as officers must be alert and ready to react throughout their entire shift. Police and detectives may minimize these risks by following proper procedures.

Work Schedules

Uniformed officers, detectives, agents, and inspectors usually are scheduled to work full time. Paid overtime is common. Shift work is necessary because protection must be provided around the clock. Because more experienced employees typically receive preference, junior officers frequently work weekends, holidays, and nights. Some police officers chose to work off duty as security for restaurants, retail stores, and other establishments.

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Police and detectives regularly work with crime and accident scenes.

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Police and Detectives

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How to Become a Police Officer or Detective

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Education requirements range from a high school diploma to a college or higher degree. Most police and detectives must graduate from their agency's training academy before completing a period of on-the-job training. Candidates must be U.S. citizens, usually at least 21 years old, and meet rigorous physical and personal qualifications.

Important Qualities

Ability to multi-task. Officers and detectives may find that the demands of their job vary from day to day. But multiple tasks and extensive paperwork must be completed on time.

Communication skills. Police and detectives must be able to speak with people when gathering facts about a crime and to then express details about a given incident in writing.

Empathetic personality. Police officers need to understand the perspectives of a wide variety of people in their jurisdiction and have a willingness to help the public.

Good judgment. Police and detectives must be able to determine the best way to solve a wide array of problems quickly.

Leadership skills. Police officers must be comfortable with being a highly visible member of their community, as the public looks to them for assistance in emergency situations.

Perceptiveness. Officers must be able to anticipate another person's reactions and understand why people act a certain way.

Strength and stamina. Officers and detectives must be in good physical shape both to pass required tests for entry into the field and to keep up with the daily rigors of the job.

Education and Training

Police and detective applicants usually must have at least a high school education or GED and be a graduate of their agency's training academy. Many agencies require some college coursework or a college degree. Knowledge of a foreign language is an asset in many federal agencies and urban departments.

Candidates must be U.S. citizens, must usually be at least 21 years old, have a driver's license, and must meet specific physical qualifications. Applicants may have to pass physical exams of vision, hearing, strength, and agility as well as competitive written exams. Previous work or military experience is often seen as a plus. Candidates typically go through a series of interviews and may be asked to take lie detector and drug tests. A felony conviction may disqualify a candidate.

Applicants usually have recruit training before becoming an officer. In state and large local police departments, recruits get training in their agency's police academy. In small agencies, recruits often attend a regional or state academy. Training includes classroom instruction in constitutional law, civil rights, state laws and local ordinances, and police ethics. Recruits also receive training and supervised experience in areas such as patrol, traffic control, use of firearms, self-defense, first aid, and emergency response.

Some police departments have cadet programs for people interested in a career in law enforcement who do not yet meet age requirements for becoming an officer. These cadets do clerical work and attend classes until they reach the minimum age requirement and can apply for a position with the regular force.

Detectives normally begin their career as police officers before being promoted to detective.



Police and detectives must use good judgment and have strong communication skills when gathering facts about a crime.

State and local agencies encourage applicants to continue their education after high school by taking courses or training related to law enforcement. Many applicants for entry-level police jobs have taken some college classes, and a significant number are college graduates. Many junior colleges, colleges, and universities offer programs in law enforcement or criminal justice. Many agencies offer financial assistance to officers who pursue these or related degrees.

h and game wardens also must meet specific requirements; however, these vary. Candidates applying for federal jobs with the U.S. Fish and Wildlife Service typically need a college degree and those applying to work for state departments often need a high school diploma or some college study in a related field such as biology or natural resources management. Military or police experience may be considered an advantage. Once hired, fish and game wardens attend a training academy and sometimes get additional training in the field.

Although similar to state and local requirements, the requirements for federal law enforcement agencies, such as with the FBI or Secret Service, are generally stricter. Federal agencies require a bachelor's degree, related work experience, or a combination of the two. For example, FBI special agent applicants typically must be college graduates with at least 3 years of professional work experience. There are lie detector tests as well as interviews with references. Jobs that require security clearances have additional requirements.

Federal law enforcement agents undergo extensive training, usually at the U.S. Marine Corps base in Quantico, Virginia, or the Federal Law Enforcement Training Center in Glynco, Georgia. Furthermore, some federal positions have a maximum age for applicants. The specific educational requirements, qualifications, and training information for a particular federal agency are available on its website. (See the [Contacts for More Info](#) section for links to various federal agencies.)

Advancement

Police officers usually become eligible for promotion after a probationary period. Promotions to corporal, sergeant, lieutenant, and captain usually are made according to a candidate's position on a promotion list, as determined by scores on a written examination and on-the-job performance. In large departments, promotion may enable an officer to become a detective or to specialize in one type of police work, such as working with juveniles.

Federal agents often are on the General Services (GS) pay scale. Most begin at the GS-5 or GS-7 level. As agents meet time-in-grade and knowledge and skills requirements, they move up the GS scale. Jobs at and above GS-13 are often managerial positions. Many agencies hire internally for these supervisory positions. A few agents may be able to enter the Senior Executive Service ranks of upper management.

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Police and Detectives

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Pay

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The median annual wage of police and detectives was \$55,010 in May 2010. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$32,440, and the top 10 percent earned more than \$88,870.

The median wages for police and detectives occupations in May 2010 were as follows:

- \$68,820 for detectives and criminal investigators
- \$54,330 for transit and railroad police
- \$53,540 for police and sheriff's patrol officers
- \$49,730 for fish and game wardens

Uniformed officers, detectives, agents, and inspectors usually are scheduled to work full time. Paid overtime is common. Shift work is necessary because protection must be provided around the clock. Because more experienced employees typically receive preference, junior officers frequently work weekends, holidays, and nights.

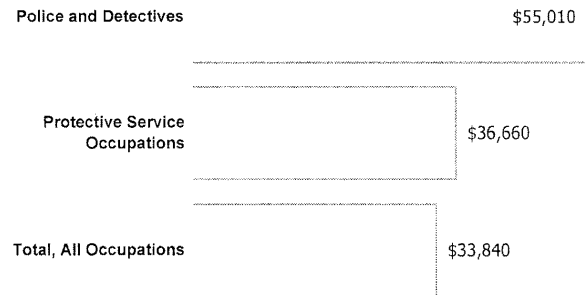
Many agencies provide officers with an allowance for uniforms as well as extensive benefits and the option to retire at an age that is younger than a more typical retirement age.

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Police and Detectives

Median annual wages, May 2010



Note: All Occupations includes all occupations in the U.S. Economy.
 Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

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Job Outlook

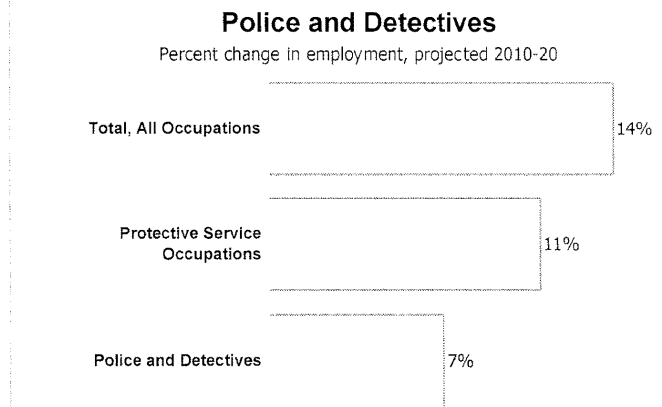
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Employment of police and detectives is expected to grow by 7 percent from 2010 to 2020, slower than the average for all occupations. Continued demand for public safety will lead to new openings for officers in local departments; however, both state and federal jobs may be more competitive.

Because they typically offer low salaries, many local departments face high turnover rates, making opportunities more plentiful for qualified applicants. However, some smaller departments may have fewer opportunities as budgets limit the ability to hire additional officers.

Jobs in state and federal agencies will remain more competitive as they often offer high pay and more opportunities for both promotions and inter-agency transfers. Bilingual applicants with a bachelor's degree and law enforcement or military experience, especially investigative experience, should have the best opportunities in federal agencies.

The level of government spending determines the level of employment for police and detectives. The number of job opportunities, therefore, can vary from year to year and from place to place. Layoffs are rare because retirements enable most staffing cuts to be handled through attrition. Trained law enforcement officers who lose their jobs because of budget cuts usually have little difficulty finding jobs with other agencies.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for police and detectives, 2010-20

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
Police and Detectives	—	794,300	853,100	7	58,700	—
Detectives and Criminal Investigators	33-3021	119,400	122,900	3	3,500	[XLS]
Fish and Game Wardens	33-3031	7,600	7,900	5	400	[XLS]
Police and Sheriff's Patrol Officers	33-3051	663,900	718,500	8	54,600	[XLS]
Transit and Railroad Police	33-3052	3,600	3,800	6	200	[XLS]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

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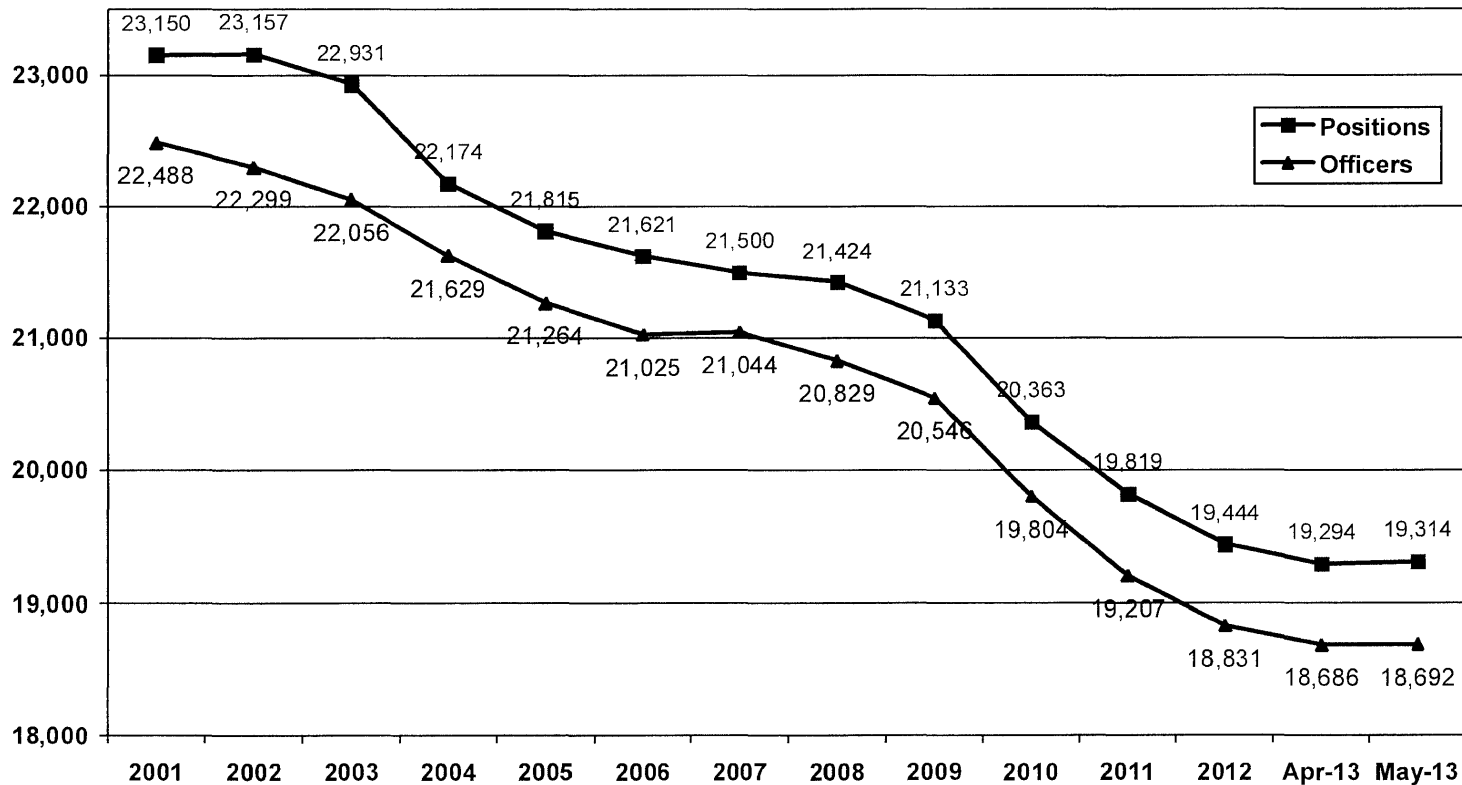
**Michigan Commission on Law Enforcement Standards
Law Enforcement Population Trends – May 2013**

Law Enforcement Agencies

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	04/2013	05/2013	1 Month	Overall
Agencies	613	613	615	610	609	608	609	608	611	609	606	599	600	600	0	-13

Law Enforcement Positions and Officers¹

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	04/2013	05/2013	1 Month	Overall
Positions	23,150	23,157	22,931	22,174	21,815	21,621	21,500	21,424	21,133	20,363	19,819	19,444	19,294	19,314	+20	-3,836
Officers	22,488	22,299	22,056	21,629	21,264	21,025	21,044	20,829	20,546	19,804	19,207	18,831	18,686	18,692	+6	-3,796



¹ Positions, whether full or part time, include officers who may have multiple law enforcement employment relationships, i.e. one officer employed at two agencies counts as two positions. Historical data (2001-2012) is a snapshot of law enforcement positions taken on 12/31 of each calendar year. The 2013 data is current as of 05/31/2013.