



Master of Science
Criminal Justice Administration

Academic Program Review
2013

Submitted by: Dr. Gregory P. Vander Kooi
Professor/Graduate Program Coordinator

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

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FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES

MEMORANDUM

TO: Matthew Wagenheim, Ph.D., Chair, Academic Program Review Committee
FROM: Michelle A. Johnston, Ph.D., Dean, College of Education & Human Services
RE: **Master of Science in Criminal Justice Administration Academic Program Review Report 2013**

DATE: June 17, 2013

I am pleased to report that I read the Academic Program Review self-study for the Master of Science in Criminal Justice Administration. This program is integral to the School of Criminal Justice and supports the mission of Ferris State University because, through the completion of this program, participants can advance their careers. Specifically, this program has a career orientation.

Graduates of the Master in Criminal Justice Administration have leader positions throughout Michigan and are professionalizing the quality of criminal justice agency programs. The majority of graduates responding to the survey were pleased with their participation in the program.

Students in the program must maintain high grades and demonstrate successfully accomplishing the programmatic outcomes which include developing the skills, knowledge, and strategies to implement new agency programs and assess and evaluate the programs.

In summary, I believe that this report shows that the Master of Criminal Justice Administration Program is viable and making a significant positive difference across the State.

pc: Steven Reifert
Gregory Vander Kooi
APRC members

Department Director's Analysis/Support of the Program
Masters of Science in Criminal Justice Administration Degree Program
School of Criminal Justice
College of Education and Human Services
Ferris State University
Big Rapids, MI 49307

Program Overview

Faculty, Staff, and Graduates

The School of Criminal Justice launched the Masters of Science in Criminal Justice Administration in 1997. This was done after a review of the needs of the profession and a strong desire amongst the faculty to mirror the high quality education we provide at the undergrad level. We continue to thrive in both aspects. We deliver high quality education at the graduate level and we are meeting the needs of the profession. The program is offered at three locations; main campus, Howell and Grand Rapids. The main campus offers the ability to graduate in an academic year with work being completed the following Summer semester. In Grand Rapids, we offer two courses a semester in the evenings. The Howell offerings are completed on the weekend, normally via a Saturday course where we offer 8.5 hours of instruction. This set-up offers the convenience of completing the degree in a year or the convenience of spreading out the courses for those in the field that cannot approach it so aggressively.

The faculty teaching in the program all have their terminal degrees or are ABD. The faculty willingly travel to cover our off-site locations (Howell and Grand Rapids), keeping the teaching in the program to the on-campus Ph.D./EdD.'s. Over the years there have been only been two exceptions to this when we had adjuncts teach our Legal Issues course and our

Budgeting courses at Howell. Otherwise, the graduate course load is reserved for the tenure-track faculty.

The program has a coordinator that assists with the operation of the program and helps deal with student concerns and advising and provides advice on direction of the program and works with the faculty to ensure quality deliveries. Our Masters program offers two culmination processes, either a Comprehensive Examination or a thesis and the coordinator helps orchestrate this process. The faculty, coordinator and Director enjoy a special relationship in that we are almost always “shoulder-to-shoulder” in our direction of the program and any need for change. While there are differences, we almost always agree in a professional manner and get things accomplished.

The Department is presently staffed with 12 faculty, an Academic Advisor, a Director and two clerical support staff. Our off-campus program has an Assistant Director and six full-time nontenure-track faculty. Again, only the on-campus faculty teach in the graduate program. The Academic Advisor provides support to our undergraduate program, graduate advising is completed by the Graduate Coordinator or myself. The support from the clerical is more than adequate but the burden of the undergraduate load constantly strains our ability to teach the graduate courses. As our faculty mature and more achieve tenure, the burden of covering the courses at three different locations will become easier. (The department presently has three faculty members at various stages of completing their Ph.D.'s) We recently hired a new faculty member in the tenure-track ranks that should also relieve some of the pressure of offering grad courses at three locations.

Programs/Curriculum

The Masters program is designed to meet the needs of post-baccalaureate education in Criminal Justice. The program can be difficult for those with little or no exposure to criminal justice or the criminal justice processes of the United States. The design of the program is for those in the field, or those aspiring to gain entry into the field, to gain knowledge in the administrative aspects of criminal justice. These are viewed as the necessary skills to excel in law enforcement, corrections, courts or other criminal justice related jobs. All faculty teaching in the program not only have the terminal degrees, but have extensive experience in the areas they are teaching. For example, our Budgeting course is being taught by Professor Walters who has been a Deputy Chief of Police and has extensive experience in budgeting at the governmental level. Likewise the Legal Issues courses are taught by attorneys, etc.

The program concentrates in four general areas:

- Administrative and Leadership Skills
- Personnel and Budgeting
- Research and Data Collection and Analysis
- Crime and Criminological Theory

In 2012, we changed the curriculum by removing our Program Evaluation Course and replacing it with a Data Collections and Analysis course. This change was borne out of what the faculty, and myself, saw as the need for our students to be able to understand the statistics they were reading in the literature. Essentially, we believed a void existed where our students were not being exposed to statistics at a level where they could understand even descriptive statistics and,

to a lesser extent, multivariate analysis. While this course tends to be a struggle with our students, they seem to understand the need.

Otherwise the program remains unchanged since the last program review. The program continues to provide the high quality education that our students demand and we are able to provide. Not without challenges, the program continues to thrive and grow to an extent where we could probably not support future growth. We have already experienced growth in the Grand Rapids campus causing the splitting of sections and the need to change professor loads based on these demands.

Conclusion/Recommendations

First and foremost this program should be continued. We are providing to our students exactly what we started out trying to provide and that is high quality education at the graduate level for those in the field needed advanced education for promotions or changing career paths. We also offer the program for those needing the advanced degree prior to entering the field, a phenomenon currently being experienced by our Corrections students. Many of our Corrections undergraduate students are realizing they need the Masters to get that entry level juvenile or adult probation jobs. Doors originally closed to them seem to open up once they have completed our Masters program.

One of the recommendations made in this report by Dr VanderKooi is the moving of the program from Howell to Delta Community College in University Center, MI. Over the years since I took over as the Director, many options for our program in Howell have been discussed and this is one of those. I must diverge/disagree here because I personally believe the Department and the University may best be served by looking at an on-line course offering at the

Masters level. We constantly get inquiries into whether we offer the program on-line. With our present faculty compliment I believe the direction for an on-line program is more appropriate than a move to another campus. The geographics of the move may or may not prove fruitful but rather than gambling by moving the location of the offering, keep the present locations and expand by offering an on-line option. This option, of course, would require the addition of faculty to cover such a prospect. As I write this, we are working on a proposal to potentially take that next step towards an on-line offering.

In sum, we have a very strong Masters program run by an outstanding faculty that both support the program and support Ferris. We work together to make it strong and the tradition should continue.

SECTION 1

OVERVIEW OF MASTER OF SCIENCE IN

CRIMINAL JUSTICE ADMINISTRATION PROGRAM

The Criminal Justice Administration Master's program at Ferris State University commenced in 1997. The enrollment remains consistent averaging 67 students over the past four years, with a high of 71 and a low of 62. Over the past four years, the entire Criminal Justice Department has observed a steady growth with a prior high in enrollment of 840 students 2009/10 enrolled 947 students, 2010/11 enrolled 1,112 students, 2011/12 enrolled 1,233. The 2012/13 enrollment climbed to 1,277 students (latest figures combine undergraduate and graduate). During the late eighties and early nineties, the program had been under pressure from alumni, advisory board members, and a wide range of field practitioners from various areas across the state, to institute a Master's degree in Criminal Justice. Early on, the Criminal Justice faculty resisted this due to high faculty-student ratios on the undergraduate level, lack of support courses in other areas, and the lack of library resources.

Program Goals

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

costs, and the expansion of library holdings. Approval was given to begin the program in the fall of 1997.

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

The program has a graduate coordinator and a departmental graduate committee. Until recently, there was no infrastructure guiding graduate programs at Ferris State University. Thus, the coordinator and graduate committee implemented policies and procedures that are given to both faculty and students (Appendix A). The graduate coordinator is primarily responsible for recruitment and marketing endeavors. The coordinator also serves as advisor to all graduate students. In 1997, the College of Education (now the College of Education and Human Services) established a college graduate committee. Thus, specific issues regarding students and/or faculty could be handled in a tier step process. The Graduate Coordinator has also participated in all related committees relating to graduate education since the inception of MSCJA. This included the Senate Ad Hoc committee in 1997-1998, The Senate Budget Advisory Committee, 1998-1999, VP's Task Force on Curriculum, 1999-2000, and the VP's Task Force on Graduate Education 2000-2001. In 2002, The University Graduate and Professional Council was established by the Senate. The department Graduate Coordinator is a member of this committee

and the University Graduate coordinator chairs the committee. In December, 2006, Academic Affairs approved a university Graduate Policy. As the Council develops policy, each graduate program on campus will make the necessary alterations.

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

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

granted approval to begin in the summer of 1998. In the summer of 2001, a one-time option was given to the first two classes to switch from the policy paper option to the comprehensive exam. Eight students chose this switch and passed the comprehensive exam in January 2002.

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

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

The impact of providing graduate level education to the field of criminal justice is tremendous. Practitioners and academics alike have pushed for a more professional workforce. Today, the desired worker possesses a Bachelors degree and has the ability to critically think and make independent decisions based on specific criteria. Graduate education is particularly desirable for supervisory positions. Many long-time workers are seeking Master's degrees in order to move into high-level administrative positions. For federal employment, the Master's degree increases the initial salary, can be substituted for experience by certain agencies, or is the

initial requirement for hiring (i.e. federal probation). The general mission of the graduate program is to expand the students' worldview. By presenting theoretical models, analysis and evaluation, and specific administrative skills, our program pushes our students to become critical thinkers while enhancing their communication, managerial, and research skills. Since its inception, MSCJA has been well received by criminal justice, particularly the law enforcement community. The program's success lies in utilizing quality faculty with Ph.D.'s who have had experience within the criminal justice system. This allows them to explain and analyze the theoretical world and apply it to the real world. Although the majority of our students initially graduated from Ferris State University, we are receiving more applications from other undergraduate programs and have had several international students. Our students have advanced the reputation of Ferris as a quality institution and many have been promoted into administrative positions in several different agencies around the state. Numerous students have been hired for federal government positions and it should be noted that Federal Probation in Detroit has hired three of our Master's students while Federal Probation in Grand Rapids has hired two former students. Our students have been admitted to top Ph.D. programs (two are currently Professors in the Criminal Justice Department), Law school, and adjunct teaching positions.

It is expected that the criminal justice field in general will expand over the next five years. With many top administrators retiring during this time period, those possessing graduate degrees will advance within an agency at a faster rate than other employees. As credit to the reputation of the program, we are experiencing enrollment that includes police officers from Michigan State Universities Police Department, even though MSU offers a Master's degree in Criminal Justice.

Since 1997, the Big Rapids campus has offered the program full-time. The degree can be completed in three full semesters (fall, spring, & summer). Four courses are taken in the fall and spring while two courses are completed in the summer. The program also is offered part-time in Grand Rapids delivered during from 6 PM to 8:50 PM during the week. A student taking two classes per semester can complete the degree in two years. The 2001 employer survey indicated a demand for higher education. Based on this and numerous requests for education on the east side of the state, the program was expanded to Livingston County in Howell, Michigan. The Howell program is a part-time program offering two courses per semester delivered on Saturdays and Sundays. In order to maintain high quality instruction, every effort has been made to have the full-time faculty teach at this off-campus location. Since the last program review, only two adjuncts have been used. Tim Burgeois taught Budgeting in Howell and Judge Landis Lain is an administrative court judge from Lansing who taught Legal Issues for us. The program began in the winter semester of 2006 with seven students. In the winter (now Spring) semester of 2013, 17 students were enrolled in CRIM 608. Interestingly, due to the weekend delivery, many of the students are driving from the west side of the state.

In the 2007 APR, it was suggested that based on Student Credit Hours for Grand Rapids (Fall 06: 145 & Spring 07: 159), we need to assess the current structure. The numbers indicate either expanding the program to full-time (offering all four classes) or to provide two sections of the two courses currently offered. This appears to be a moot issue where as enrollment has leveled off and as mentioned earlier it appears that many students are attending both Howell and Grand Rapids campus. Many potential students work 2nd shift and are unable to attend class during evening hours one possible solution would be to offer a cohort program that would offer day deliveries in Grand Rapids. There has also been increasing pressure to expand the program

to Delta Community College due to the success of our undergraduate program. With the demographics of students enrolled in Howell, efforts are being made to change the location of Howell to Delta Community College, with a fall of 2014 target date. A major consideration of expanding the program is that more faculty would be needed to handle the extra 4 courses per semester.

At the present time, the criminal justice faculty teaching in the graduate program also teaches in the undergraduate program. Dr. Gregory Vander Kooi, who serves as the Graduate Coordinator took over this responsibility in the 2012 fall semester for long serving Graduate Coordinator Dr. Nancy Hogan. Dr. Hogan accepted the position of University Graduate Coordinator. Dr. Hogan is certified to teach in the undergraduate Corrections track. Normally, she teaches undergraduate and Master's courses in both the fall and the winter. Dr. Steve Poland, also certified for the Corrections track, taught Personnel in the spring semester then retired and Dr. Michael Vasicek has taken over that responsibility along with the Budgeting class. Dr. Vasicek also taught the Organizational Leadership class for two semesters in 2012/13 academic year, however, Mr. Timothy Eklin ABD a new hire will be teaching that class henceforth. Dr. Russ Lewis teaches our required law classes to the undergraduate Generalists and Corrections students. He along with Dr. Chrystal Roach, who teaches in the police academy, also teaches Legal Issues in the graduate program, usually as overloads. Dr. Greg Vander Kooi and Mr. Cecil Queen, ABD, teach full-time in the Law Enforcement Academy and alternated overloads teaching Organizational Leadership in the Master's Program. Because of the maximum allowed seventeen credit hour teaching limit, both Dr. Vander Kooi and Mr. Queen are not available to teach graduate courses, except in the summer, where Dr. Vander Kooi teaches Special Topics. Dr. Steven Reifert has accepted the position of the CJ Department

Director position as well as the interim Associate Dean. He teaches both at the undergraduate and graduate level when necessary and has taught Research Methods in the Master's program. A major change in the program has been the elimination of Program Evaluation class that was replaced with Data Collection and Analysis. Dr. Mischelle Stone who joined our faculty in 2009/10 academic year is currently teaching both Research Methods and Data Collection/Analysis. The biggest struggle has been juggling the needs of an expanding undergraduate program with the needs of the expanding graduate program.

Overall, the program has slowly gained a reputation of quality in the state of Michigan. Each year the program enrolls more students representing different facets of the criminal justice system and all levels of administration. Examples include students who are directors of Loss Prevention (Lowe's and Home Depot), United Parcel Service, Chief of Police, court workers, Law Enforcement personnel, Corrections personnel, Drug Enforcement Administration (DEA), probation officers, parole officers, and a prelude to law school to name a few.

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

Program Visibility

The Criminal Justice Administration graduate degree is unique in several ways. First, it is the only program in Michigan that is 30 credit hours of all required courses. By not offering

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

Program Relevance

The following labor market analysis is derived from the Federal Occupational Handbook, 2012-2013 edition. Five areas encompass the criminal justice system. They include correctional officers, police and detectives, social workers (category for probation/parole officers), human service workers, and lawyers/judicial workers (see Appendix B). Each area will briefly be covered explaining current employment trends and salary ranges.

Correctional Officers:

This position includes all levels of government servicing over 3,400 jails, state prisons, and the federal prisons. A majority of correctional officers are employed in State and Federal prisons. Thus, they are responsible for watching over roughly 1.4 million incarcerated offenders. In 2010, bailiffs, correctional officers, and jailers held about 493,100 positions. Specifically, about 3 of every 5 occupations were held in State correctional institutions. Opportunities are also available in privatized correctional facilities (i.e. GEO, CCA). The job prospect for correctional officers is said to be exceptional; however, the employment of correctional officers is anticipated to “grow more slowly than the average” through 2014, for all careers. As of May 2010, the median earnings reported were \$39,020 for correctional officers and jailers. Although no degree is required (Michigan requires 15 semester hours), those in possession of college education tend to be promoted faster and qualify for treatment-oriented positions within the facility.

Police Officers/Detectives

This section covers all law enforcement at all levels of government. All federal agencies require at least a Bachelors degree and this standard is becoming accepted nation wide. The job outlook for this job is predicted to “slower than average for all occupations” through the year 2020. However, it should be noted that, according to the Michigan Commission on Law Enforcement Standards (MCOLES) the average age of a police officer in Michigan is 41. The aging out of veteran officers will be creating a void in employable certified officers in the next several years. As of May 2010, the median earnings for police and sheriff’s patrol officers yielded \$55,010 annually. Furthermore, criminal investigators earned \$53,990 while police and

detective supervisors grossed \$68,820 annually. Finally, federal law enforcement jobs ranged from \$42,548 to \$126,657 respectively.

Probation/Parole Agents

The Federal Occupational Handbook categorizes this area as social workers, which may be misleading in the presentation of salary and job outlook. Although social workers (BSW) are hired within this field, a person is not required to hold this degree. Many students with a Bachelors degree in Criminal Justice hold these same jobs. A Bachelor's degree is required for entry position under most circumstances, although the federal government requires a Master's degree. As of May 2010, the median earnings probation/parole officer yielded \$47,200 annually. In 2010, probation officers and correctional treatment specialists occupied about 93,200 positions. The job outlook is also predicted to "grow about as fast as the average for all occupations" through the year 2020.

Human Service Workers

This category would include such positions as alcohol or drug abuse counselors, community outreach workers, life skills counselors, and residential treatment centers. Depending on the specific job and who the employer is, a Bachelors degree may or may not be required. Most positions that require case management do require a Bachelors degree. According to the Handbook, "the number of social and human service assistants is projected to grow much faster than the average for all occupations between 2010 and 2020 – ranking the occupation among the most rapidly growing". The median earnings for this category were relatively low yielding \$28,200 annually. Overall, Human Service workers can earn \$19,300 - \$57,950 annually.

Lawyers/Judicial Workers

Lawyers hold a variety of jobs within the legal system including judicial workers and judges. Lawyers can be in private practice or work for some level of government. To practice law in the United States, a person must have a Bachelors degree, and Juris Doctorate from an accredited American Bar Association law school, and have passed the bar examination in the state(s) where he/she practices. The job outlook for lawyers is predicted to “grow as fast as average for all occupations” through the year 2020. Correspondingly, the employment of judges, magistrates, and other judicial workers is predicted to “slower than average” through the year 2020. As of May 2010, the median earnings for all lawyers were \$112,760 yearly. However, 9 months after graduation, the median earning for a lawyer yielded \$55,000 annually. This figure (\$55,000) depends on the type of work the lawyer is providing (i.e. lawyers in private practice earn \$80,000 9 months after graduation; whereas, lawyers in Academe earn \$40,000 9 months after graduation). Moreover, as of May 2010, judges, magistrate judges, and magistrates yielded a median \$119,270 yearly. According to the Handbook, “salaries of chief justices of State high courts averaged \$152,500 and ranged from \$115,160 to \$ 228,856. Annual salaries of associate justices of the State highest courts averaged \$146,917 and ranged from \$112,530 to \$218,237. Salaries of State intermediate appellate court judges averaged \$132,500 and ranged from \$104,170 to \$178,835. Salaries of State judges of general jurisdiction trial courts averaged \$113,504 and ranged from \$88,164 to \$158,100”.

References

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

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

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

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

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

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

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

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

Program Value

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

reputation has grown, many times we receive calls from employers inquiring about hiring our graduating students.

The Master's program has pushed faculty to remain active in the academic community, which has expanded the reputation of Ferris. As evidenced by the vitas, faculty sit on many boards (local to national), belong to many professional organizations associated with criminal justice, review manuscripts for journals and books, research and publish, and present papers at national conferences. Further, the faculty actively provides their expertise to the local communities through their support or assistance to non-profit organizations, guest speaking, and informal networking to these agencies. This active participation enhances both the undergraduate and graduate students' educational experience by bringing in real-world examples into the classroom. It promotes employment opportunities for our students and creates the beginning of their own networking. The Criminal Justice Administration program is a valuable asset to the university, the community, and the students.

Section 2-A

Graduate Alumni Survey Results (Appendix C)

One hundred fifty surveys were sent via U.S. mail to alumni of the Master's in Criminal Justice Administration. Twenty surveys were returned with incorrect address information. Fifty-four were returned, showing a response rate of 42%. The survey was also conducted electronically and was sent to two hundred alumni email. This survey methodology, as suspected, does not work, with only five responses, return rate of 2.5% nothing could be considered reliable or valid and the collected data was discarded. The survey consisted of 39 questions that focused on the demographics of the graduates, quality of courses and instruction, availability of resources, the facilities, and the program itself. The responses are described below.

Alumni Survey Results

The surveys were returned by former full-time (56.5%) and part-time (43.5%) students. The alumni indicated that most had a GPA above a 3.0 undergraduate (76.1%) and 35.9% stating they had between a 2.60-2.99 GPA. Four people had less than a 2.6 accounting for 8.7%. All students graduated with a 3.0 and above, with 82% obtaining a 3.51 or above. This supports the provisional admission policy, which allows the graduate coordinator to admit students who have less than a 3.0 GPA. More than 41% of the students paid for graduate school without the benefit of financial aid, 76% received no assistance or reimbursement from their employer. Fifty percent of alumni are currently employed in law enforcement, corrections or the courts. Others indicate they work for supportive agencies. Only two students reported that they were currently unemployed. Thirty-two percent have annual salaries over \$60,000, 15.9% list salaries between

\$50,001 and \$60,000, 20.5% are making \$40,001 to \$50,000, 15.9% report annual earnings of \$30,001-\$40,000, 11.4% are making 20,001-30,000, and only 4.5% are making less than \$20,000. The alumni work in a variety of settings with 55.6% indicating urban communities, 11.1% stating they work in suburban communities, and 28.9% working in rural communities. The respondents represented both sexes (58.7% female v. 41.3% male) and most were white (73.9%). Most alumni stated they definitely would choose Ferris again if starting graduate school again (67.4%), with 26.1% stating they would probably choose Ferris. Although one person was uncertain, only three people (6.5%) would not choose Ferris. Overall, students indicated that they felt they received an average to high quality degree from Ferris (97.8%).

Most students had pursued the Master's degree for either the ability to teach at a college level (55.6%), get into law school or a doctoral program (50%), for more employability (59.3%), possible promotion (38.9%), or it was required for their position (7.4%). The outcomes on these reasons for seeking a Master's degree show that 3.7% went to law school, 16.7% went into a doctoral program, 3.7% are in a position where the Master's is required, 16.7% have been promoted, 13% are up for promotion, 14.8% are teaching at a college level, and 14.8% indicated they were selected for their present position based on their degree. Twenty-two percent, though, stated their expectations were not met.

Fifty-four percent of alumni graduated with their Bachelor's degree from Ferris. In comparison to the last program review, the program's reputation has increased where we now have more students from other universities. Most students chose the program based on its location, the advice of friends, colleagues or professors, and the required courses only. When asked what skills were gained by completing the Master's degree, 75.9% thought that they

improved their writing skills, 53.7% believed they improved their abstract thinking skills, 55.6% improved their critical reasoning skills, 37% improved their reading skills, 59.3% improved their communication skills, 57.4% improved their analytical skills, 50% improved their administrative skills, and 35.2% believed they had obtained an expanded world-view.

Quality of Courses and Instruction

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

Criminal Justice

The quality of the criminal justice courses were rated good to excellent by 100% of the students taking the survey. No one rated the quality of the criminal justice courses as fair. When asked about rigor, 91.3% thought it was good to excellent (Mean=3.49, S.D. = .652). Six percent thought the classes were fair in rigor. The majority also believed the courses were relevant to working in the field (95.6%).

Five statements focused on the quality of instruction. First, students were asked to rate the fairness in grading by those teaching criminal justice courses. All the respondents indicated that grading was good to excellent (87%). When asked specifically about the quality of instruction in the criminal justice courses, again 97.8% stated good to excellent. Most students found it easy to

interact with the criminal justice faculty 91.3% while 8.7% (4 students) stated it was fair. The textbooks selected by the faculty are well received. Eighty-nine percent indicated they were good to excellent with 6.5% believing they were fair. Overall, it appears that students have a very high regard for the criminal justice faculty.

Management

The quality of management courses was rated good to excellent by 89% of the students taking the survey. Ten percent of the students listed the quality as fair and no one listed it as poor. When asked about rigor, 91% thought the management courses were challenging, 4.3% thought they were fair, and 2.2% (one student) answered poor. When asked whether the course instruction was relevant to criminal justice 93.5% rated it good to excellent whereas no one listed the relevance as fair and one student 2.2% answered poor. The majority believes the management faculty were fair in grading (91.3% rated it good to excellent), with 4 respondents reporting it was fair (8.7%) and no one selected it was poor. The next question addressed quality of instruction. Most students rated the quality good to excellent (97.8%) with 2.2% (one student) reporting it was poor. When asked about the selection of textbooks, 91.3% listed the choices as good to excellent. Two percent thought the selection was fair, while 2 people answered poor (4.3%).

Methods

The quality of the methods courses was rated good to excellent by 84.8% of the students, while another 10.9% rated it as fair and 4.3 rated it as poor. When asked about rigor, 84.8% rated the class as challenging, while 10.9% rated it fair to poor. The majority of students rated the course relevance to criminal justice as good to excellent (87%) with 8.7% rating it fair, and

2.2% (one student) rating it poor. The majority of students do believe that the grading is good to excellent (87.3%) with 4 students rating it as fair (8.7%) and two rating it as poor (4.3%).

Answers to quality of instruction were again similar. Eighty-nine percent reported it was good to excellent and 10.8% rated it as fair to poor. Eighty-nine percent of the students believed that the textbooks were good to excellent, 6.5% listed them as fair, and 2.2% rated the books as poor.

When comparing the three core areas, it appears the alumni overall were extremely satisfied with the courses offered in the degree. All three areas, of the program received outstanding result. In comparison to the last review, the satisfaction of the management core courses has improved tremendously. Finally, Methods core courses, although very difficult in light of transitioning away from Program Evaluation to Data Collection and Analysis, received positive results. Faculty turnover and managerial restraints, limiting seasoned faculty to no more than seventeen credit hours that also includes administrative stipends, places constraints on consistency. In conclusion, one survey question resoundingly stands out; when asked about the professional competence of the criminal justice faculty, 93% responded with a good to excellent rating with only one rating the faculty as fair and one displeased rating faculty as poor 2.2% each.

FLITE

The specific resources mentioned focused on library holdings, access to library databases, and computer availability. Over 78.3% of the students saw the quality of library holdings in criminal justice good to excellent while 6.5% rated them fair to poor. Surprisingly, 15% circled unknown. Since most of the students attended Ferris on the undergraduate level, one would surmise they would have formed an opinion about the quality. This may be an issue that needs

to be addressed on the undergraduate level. Are the students being required to do research?

A major concern of faculty was the access to the databases. The majority of Big Rapids students rated the on campus access as good to excellent (69.6%), while 2.2% rated the holdings as fair, with 2.2% stating they were poor. Again, 26.1% circled unknown. Sixty-one percent of Grand Rapids students found access to FLITE good to excellent, with 2.2 (one student) rating it as poor and 37% circling unknown. These unknown answers are perplexing as research papers are incorporated into the courses and the students use the databases to obtain their resources. Maybe there is a misinterpretation of the question whereby the students do not think of the databases as part of the library holdings.

The survey then questioned the respondents about the quality of databases available. For Big Rapids students, 92.4% rated them good to excellent, 3.8% rated them as poor. Four percent did not know. Sixty-eight percent of the Grand Rapids students rated the databases as good to excellent, 9.1% as fair, 0% as poor, and 22.7% unknown.

Facilities

Big Rapids students were asked about the classroom facilities and computer facilities on campus. The majority (81.40%) thought the classroom facilities were good to excellent with 14% listed them as fair. When asked about the availability of computer facilities, 81.4% of Big Rapids students stated they were good to excellent, while 7.4% stated they were fair and 3.7% (n=1) believing they were poor. Seven percent answered unknown. Grand Rapids students take classes mostly at the Applied Technology Center with some at Kendall. The survey did not ask about classrooms in GR, but did ask about computer facilities. Forty-five percent stated the

availability was good to excellent with 4.5% (n=1) stating they were fair and 4.5% (n=1) rating them as poor and 45% answered unknown.

These answers are quite an improvement over the 20071 program review. An updating of classrooms occurred in Bishop Hall that seems to be reflected in the answers. Although faculty are not satisfied with the technology in the classroom, the students do not appear to be concerned.

Services

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

The alumni thought the book services at Lundberg bookstore were either good to excellent (65.4%), fair (7.7%), or unknown (26.9%). Grand Rapids students ranked Kendall either as good to excellent (63.6%), fair (9.1%), poor (0%), or unknown (27.3%). In the past, there have been problems at Kendall in regards to the availability of books for courses. Also, in the past, both bookstores had trouble adjusting to non-academic calendar classes. For example, books were difficult to get for one week all day seminars at the beginning of the summer session. The students are supposed to read the books prior to the seminar, but many times, they were not available until the week of class. With regard to availability of courses, 92.3% of Big Rapids Campus students ranked it good to excellent and Grand Rapids student ranked it good to excellent as well 100%. Additionally, Grand Rapids students were asked about the flexibility of the program, again which 90.6% indicated it was good to excellent and 4.5% (n=1) listing it as fair. At the current time, only two classes are offered per semester. Currently, the program is part-time in Grand Rapids and there are some students who would like to go full-time or to take

classes in the day. Both campuses rated the ability to register high (BR-92.3%, GR-95.4%).

Although some did not know about grades online (BR-11.8% unknown, GR 21% unknown), the other students rated it good to excellent (BR-92.6%, GR-86.4%).

Program

Finally, students were asked about the quality of the program and their fellow graduate students. On the main campus, 81.4% rated fellow classmates as good to excellent while 7.4% listed them as fair, and 3.7% (n=1) listed them as poor. On the Grand Rapids campus, 81.9% rated fellow classmates as good to excellent, with 9.1% (n=2) rating them as fair and 9.1% (n=2) poor. When asked about the overall quality of the program, 92.3% of the main campus students rated the program good to excellent with only 7.7% stating it was fair. In Grand Rapids, 90.9% gave the program the exceptional ratings with one (4.5%) fair rating and one (4.5%) poor rating. These results show slight improvement from the last program review but it is with modesty that the last rating was so strong that there is not much room for improvement. Many of the faculty were not only new to Ferris, but new to academics as well as graduate teaching. Experience has improved the quality.

SECTION 2-B
EMPLOYER SURVEY
(Appendix D)

Forty surveys were sent out to various criminal justice employers at the federal, state, and local level. Fifteen usable surveys were returned indicating a 37.5% response rate. The survey focused on the need of graduate education, rather than specifically focusing on MSCJA. The survey did address core areas of our program (such as knowledge, evaluation, and managerial skills). The survey also focused on expected outcomes (critical thinking skills, better decision making skills, and better communication skills). The final area addressed was the importance of graduate education to criminal justice, including the ability to get hired and promoted. The results are reported below.

Core Areas

This section asked three questions regarding core areas of the MSCJA program. The first question dealt with furthering a person's knowledge. Seventy-three percent rated the knowledge as above average to excellent, 13% (n=2) as average and 13% answered unsure. Next, graduate level managerial skills were explored. Seventy-three percent rated these skills as above average to excellent while 13% (n=2) thought they were average. Thirteen percent were unsure. The importance of evaluation was then asked. Seventy-three percent rated this as above average to excellent, 13% (n=2) rated it as average, and 13% as below average. Although the majority of employers saw a need for evaluation skills, some departments may be large enough that they hire outside evaluators. It also could be possible that the 10% that responded below average were not sure what evaluation skills were.

Outcomes

Several outcome variables of graduate education were included in the survey. The first area was the expansion of critical thinking skills. Eighty percent of responding employers rated this expansion as above average to excellent with 6.7% (n=1) believing it was average and 13% unsure. The second question focused on the enhancement of decision-making skills. Again, the majority of employers (87%) answered average to above average with 13% unsure. Finally, the communication skills of graduate students have been improved. Employers rated communication above average to excellent at 73% with 2 average ratings 13% and two unsure 13%. Overall, leaders in the field are noticing the academic outcomes of graduate work, but not very strongly. Due to the randomness of the survey, there was no way to tell whether or not the agency employed many graduate level workers.

Importance of Degree

Many students come into the program for specific reasons. Many enter believing the Master's degree will enhance their chances of getting hired, while several part time students come back because they see the degree as a tool to get promoted. For several decades, the criminal justice literature has encouraged higher education for its workers. Yet, the agencies have been slow to respond. This is evident with the accepted practice of only academy trained police officers without undergraduate degrees. The first question asked about the importance of graduate education in their field. Seventy eight percent saw the degree's importance as above average to excellent, while 22.2% saw it as average. The next question addressed their own perception about graduate education by asking whether they would be more willing to hire

someone with a Master's degree. Eighty percent answered average to excellent, with one respondent (10%) answering below average and one respondent unsure 6.7%. Also addressed was whether or not it would enhance a persons' chance to get promoted. Eighty-seven percent answered above average to excellent, with two responding 13% unsure. This is encouraging as many of our students return in order to enhance their chances of promotion. Finally, employers were asked if they would recommend to their employees to pursue a Master's degree. Seventy-three percent gave highly positive answers (above average to excellent) and 20% ranked it as average with one unsure 6.7%. It must be remembered, though, that many leaders today do not possess graduate degrees, and some do not have undergraduate degrees. It would be expected that these leaders would be less enthusiastic about higher education. When asked if the employer had heard of Ferris offering a Master's degree in Criminal Justice Administration, 86.7% answered yes. One hundred percent of those responding rated the program good to excellent with one person rating it fair.

Overall the field desires, graduate education. Those responding from the Courts were most enthusiastic, followed by Corrections, and finally Law Enforcement. With the economic setting in Michigan today, employers are barraged by applicants for only a few open positions. Many have indicated that education is one way to narrow the field. The Michigan Department of Corrections in their last round of probation/parole agent positions hired only those with Master's degrees. Further, Federal Probation agents must have a Master's degree. Slow to change, though, are smaller police departments. However larger departments are seeing the benefits, i.e. Michigan Department of State Police has placed a high point value towards promotion for those with a bachelors degree and even higher points for those with a Master's degree. As noted by the one respondent, no one has a graduate degree. Hopefully, this changes in the next 5 years.

SECTION 2-C

CURRENT GRADUATE STUDENT SURVEY RESULTS (Appendix E)

A survey was administered to all students taking courses in the Spring semester of 2013. Of 40 students, 40 voluntarily participated and returned the survey completed. This is a response rate of 100%. The survey concentrated on the demographics of the student, the quality of the courses and instructors, resources available, the facilities, services, and the program itself.

Student Descriptives

Based on the answers given, almost one half of the students are part time and half full-time with most of the part-timers representing the off-campus sites. Interestingly, almost two-thirds of the students are paying for the program without benefit of financial aid or employer reimbursement. Only six students, though, did have some financial support from their employers equaling 15%. Seventeen students had an undergraduate GPA of 3.40 or above equaling 42.5% of the total surveyed students. Overall, 77% had undergraduate grade point averages of 3.0 or higher while 10% (4 students) had a GPA of 2.6 –2.9. Only five students had lower than a 2.6 GPA upon admission. When asked their current grade point average, the majority had above a 3.0 (97.5%) with only 1 student stating they were below a 3.0. Again, this supports the provisional admission policy to allow students with less than a 3.0 to at least try to succeed.

There are an equal number of women as men from the respondents, 50% men and 50% women. The group is quite diverse with 66% white and 34% representing a minority. Several minority groups are represented such as Asian, Black or African American, Native American, and Hispanic.

Forty-seven percent of the graduate students are employed full-time and 16.7% are working part time of 20 hours or more. While 32.5% (13) are full-time students, 10% of the students are working in law enforcement. Other employers include corrections, probation/parole, courts, and various public and private agencies that are related to criminal justice (i.e., Family Independence Agency, Lowes, Home Depot, UPS). The majority of the graduate students attended Ferris State University (72.5%) for their undergraduate studies while 27.5% attended other universities.

Forty percent of the responses indicated that the most important reason for selecting Criminal Justice Administration was the programs' reputation. Fifteen percent thought the most important reason was the program content, enabling the ability to finish in a reasonable amount of time, while almost 12.5% came based on colleagues' advice. Twenty-two percent indicated that location was the most important reason that they attended Ferris program. The majority would come to Ferris again (85%) with 7.5% uncertain. Some students indicated they were unsure about staying in criminal justice as a field, particularly because of Michigan's economy. Only 5% (n=2) stated that probably would not choose the program again and one would not.

Quality of Courses and Instruction

The survey focused on three core areas: Criminal Justice, Management, and Methods/Evaluation. Each area will be presented separately and then a comparison will be provided. The first area is criminal justice. Three courses were defined as criminal justice courses, Nature of Crime, Legal Issues and the Seminar in Corrections. Management courses included Organizational Leadership, Personnel, and Financial Management. Finally, Research methods and CJ agency evaluation represented the final core area.

Criminal Justice

The quality of the criminal justice courses was rated good to excellent by 92.5% of the students taking the survey. Two and a half percent thought the classes were fair in quality while two students had not taken any courses yet. When asked about rigor, 74.3% thought it was good to excellent. Five percent had not taken any Criminal Justice courses and another 17.9% thought the classes were fair in rigor. The majority also believed that the courses were relevant to working in the field (87.2%).

Five statements focused on the quality of instruction. First, students were asked to rate the fairness in grading by criminal justice faculty. The majority of students listed their answers as good to excellent (82.1%) with 7.7% reporting that grading was unknown. The remaining 4 (10%) students listed grading as fair. When asked specifically about the quality of criminal justice faculty, 87.2% stated it was good to excellent with 1 (2.6%) student reporting it to be only fair and one responding poor. Most students found it easy to interact with the criminal justice faculty (87.5%) while 10% stated it was only fair. This may be due to the Howell location where there are no permanent faculty or faculty offices. Students must rely on email, phone calls, or wait to see the instructor. Most criminal justice faculty holds special office hours down in Grand Rapids, usually before class. Due to the format of teaching all day on Saturday in Howell, it is difficult to incorporate office hours. Students were then asked about the professional competence of the criminal justice faculty. Over 90% stated the faculty was good to excellent with four students stating it was fair. The textbooks selected by the faculty seem to be well received. Seventy-seven percent indicated they were good to excellent with 15.4% believing they were fair. Finally, when asked about the helpfulness of the criminal justice office staff,

84.2% responded with a good to excellent rating with 52 students selecting fair. Overall, it appears that students have a high regard for the criminal justice faculty and staff.

Management

The 2001 program review survey indicated a high level of dissatisfaction with the management courses, which at that time, were taught by the College of Business. Students complained that the courses were not relevant to the needs of the criminal justice system, that accounting was being taught rather than how to budget, and the personnel class did not reflect issues in criminal justice. In 2002, these courses became CJ courses with CJ faculty. The majority of current students believe that the quality of the management courses is good to excellent (70.4%) and has improved to 84.6% in this survey. Two percent (n=1) thought the courses were fair and rest had not taken the class yet. When asked if the courses were rigorous, 64% stated good to excellent with 23% listing it as fair and one reporting a poor rating. Seventy-six percent believed that the courses were highly relevant with 10.5% stating they were fair. The majority of students believe that grading is highly fair (79%) while 7.9% thought it was fair. Eighty-four percent believed that the quality of instruction was good to excellent with 1 student stating it was fair. Seventy-one percent thought the quality of textbooks was good to excellent while 15.8% (n=6) thought they were fair. Further assessment needs to be completed in order to determine which courses use which books.

Methods/Evaluation

The Research Methods and CJ evaluation courses have had the most turnover in faculty. During the last 5 years, we have had adjuncts in Research Methods for one semester, Evaluation

for two semesters, and other faculty have stepped in to teach these courses three times. Thus, it is expected that some of the current students have had different instructors. In the academic year 2010/11 the Evaluations course was eliminated and was replaced with Data Analysis. The first question addressed the quality of these two courses. Eighty-five percent of the students thought the instruction was good to excellent with 5% stating it to be fair. One student listed it as poor. Eighty-two percent of the students believe that there are rigorous expectations in these courses while 10% believe they are fair. Seven percent had not taken either course. Eighty-four percent of the students believe the methods courses are relevant to the criminal justice field while 5.3% saw the relevance as fair. It is interesting to note that a former student who also believed these courses would not have much relevance, is now director of a non-profit organization. She states that these courses are the foundation of much of her grant work and evaluation of her own program. Over 68.4% believe the grading is good to excellent with only 18.4% stating it is fair, with one student rating the grading as poor. When asked about the quality of instruction in the methods courses, 84.2% state it is good to excellent with 10.5% stating it is fair. Seventy-one percent of the students rate the textbooks as good to excellent with 20.5% stating they are fair.

When comparing the 3 core areas, it is clear that students are satisfied with the courses and instruction in the program. Many of the deficiencies or lack luster responses noted in the 2007 APR enjoyed vast improvements.

FLITE

Resource access was a concern in the last program review. Off campus students had difficulty accessing databases and faculty were concerned about the lack of resources. FLITE has acquired several important databases that have expanded the availability of criminal justice research. In Big Rapids, 100% rated the availability of the library databases as good to excellent.

When asked about the quality of databases, the majority of these students rated them as good to excellent 94.5% with 5.6% (n=1) stating they were fair. The Grand Rapids students were not as glowing as the Big Rapids students, but similar to prior surveys with 70.6% listing availability of databases as good to excellent and 23.5% believing they were fair. When asked about the quality of the library databases, 70.6% answered they were good to excellent and 23.5% stating they were fair. Howell students had more favorable responses, With both availability and quality of the databases, 88.9% rated both as good to excellent and 11.1% answering they were fair a dramatic improvement from the 2007 APR survey.

Facilities

Questions relating to the facilities focused on classrooms and computer access. Sixty-one percent of the Big Rapids students answered that the quality of classrooms was good to excellent and 27.8% answered they were fair. These low numbers maybe attributed to the fact that the classrooms are close to capacity, which limits student interactions. The majority also saw the quality and availability of computers on campus as good to excellent 44.5% with 50% stating they were fair. Six percent answered unknown. Grand Rapids students had similar answers with 41.2% answering they were good to excellent, 35.3% stating they were fair and 23.5% rating the classrooms as poor. The quality and availability of the computer facilities were rated by the students, with 82.3% thought they were good to excellent while 17.6% thought they were fair. In Howell, the numbers were much higher with 44.4% rating the classrooms good to excellent and 44.4% stating they were fair with 11.1% of the students listing them as poor. Curiously, this is a much lower rating that the 2007 APR survey and yet the classrooms have not changed. Interestingly, 33.3% rated the computer facilities as good to excellent, 11.1% stated it was fair

and 55.6 rated the facilities as poor. There are no computer facilities for students to use, only a classrooms with computers. These classroom labs can be used however prior arrangement must be made. Further inquiry into the dissatisfaction of the Grand Rapids campus needs to be made.

Services

Specific questions about Services addressed a variety of issues including availability of books and courses, the ability to register and get grades, as well as the helpfulness of the criminal justice staff. The majority of students thought the book services at Lundberg bookstore were good to excellent 61.1%, with Grand Rapids students ranking Kendall bookstore at 70.6%, and Howell rating MBS as 88.9%. This situation at Howell is a vast improvement from the last APR survey. With regard to availability of courses, 88.8% of Main Campus students ranked it good to excellent, 70.6% of the Grand Rapids student ranked it as good to excellent and 88.8% of Howell students ranked it as good to excellent. All campuses rated the ability to register high (BR-88.8%, GR-48.3%, EHA-100%). Grades online received high marks, the majority of students rated it good to excellent (BR-66.6%, GR-94.2%, EHA-100%).

Program

Finally, students were asked about the quality of the program and their fellow graduate students. On the Big Rapids campus, 83.3% rated fellow classmates as good to excellent while 16.7% listed them as fair. On the Grand Rapids campus, 76.5% rated fellow classmates as good to excellent with 17.6% answering they were fair. All Howell students ranked the quality of fellow classmates as good to excellent 87.5% with one student listed the others as fair. All the students in Grand Rapids and Howell are working full-time and have chosen to squeeze in

pursuing a Master's degree into their already busy schedules. This, in itself, shows a high degree of motivation. On the main campus, though, many undergraduates choose to get a Master's degree because they are not sure what to do. Those working full-time find these students to be less motivated and more immature. When asked about the overall quality of the program, 82.4% of the Big Rapids campus students rated the program good to excellent while 82.4 of the Grand Rapids group gave the program the exceptionally ratings. Howell students were the most pleased with 87.5% of the students rated the program as good to excellent with only one student giving the program a fair rating.

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

In March of 2013, the Faculty Survey for the Master's Program was distributed to the eleven full-time faculty in Criminal Justice. Eight surveys were returned equaling a response rate of 73 percent. (Two of the respondents do not teach in the Master's program. This accounted for the two responses of "unsure.") The survey consisted of 20 statements, with Likert-type responses ranging from 1 – 6 (1=poor; 2=fair; 3=average; 4=above average; 5=excellent & 6=unsure). The survey covered several pertinent areas including support services (library, technology); academics (student knowledge, communication skills, motivation, workload) graduate assistants (funding, research opportunities), faculty (workload, quality of instruction), facilities (classrooms); and the program itself (reputation, availability of courses off campus, and quality). The results are briefly discussed for each area.

Support Services

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

2007 program survey. The overall mean was 4.25 an increase from the 2007 program survey 3.75 (in 2001 it was 1.86).

Faculty responses were more diverse about the amount of technology incorporated in the classroom. Thirty-seven percent believed that the amount was fair, 12.5 % thought the technology was average, and 12.5% indicated that the technology was above average and 12.5% believing the technology to be excellent with 25% answering unsure. The mean was 3.75 no change from the 2007 survey.

When asked specifically about the availability of software (particularly statistical packages), 1 faculty member didn't know (12.5%). The remaining faculty indicated that the availability was poor (12.5%), average (25%), and half of the faculty listed it as very good 50%. This Mean was 3.6. In 2001, several attempts were made to secure a license for SPSS, but requests were denied due to the expense. In 2002, a limited SPSS package was purchased by the College of Education and Human Services, but still was not available off campus. When Dr. Eisler became President, Ferris finally purchased a university license, which is used at off campus sites as well as the main campus. SPSS is used in the Research Methods and the Data Collection and Analysis classes.

The faculty was then asked about the ability to link into the main campus resources (i.e. the library databases) from the Grand Rapids campus. Twenty-five percent believed the access to be fair, 50% answered it was average, 12.5% stated it was above average and 12.5% thought it was excellent. The Mean was 3.6 (indicating average). Therefore, the answers, although more positive than from the 2007 program review, are mixed indicating that this issue should be explored further.

Overall, the answers indicate that there has been improvement in the support services needed to teach. Ferris is continuing to improve better methods of linking the off campus facilities and technology to the Grand Rapids Facilities.

Academics

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

The first statement focused on the faculty workload. One faculty member thought it was average 12.5%, with 4 faculty indicating it was very good 50%, whereas three were unknown 37.5%. The Mean was 4.6. The program, from a faculty standpoint, appears to be satisfied with their workload.

The first statement focused on the student workload. Two faculty members thought it was fair 25%, with one member believing the workload to be excellent 12.5%. Astoundingly over half of the faculty responded as unknown 62.5%. The Mean of those responding was 4.875. The program, from a faculty standpoint, appears to have mixed results. It may be that different classes are more rigorous and challenging than others.

The second statement asked about the written communication skills of those graduating from the program. Concerns had been expressed about many students' writing ability prior to their entrance into the program. Faculty indicated that students' writing ability was either fair 12.5%, average 12.5%, very good 25% or excellent 12.5%. The Mean was 4.286. It appears that graduate students, for the most part, are writing at least on an average graduate level.

The third statement dealt with the graduate student's desire to learn. Again the results were favorable. Faculty found student motivation average 25%, above average 25% or excellent 25%. Two faculty members were unknown. The mean was 3.00 with a standard deviation of .76.

The fourth statement asked about the students developing an analytical and theoretical knowledge. Eighty-five percent of the faculty rated this as either average or excellent while one person rated it as unknown 12.5% and one did not respond 12.5%. It appears that the students are expanding their abilities in these areas.

The overall culminating experience of the graduate student was also rated extremely high. The Mean was 4.12. Faculty rated the culminating knowledge as fair 12.5%, average 25%, very good 25%, and excellent 12.5%. Two faculty member did not know the student's experience 25%.

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

Graduate Assistants

Graduate assistants are an integral part of any graduate program. In the criminal justice department, they are primarily responsible for aiding in data collection and analysis when grant opportunities are available, providing support to the faculty in research, the classroom, and for special projects, as well as participate in departmental or secretarial needs. Two areas were addressed on the survey: research opportunities and funding. Faculty responses to research opportunities were negative. A poor or fair response accounted for 50% of the responses with only one person finding them above average 12.5%. One faculty member was giving an excellent rating for 12.5% and 2 faculty members were unsure 25%. More senior faculty may

have seen the increase in research opportunities and rated this as favorable. Less senior faculty may have expected more availability of research. The Mean was 3.25 up considerably from the 2007 APR survey. It should also be known that because of FERPA constraints and the hiring of a full-time counselor/advisor the workload was reduced and where in the past the department employed two graduate assistances, we were reduced to one graduate assistant. We may want to look at this and seek to reinstate the lost assistant.

When asked about funding, though, faculty responded negatively. The majority saw the funding as poor or fair 50%, with one faculty responding with an average rating 12.5%. Three responses were unsure accounting for 37.5% of the responses. The Mean was 3.25. In 2001 and 2007, this question received a negative response as well. It is still clear that faculty believe more funding is needed for graduate assistants. However, with the reduced workload, no advising and the SAI's becoming digital one graduate assistant is probably appropriate.

Faculty

This section looked at the quality of instruction from the criminal justice faculty viewpoint. Three statements were provided to reflect the specific specialties of those who teach in the program (criminal justice, management, and methods). The faculty rated the quality of instruction by the criminal justice faculty received the ratings of average at 12/5%, very good 37.5%, or excellent 37.5%. One person was unsure (12.5%) The mean was extremely high at 4.5. It appears that the faculty, overall, believes each other are giving quality instruction. Faculty workload was then explored. The results show 12.5% rated it as average, 50% rated it as very good, 37.5 were unsure. The mean average was 4.625. The leadership of the graduate

program was rated with 12.5% (n=1) responding as fair, 25% responding as very good and 50% responding as excellent. Mean average 4.5.

Facilities

The facilities in Bishop Hall are what they are; a converted dormitory. Prior APR surveys revealed a less than favorable ratings. In 2001, over fifty-seven percent agreed that the teaching facilities were of poor or fair quality with the rest of the responses stating they were acceptable (42.9%). In 2007, 25% still thought the quality of classrooms was poor, while 37.5% rated it as average. Two people (25%) thought the classrooms were above average. This survey resulted in similar responses. Over fifty percent agreed that the teaching facilities were of poor or fair quality with one member 12.5% stating the facility were average and one 12.5% felt they were very good. Bishop Hall was renovated, but problems still remain. Although the carpeting has been replaced, there are issues with heating and air conditioning and the equipment not working. It is rumored that the College of Education and Human Resources is slated for a new building.

When asked about the Grand Rapids facility, faculty this year, much like the 2007 APR survey were not pleased. Fifty percent rated them as fair with 12.5% stating they were average. Three people 37.5% were unsure. This variation may account for different problems faculty have experienced. As the program has expanded, the classrooms are too small for the amount of students and the rooms are long and narrow requiring the speaker to lecture from one end with the inability to move through the classroom. This limits any movement for group work. Also, the ability to use the technology is extremely complex. Finally, there is no office space for faculty to meet with students. Ferris must address these issues as other programs are having the same problems.

In winter of 2006, the program expanded to Howell at the M-Tec center. Only 4 faculty rated the facility. Two 25% stating it was fair 12.5% listed the facility as average (25%) and one 12.5% responded with a very good rating. The other faculty marked unsure because they have not taught there. The issues of this facility are just emerging. There is no internet access for faculty when there, removing the ability to connect to MYFSU to answer student questions. Since we are not given a key to the facility, we must rely on the secretary. Her day starts at 8 AM, the time the classes start. This is highly inconvenient for class preparation—faculty cannot prepare once they arrive. The equipment has to be requested in advance, and as found out this semester, is old. The DVD players and the computers do not read the newer DVD's. Because of the demographics of the student attending Howell there is a target date to move the delivery to Delta Community College in the fall of 2014.

Master's Program

Faculty was asked about the reputation of our program in the field. Twelve percent stated it was average, while three people 37.5% responded with a very good rating and one felt that the program was view excellently by the field 3 faculty members 37.5% were not sure. The mean average is 4.75.

Finally, the overall quality of the program was assessed. One faculty believes that the program is a fair quality program with 25% rating it as average, 12.5% responding with a very good rating and another 25% rating it excellent. Twenty-five percent, though, believed it was average.

In conclusion, the faculty survey is positive overall about the program and the students. The program has grown tremendously and there has been an increased workload meeting the same high standards. The quality of students is average to above average, which is normal for

many of the practitioners coming back to school after several years out. We do need to support graduate assistants and students with more funding and scholarship opportunities. The University Graduate and Professional Council is trying to address this issue as well.

SECTION 2-E

ADVISORY BOARD PERCEPTIONS (Appendix G)

In February 2013, surveys were sent to the 23 advisory board members of the School of Criminal Justice. Sixteen responses were returned accounting for 70% of the board. Nine statements were presented with responses ranging from 1-5 (1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree). The survey focused on the field's need for graduate education and the course selection. In addition, two open-ended questions asked whether a course(s) should be removed or added. The results are discussed below.

Criminal Justice Need for Master's Degree

The first question asked if there was a need for graduate education in Criminal Justice. The Mean reported was 1.375. Advisory Board members either strongly agreed 68.8% (n=11) or agreed 25% (n=4) with the statement while one remained neutral. The next inquiry asked if new supervisors should possess a Master's degree. Responses ranged from strongly agree 37.5%, agree 31.3%, neutral 18.8%, and 12.5% disagreed. Overall, though, these answers indicate that those that possess a Master's degree are more likely to get promoted considerably up from the prior APR survey. This was confirmed with the next question about a Master's degree enhancing the chance for promotion. Fifty-six percent of the Advisory Board strongly agreed and while 31.3% agreed. One person, though, was neutral accounting for 5.9%. One person disagreed with this statement. When asked if the Criminal Justice Administration degree met the needs of criminal justice, the overwhelming majority of responses indicated a favorable response (68.8%) with only 18.8% remaining neutral and 12.5 disagreeing with the statement.

Criminal Justice Administration Courses

Five statements were presented dealing with five separate areas of courses: theory, evaluation, management, budgeting, and legal issues. The reported Mean for Data Collection and Evaluation was 1.5, with 50% strongly agreeing, 50% agreeing. Management had a Mean of 1.188 with 87.5% strongly agreeing, 6.3% agreeing, and 6.3% remaining neutral. Governmental Budgeting had a Mean of 1.375 with 68.8% strongly agreeing, 25% agreeing and 6.3 remaining neutral. Finally, Legal Issues had a Mean of 1.188 with 81.3% strongly agreeing and 18.8% agreeing. These statistics show strong support for continuation of these courses. The responses regarding the theory statement indicate a Mean of 2.188 with 25% strongly agreeing, 43.8% agreeing, 18.8% neutral, and 12.5% disagreeing. Overall, the courses within the program are viewed extremely positive by the Advisory Board and necessary.

Qualitative Questions

The first open-ended question asked if anything should be removed from the program. Twelve (75%) of the respondents answered “no or n/a”, indicating that the program should remain the same. One responded that theory should be removed, two responses wanted to see more research methods and analysis as important, and one response thought agency evaluation was not necessary.

The second open-ended question asked if anything should be added to the program. Six Advisory Board members suggested that more Labor Relations, Contract Negotiations, Media/Public relations, Legal Issues, Civil Liability, and one respondent asked for a class that reviews personnel problems with significant case review.

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

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

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

SECTION 3

PROGRAM PROFILE

A. Profile of Students (Appendix H)

Student Demographic Profile

The demographics of the students over the past five years have changed. In the 2007 review, the majority of students were women. In 2013, the genders of our current students are equal with 50% men and; 50% women). The program remains racially/ethnically represented. A profile of our current students indicates that 66.7% are white while 33.3% indicated non-white. Most of the full-time students have just completed their undergraduate degree and are between the ages of 22-25. The age of the part-time students ranges from 22-60. According to Institutional Research, the average age of the students for 2012 was 31.

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

advantage of this and are taking classes at both of the two off-campus sites, creating the opportunity to do the program full-time. Overall, though, the majority of the students are part-time (52.5%) taking one or two classes per semester.

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

We have tried to deliver the program in a manner that meets the needs of both part-time and full-time students. Most full-time students like the evening classes as they can work part-time and have time to study. Most of our part-time students work during the day, so evening courses or weekend courses fit best into their schedule. It has been suggested to offer the program in Grand Rapids during the day. The classes are over-capacity now and, numbers-wise, could be split into two classes. The problem at the present time is faculty. Even though it was the recommendation of APR committee in 2007 to increase faculty, this has not occurred. We do not have enough faculty to teach two classes. The current curriculum schedule has been created so that full-time faculty can teach at all three sites.

Quality of Students (Appendix K)

The Master's in Criminal Justice Administration does not require a graduate level admission test. Several reasons exist for this decision. First, most practitioners were afraid of taking an entrance exam, and thus, did not pursue graduate education. Since our competitors require entrance exams, many practitioners have chosen our program in order to avoid the

test. Second, the research on entrance exams has shown that for Master's level, there is no clear indication of successful completion based on these scores. Both the alumni survey and the current student survey, reveal the overwhelming majority of our students began the program with an undergraduate GPA of 3.0 or higher (alumni – 76.1%, current students - 77.5%). Those who were admitted provisionally with their GPA below 3.0, tend to realize either that the program is too difficult or they meet the challenge and produce higher quality work. To graduate, a student must have a 3.0 GPA.

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

There are few academic awards available to the graduate students. Other than receiving distinction or high distinction (we are working to change this to the Latin system), the program itself gives two awards for Outstanding Graduate Student each year. In 2013/14 a new awards from the Department will be initiated and the recipients will be recognized. These awards look at the student's GPA, the student's commitment and contribution to the program, and the student's contribution to the criminal justice field. The award is usually given to students who have a 4.0 and display outstanding characteristics in their field as well as our program. Many times, it has been difficult to choose these students because there are several candidates.

At this level, there are very few scholarly/creative activities that can be pursued while getting the degree. In the first few years of the program when funding was more readily available, a few full-time students attended national conferences with the faculty. More support in this area is needed.

The accomplishments for most students come after receiving the Master's degree. As indicated by the alumni survey those 16% continued onto law school, 3.7% were accepted and are attending a doctoral programs, 14.8% were promoted because of their degree, 14.8% are up for promotion and believe that their enhances their chances, 18.5% are teaching adjunct, and 16.7% stated they were selected for their present position based on their education.

Enrollment by Age, GPA, and ACT

	Age	Average GPA	Min and Max GPA	Average ACT	Min and Max ACT
Fall 2008	32	3.51	1.71 - 4	19.48	15 - 28
Fall 2009	31	3.56	1.85- 4	19.68	11 - 28
Fall 2010	31	3.45	2- 4	18.64	11 - 27
Fall 2011	31	3.37	2.28- 4	18.55	13 - 26
Fall 2012	31	3.61	2.265- 4	18.46	13 - 25

Employability of Students
(Appendix B)

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

Salary depends on what level of government the position is, the state (Michigan is economically depressed at the present time), non-profit v. profit, and administrative level. The largest category of alumni respondents showed a salary range between \$60,000 or more 25.9% with the average earning between \$40,000 to \$50,000. Most alumni work within the state of Michigan for local municipalities or the State. Those working in the federal system tend to have a higher salary range starting at approximately \$50,000. No one chooses criminal justice to make money!

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

Other than Career Services, most career assistance is through networking with other graduate students. For instance, one student expressed interest in corporate security. Dr.

Hogan Emailed two former students, both who are directors in corporate security and they then emailed the inquiring student. The alumni also email job openings, many times before they are posted. These are then passed on to the students.

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

Only a few students have chosen to go on, either to law school or a doctoral program. Currently, two former Master's students are in law school. Two prior students have completed doctoral programs at Western Michigan. One is an assistant professor in criminal justice at the University of Toledo and the other is a professor in criminal justice at Ferris State University. Another alum is currently attending WMU PhD. program in public administration and is expected to become ABD this year.

B. Enrollment (Appendix H)

Applications are still being accepted, but as of the current date (June, 2012) we have admitted 1 new student for summer and 17 new students for fall. Based on figures provided from Institutional Research, UCEL, and the College of Education and Human Services, SCH has increased to match the enrollment trends. On average, we receive 25-30 applications per year, with 98% being admitted. The enrollment rate for the past nine years are noted in the below

tables. A clear and steady growth can be seen. Retention is high, although some students find that the program is too rigorous for their ability. Thus, of their own volition, students not capable of the succeeding quickly realize this and leave.

Enrollment for Criminal Justice Administration

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

2009/10	2010/11	2011/12	2012/13	
56	71	70	62	

The program's current goals are to change the location from Howell to Delta. It is anticipated that this will allow for individuals in the Bay City and Flint area the opportunity to continue their education. With the current partnership with Delta Community College, students will be able to receive their AA, BS and MS without leaving the Delta campus. The optimal number of students would be between 13-15; this has not been realized in Howell. In evaluating the students attending Howell we found that many are from the west side of Michigan are simply taking advantage of the weekend delivery.

Advancement and Marketing will be requested to help in the changing of the venue of the Master's Program from Southeast Michigan to East Michigan. Some suggest that we also need to recruit more actively in Big Rapids and Grand Rapids area. This becomes problematic in light of the current resources, particularly faculty, we are above our capacity for optimum learning conditions and our classrooms are simply at their full capacity. The program has become a leader in West Michigan for graduate education and it is a goal of the program to make this statewide.

C. Program Capacity

Although the courses are capped at 20 students, to date we have never refused a student admittance because we were over capacity, the ideal class size is 15 students or less. The smaller classroom affords the faculty member to incorporate intensive writing assignments, research projects, and presentations. One limitation of our program now is lack of faculty. Classes in Grand Rapids have been around or over the cap for several years. In the Fall of 2010, Legal Issues, Grand Rapids had 25 students. The classrooms at the ATC are designed for less than 20 students. When the classes are so big, group discussions and projects are almost impossible as there is no physical ability to move around. Based on the past growth trends in Grand Rapids, the Howell-Delta program will expand at a quicker rate. Although very encouraging, more faculty will be needed to handle this growth. Growth is good, but this will require increasing the current faculty by at least two. In terms of financial outcome, this would bring in more money for the university and EIO and may actually pay for itself through incentive funds. In Grand Rapids, classroom space is an issue as well. Although I have been told informally that Ferris has leased another building, I am not sure whether this will be used for additional classroom space. In regards to current enrollment, Big Rapids classes usually have 15-18 students, Grand Rapids classes usually have 18-23 students, and in Howell this semester, class size was 11-15 students. Thus, at the present time, Grand Rapids is over capacity.

D. Retention and Graduation (Appendix H)

Based on the Enrollment Profiles for the last 4 years, the Master's program has enrolled an average of 64 students (2009-2010=56; 2010-2011=71; 2011-2012=70; & 2012-2013=62) an increase from the 2007 APR of an average 42. These numbers are indicative of a stable growth of the program.

Institutional statistics provided for the last 4 years indicate that 40 degrees were conferred in 2008-2009; 23 degrees were conferred in 2009-2010; 23 degrees were conferred in 2010-2011 & 23 degrees were conferred in 2011-2012.

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

E. Access

The program is accessible in three different locations: Big Rapids, Grand Rapids, and Howell, soon to be Delta. The off-site campuses have opened up access to Southwestern and Eastern Michigan. The times and days of courses also meet the needs of the majority of full-time practitioners. During the summer, courses are offered in an accelerated manner to meet the needs of students and give them time with their families. Since all the courses are required, there is no specific entry point into the program or pre-requisite courses. Faculty is beginning to use mixed delivery and e-reserve to provide students more timely access to reading materials. The Howell-Delta sites complimented our undergraduate off-campus sites (Mott, Schoolcraft, Lansing, and Delta). These undergraduate programs become feeders into the Master's program.

Numerous universities offer similar degrees in the Detroit area. That is simply not the case in Bay City we will have no competition in that area.

Issues of marketing have arisen as Ferris traditionally markets the University as a whole. UCEL was supposed to do marketing in our newest location, but never followed through. With the UCEL being replaced by EIO and Advancement and Marketing hopefully our recruiting efforts will be more aggressive. The graduate coordinator has been visiting our off campus sites with informational sessions for our off campus undergraduates, these visits have been well received. With the development of the University Graduate and Professional Council hopefully recruiting and marketing will become a coordinated effort.

Students who need writing support do not qualify for help at GRCC. Support services to off-campus students need to be stressed. Further, Grand Rapids does not provide any faculty office space. When a student wants to discuss confidential or sensitive issues, there is no place to go. This needs to be addressed. Access to the computer facilities is overly complex in Grand Rapids. This should be simplified as well. Students have overcome this problem by bringing their own laptop computers.

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

F. Curriculum

The Master's degree is a 30-credit program of required courses. Twenty four credits make up the core courses and students then select either Option 1, 6 credit hours of thesis or Option 2,

a 3 credit Graduate Topics class and the 3 Credit Comprehensive Critique/Exam. Course requirements, their catalog descriptions, and syllabi's are provided in Appendix J.

A major revision occurred after the last Program Review with the elimination of CRIM 620 Program Evaluations and the inclusion of CRIM 625 Data Collection and Analysis.

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

G. Quality of Instruction

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

Percentage of Students Rating Quality of Instruction Good to Excellent

Quality of	Alumni-CJ	Alumni-Mgmt	Alumni-Methods	Current – CJ	Current-Mgmt	Current-Methods
Course	100%	90%	84%	93%	85%	85%
Rigor	91%	91%	84%	74%	64%	82%
Relevance	95%	93%	86%	87%	76%	84%
Grading	95%	91%	74%	82%	79%	68%
Faculty instruction	98%	98%	89%	87%	84%	84%
Textbooks	75%	78%	70%	77%	71%	72%

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

The Advisory board and Employer perceptions did not cover specific quality of instruction, but were more focused on content relevant to the need of the criminal justice system. These surveys indicated that the core components reflect the needs of the system.

The College of Education and Human services has tried to enhance the quality of instruction by adding technology to the classroom. Computers, visualizers, and DVD's are standard equipment in Bishop Hall. The department, the college, and the university have met software needs. One area that needs more attention is funding for graduate assistants. Although the department and college have traditionally provided funding for two assistants for 10-15 hours for several years, in the 2012-13 year only one position was funded. This was primarily due to Family Education Rights and Privacy Act (FERPA) regulations and the new hire of a full-time student advisor, reducing the graduate assistants workload dramatically.

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

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

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

H. Composition and Quality of Faculty

For the purposes of this report, information will only be presented on faculty who are teaching in the graduate program. The vitas of the faculty listed below and the two assistant professors that will be eligible to teach in the program are located in Appendix J. The faculty for 2012-2013 was as follows:

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

—Ph.D. Arizona State University, Justice Studies

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

Dr. Russell Lewis, Professor

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

--J.D. Valparaiso University, Law

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

Chrystal Roach , Assistant Professor

-- J.D. University of North Carolina at Chapel Hill

Areas of Specialization: Criminal Law and Procedure, Civil Liability in Public Employment, Anti-terrorism Law and Procedure

Professional Experience: 30 years Newaygo County Prosecutor's Office

Dr. Gregory Vander Kooi, Professor, Graduate Program Coordinator

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

Retired as Post Commander after 23 years with the Michigan State Police

Dr. Steven Reifert, Department Director and Interim Associate Dean

--Ph.D. Western Michigan University, Sociology

Retired as Lieutenant after 23 years with Kalamazoo Public Safety

Special Agent for 9 years with the United States Air Force.

Dr. Mischelle Taylor Stone, Associate Professor

--Ph.D. Michigan State University, Criminal Justice
Concentration in Private Security and Investigations

Private Security and Investigations, Ethics, Corrections, Juvenile Justice, Research
Methods, Online Instruction

Dr. Michael S. Vasicek, Assistant Professor

--Ed.D Wayne State University, Education, Curriculum and Instruction

32 years of law enforcement, retired as Undersheriff from the Midland County Sheriff's
Office, Michigan

Since the last review, all faculty in the graduate program have been either promoted by one rank or received merit. Further, Hogan, Lewis, Reifert and Vander Kooi have been tenured. Dr. Stone received the Dean's Recognition Award in 2013. We are looking forward to having three new colleagues join the graduate faculty in the fall of 2013 Ms. Kristin Walters ABD, Mr. Timothy Eklin ABD and Dr. Steven Hundersmarck.

The majority of faculty have been very active in the professional community. Dr. Vander Kooi has concentrated his research efforts on problem-based learning and currently has an article under review. Other than Dr. Lewis, all faculty have attended and presented research papers

either at the Midwestern Criminal Justice Association, the American Society of Criminology, and/or the Academy of Criminal Justice Sciences.

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

At the present time, the only faculty member receiving 4 credits of release time to coordinate the Master's program is Dr. Vander Kooi. He is responsible for recruiting, advising, administration, scheduling, marketing, and admission into the program. Dr. Hogan does however receive release time to act as the University Master's Coordinator.

Recruiting new faculty follows the university guidelines. The Director of the School of Criminal Justice is responsible for these procedures. Under the current administration, ABD was required for hire, although we have hired faculty with a Master's with the contractual expectation of completion of a Ph.D. We try to find diversity, but this is an endemic problem of many universities. There are four women faculty members in the department currently, but our ability to recruit and retain minority faculty is difficult. We have had minority faculty in the past, but most have moved on for better opportunities. We find that location is difficult to overcome. Most minority candidates are drawn to more urban areas rather than rural white Mecosta County.

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

The existing starting salary is too low. A new hire Dr. Hundersmarck will be starting at \$52,000 at the beginning of the 2013-2014 academic year. Non-metropolitan areas of the country where criminal justice professors made the most include Michigan's Lower Peninsula

(\$81,580 per year), and multiple areas of Ohio (\$55,810-\$80,240 per year). We definitely are on the lower end and a new professor must want what the area offers. We must be competitive to attract high quality faculty. We have lost several opportunities to hire based on salary. Also, because of the practicality of our undergraduate program, we hire people who have experience in the criminal justice or a related field. This also limits the hiring pool, as many candidates coming out of doctoral programs have no work experience. The experience requirement is difficult to change as both the Law Enforcement track and the Corrections track are certified with specific requirements of job experience.

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

Tenure-track faculty taught all the classes during this study. When an adjunct has been used, it was only for one class during a semester. They too have had to meet the criteria. In 2006-2007, Judge Landis Lain taught Legal Issues in Howell. In 2010, Tim Bourgeoise taught Budgeting in Howell. During this study full-time tenure-track faculty taught 100% of the courses. This will continue to be the standard for our program.

I. Assessment and Evaluations (Appendix K)

This report includes the TracDat report that list and describes student's outcomes at the course level and program level. Specifically included is the Assessment impact by Unit Objectives, Unit Assessment Report and the Program – Criminal Justice Administration (M.S.) – Curriculum Map.

J. Service to Non-Majors

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

K. Degree Program Cost and Productivity Data

Based on the statistics provided by Institutional Research, EIO, and the College of Education and Human Services, the Student Credit Hours have increased over the past five years for the entire Criminal Justice Department is listed below. The figures given do not incorporate the summer classes, which are part of the required courses.

2009	2010	2011	2012	2013
360	513	464	430	N/A

Overall the numbers are strong. Full-time equated faculty numbers ranges are also increasing yearly, depending on the course, and listed below (separate graduate and undergraduate data was not available).

According to the Office of Institutional Research the degree costing is at \$501.09, verses the universities average \$256. This was, on initial glance, a bit discerning. Upon contacting the Office of Institutional Research it was explained that cost includes all Bachelors and Master credit hours and that this number is in line.

The productivity report, Student Credit Hours (SCH) and the Full-time Equated Faculty (FTEF) shows a steady in in productivity.

2007/08	2008/09	2009/10	2010/11	2011/12
\$396.20	\$430.63	\$492.77	\$515.59	\$512.61

(See Appendix H)

L. Assessment and Evaluation

The comprehensive exam at the end of the coursework is the benchmark to showing the mastery of the material. Four questions cover the essential areas taught. These questions take 3 hours each to answer. Students must pass all four sections before the degree will be conferred. The other option is the thesis that requires the student do conduct research, both on the literature and the chosen subject matter, to show their mastery of the skills learned in the graduate program.

L. Administration Effectiveness

The faculty survey asked about the leadership of the graduate program. The entire faculty rated leadership as very good to excellent, except one person felt it was fair. The coordinator is a faculty position, and thus, all final decisions are made by the director of the School of Criminal Justice. The coordinator's job duties have expanded over the years, not only because of more students, but the addition of Howell and the exploration to change to Delta. The graduate program relies on a full-time secretary to handle all clerical aspects of the program however she has many other responsibilities. This position was part-time however, based on the

increasing numbers of both undergraduate and graduate students, this position was returned to full-time.

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

The teaching schedules are decided 2 semester's in advance with faculty having the choice of days in Grand Rapids and the days and times in Howell. Faculty work collaboratively to make these decisions. Since everyone teaches in the undergraduate program, flexibility is required to accommodate both levels. Faculty has been more than accommodating in meeting these needs.

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

SECTION 4

FACILITIES AND EQUIPMENT

A. Instructional Environment

The program is taught in three different locations: Bishop Hall in Big Rapids, the Applied Technology Center in Grand Rapids, and at M-Tec in Howell Michigan. All three sites meet minimum standards for classroom delivery. Bishop Hall updated the technology several years ago with the introduction of white boards, a computer in the classroom, a VCR, and a visualizer. ATC is a newer building, but suffers from small classrooms. It is common to conduct a class with 20 plus students in a room designed for a maximum of 20 students. The layout of the tables is linear, which further complicated classroom movement. The computer equipment is better, but the codes to use it are much more complex. Overall, we need to be assigned to bigger classrooms that can accommodate the growth of our program. M-Tec has adequate space in both the lab and classroom.

B. Computer Access and Availability

The Director of the School of Criminal Justice, Dr. Steve Reifert, has gone out of his way to ensure that faculty have the resources needed to provide high-quality instruction. For those faculty who teach off campus, laptop notebooks have been issued as well as an ipad with 4G technology. When a specific software program is needed for a class, it is purchased.

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

Presentation ZEN on a Friday night for the Master student taking the special topics class: Teaching Seminar, to date they are the only students receiving this training

C. Other Instructional Technology

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

D. Library Resources

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

SECTION 5

CONCLUSIONS

The Master of Science in Criminal Justice Administration began in the Fall of 1997 and just completed its 17th year offering high quality graduate education to practitioners. The program review in 2001 and 2007 indicated that the program was very successful, but did point out some concerns. These concerns included: faculty loading for graduate courses, availability of software, quality of instruction from College of Business courses, poor quality classrooms, lack of graduate student funding, and library access and resources. Many have subsequently been rectified. Since that time, the university has passed a universal standard that graduate courses are four credits for faculty loading, the university has purchased a license for Statistical Package for Social Sciences (SPSS), the School of Criminal Justice now teaches Organizational Leadership, Personnel, and Budgeting, the classrooms in Bishop Hall were renovated, and FLITE has expanded their databases as well as the access to off campus students. Thus, all the concerns of 2001 and 2007 have been addressed except one. Graduate funding is visibly lacking. No scholarships or tuition waivers are available specifically for graduate level education, thus, limiting recruitment of exceptional students. Further, graduate assistant funding is dependent on the College of Education and Human Services budget rather than a university-supported initiative. The VPAA's office has recognized the need to invest in the graduate programs and has set aside monies for a University Graduate Coordination, an office, and secretarial help.

Today, the Criminal Justice Administration program has gained an excellent reputation in Michigan. Our graduates have become our biggest recruiters and our numbers are at capacity for the resources currently available. The classes in Grand Rapids are over-capacity with numbers

usually over 20. This needs to be addressed either by offering more classes on a part-time basis (2 sections of the same course) or offering the program full-time (all 4 classes per semester). Further, Delta (an off campus location for our undergraduate criminal justice program) has been requesting the Master's program expand to Saginaw. Without faculty resources, maintaining a presence at both Delta and Howell is impossible. Expectations on moving program from Howell to Delta, are that this site will become bigger than Grand Rapids.

A. Centrality to FSU Mission

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

B. Uniqueness and Distinctiveness

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

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

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

C. Program Value

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

D. Enrollment

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

opportunities, promotion, teaching opportunities, or further education as a goal. During the 2010 and 2011 academic year largest enrollment of the program was enjoyed, even after graduating the largest number of students (40) in the 2008-2009 academic year. It is expected that this trend will continue as many top administrators are reaching retirement age and promotion opportunities become available.

E. Characteristics, Quality and Employability of Students

As stated above, the students have become more diverse in their representation of different aspects of the criminal justice field. Further, we are seeing more students choosing to get their Master's in Criminal Justice Administration from other disciplines (i.e., Social Work, Communications, & Business). The student body is quite diverse, both age-wise and ethnicity. Our average age is 29 with 33% representing a minority. Most of our students are part-time (46 part-time, 16 full-time in 2008) and at the current time all are from Michigan. We currently have two international students in the application process.

The program does not require a GRE for admission. This decision has been based on research conducted showing that on the graduate level, the GRE is not indicative of success. When looking at the undergraduate ACT tests of our graduate students, the numbers are lower than expected. For 2012, the average ACT score was 19.18 with a range of 13-27. Yet, the current average graduate GPA is 3.63 from 2007 to 2012.

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

The alumni survey indicated all but two graduates were employed. According to the alumni survey, 31% have annual salaries over \$60,000, 15.9% list salaries between \$50,001 and \$60,000, 20.5% are making between \$40,001 to \$50,000, 15.9% report annual earnings of \$30,001-\$40,000, 11.4% are making 20,001-30,000, and only 4.5% are making less than \$20,000. Other than the legal profession, these salaries are above the median ranges stated in the Occupational Outlook Handbook.

F. Quality of Curriculum and Instruction

An overwhelming majority of alumni indicate that the quality of instruction is good to excellent, 96%. The survey was divided into three core areas where 100% stated criminal justice courses good to excellent, 89% thought management courses were good to excellent, and 85% thought the methods courses were good to excellent. The average of all the courses is 90% an increase from the 2007 APR. Since taking over the administration courses from Business, there has been a marked increase in the satisfaction of curriculum and instruction by alumni.

The majority of current students also rated the quality of instruction as good to excellent. When asked about the courses, 87% indicated that the courses that the criminal justice courses

were good to excellent, 84% thought management courses were good to excellent (up from 70% in the 2007 APR study), and 84% thought methods courses were good to excellent (up from 61% in the 2007 APR study). The average was 85% (up from 72% in the 2007 APR study). As seen in the last program review, the current student numbers appear to be lower than the alumni. This may be the result of not knowing the importance of the courses in relation to the actual job. Most students do not see the relevance in methods courses until they are actually needed.

G. Composition and Quality of the Faculty

Both the alumni and the current graduate students view the composition of faculty as high quality. When planning the program, the founders required that graduate faculty at least be an ABD or a J.D. for law classes. Today, the faculty teaching in the program meets and exceeds these requirements. The degrees held by those teaching in 2012-2013, 5 have Ph.D.'s, one has both a Ph.D. and a J.D., one J.D. and one EdD. We have three new faculty eligible to teach in the program for 2013-2014; one with a Ph.D. and two are ABD.

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

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

H. Recommendations

Overall, the program review indicates that the Master of Science in Criminal Justice Administration is a very successful venture. It is providing graduate education in a market that is

not only expanding, but is demanding higher educated employees. The program has gained a high-quality reputation, particularly among law enforcement agencies. The key to continued success is to build on what has been established; high quality delivery, flexibility to meet non-traditional students needs, and highly qualified faculty possessing Ph.D.'s from respected universities and who actively participate in scholarly activity as deemed appropriate by the academic community. One of the major areas of concern is the lack of an administrative university structure that distinguishes graduate education from undergraduate education. Since 2001, the university and Senate have established the University Graduate and Professional Council. Although the UGPC is working hard to overcome many of the barriers, it is a long and difficult process because there is no administrative link until the VPAA authorized monies and appointed Dr. Hogan as the University Graduate Coordinator. Below are some of the specific issues that she and I are addressing.

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

B. Funding for graduate assistants should be expanded. Each year since the program began, funding has decreased instead of increased. In 1998-1999, four graduate assistants were funded per semester. Each received a stipend equaling 20 hours of work per week and ½ tuition waived. The next year, a new business policy was instituted requiring graduate students to be paid \$13 (more than adult part time). Waivers were eliminated and the high hourly wage cut graduate work less than 12 hours a week. In 2000, funding was provided for 2 students under work study for approximately 18 hours a week at \$9.00 per hour. In 2006, the funding was still the same, but for 15 hours. In 2012-2013 we were reduced down to one assistant at 15 hours. However with the reduced workload and responsibilities, such as no more student advising and the Student Assessment Instruments (SAI's) being conducted electronically, I would suggest an increase to 20 hours for one assistant.

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

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

F. Quality classrooms with technology and updated equipment must be provided.

Although the classrooms have improved on the main-campus, the technology is not high quality. Systems need to be updated and compatible with each other. Grand Rapids must provide bigger classrooms to accommodate the amount of students in the course. Master's level courses seem to be the last to be considered. In Howell, the equipment must be updated and accessible to faculty.

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

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

As a side note this study was funded by the Department of Criminal Justice. The initial budget request included funds for mailing surveys, this was denied and I was directed to use electronic surveys via email. Even after a discussion about the low return rate in the general population and that I suspected an even lower rate in our target population the mailing of surveys would not be funded at the VPAA level. After discussing this with Dr. Reifert he accepted the burden and paid for the mailings. This study is based on the surveys conveyed via U.S. Mail with a return rate of 42%. The electronic surveys had a return rate of 2.5%, only 5 of the 200 requests were answered and the second request resulted in zero returns. Simply stating electronic surveys do not work for this population and future studies should not consider relying on them.

APPENDIX

A



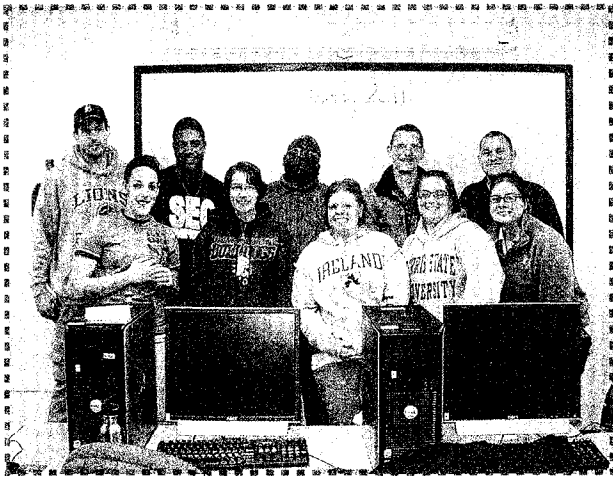
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SCHOOL OF CRIMINAL JUSTICE



CRIMINAL JUSTICE ADMINISTRATION MASTER OF SCIENCE



STUDENT HANDBOOK 2011-2012

**Master of Science in Criminal Justice Administration
School of Criminal Justice
Ferris State University**

Mission

The Master of Science in Criminal Justice Administration provides high quality education to criminal justice professionals, administrators, and traditional students. The program develops the theoretical and analytical knowledge of students to prepare them for advancement in their field or preparation for law school or doctoral studies.

Student Learning Outcomes

1. Demonstrate a critical understanding of the criminal justice system and its relationship to society.
2. Demonstrate advanced, in-depth knowledge of the nature of crime and current policy issues.
3. Develop an understanding of research methods, program evaluation, and grant writing and its application for agencies.
4. Demonstrate the development or enhancement of administrative skills necessary for supervisory positions and an awareness of governmental issues and accountability.
5. Enhance both written and oral communication skills.

Evaluation Criteria

Tool 1: Successfully complete the coursework requirements of MSCJA (assignments, exams, research papers, proposals, etc.).

The Master's in Criminal Justice Administration is made up of 24 credits of required courses with a 6 credits of a culminating experience.

Tool 2: Successfully complete the culminating experience

There are two choices under the culminating experience: 6 credits of the traditional thesis or 3 credits of graduate topics and 3 credits of Comprehensive Critique/Exam. All theses are then archived at FLITE.

Tool 3: Student Assessment

At the end of each course, student assessment evaluations are given to quantitatively measure course quality and instructor effectiveness. There is a qualitative section allowing the students to make comments and suggestions.

Tool 4: Criminal Justice Alumni Survey

As part of program review, alumni within a 5 year period are surveyed to obtain information about the correlations between their education and their employment.

Tool 5: Bi-annual Alumni Survey

All alumni are surveyed to obtain information about advancements and accomplishments for an occasional alumni newsletter

Graduate Program

Graduate study in Criminal Justice Administration leads to the Master of Science degree. The M.S. degree is a 30-semester hour program and is designed to be completed either in one year of full-time study or on a part-time basis. The program emphasizes management, administrative, theoretical, and research skills to meet the following career objectives:

1. Provide professional education and development for criminal justice practitioners in:
 - a. *Correctional administration* including positions such as director of probation and parole, state and local probation and parole officers, case managers, residential treatment directors, prison wardens.
 - b. *Police administration* (e.g. chiefs, sheriffs, directors).
 - c. *Criminal justice evaluation research* (research directors, associates, analysts, planners)
 - d. *Criminology* (researchers, evaluators, planners)

- e. *Juvenile justice administration* (program directors, researchers, counselors, court administrators)
2. Provide graduate-level education for students seeking:
 - a. Future admission to Ph.D. programs in criminal justice and/or criminology
 - b. Future admission to Law School
 3. Provide substantive preparation for community college instructors to teach criminal justice.
 4. Provide current upper-level criminal justice professionals skills in administration of criminal justice operations, resources, and staff.
 5. Provide graduates with the knowledge, skills and abilities necessary to solve problems and develop new strategies for meeting the future challenges of an evolving society.

An attempt is made to keep all courses relatively small, with class sizes generally ranging from ten to twenty students. Reflecting the diverse backgrounds of the faculty, the curriculum is interdisciplinary in nature. The current faculty members have degrees in criminal justice, justice studies, business, and sociology. They are also published, active in professional organizations, and involved in a range of service activities that assist criminal justice agencies.

Market Value of a Criminal Justice Graduate Degree

The Master of Science in Criminal Justice has been successfully used by students both as an entry-level degree to middle-management careers and as an avenue for advancement for persons already employed in some phase of the criminal justice system. Of further significance is the importance of graduate training is increasing in the field of criminal justice. Agencies are equating professionalism with higher educational training, and for many careers, the M.S. in Criminal Justice is becoming the minimum qualification for employment.

Application and Admission to the Graduate Program

Enrollment in the M.S. program begins by the applicant submitting all required information to the Ferris State University School of Criminal Justice office at least 30 days before the start of each semester. The admissions committee will then convene to review application materials from applicants/students. The committee will make its recommendations

based primarily upon grade point average, a writing sample, reference forms, and work experience. Admission requirements include:

- a. Baccalaureate degree (preferably in criminal justice or social science) from an accredited institution with an earned cumulative GPA of 3.00 or higher.
- b. Completed application for the Master of Science in Criminal Justice Administration program.
- c. Official copies of undergraduate transcripts where bachelor's degree obtained must be sent to the Graduate Coordinator (except for Ferris grads).
- d. Three completed reference forms from faculty or agency employers.
- e. A personal statement indicating why the individual is pursuing the master's degree in Criminal Justice Administration at Ferris, which serves as the writing sample.
- f. Official copies of all graduate transcripts are required for any student requesting credit for prior course work along with the course syllabus or course description when requested.
- g. \$30 application fee (except for Ferris grads or if the application is online).
- h. Prior to enrollment, students are required to attend a Master's in Criminal Justice Administration (MCJA) graduate student orientation. At this orientation, students will meet the graduate faculty, learn about the degree requirements, as well as learn about Ferris resources.

Types of Admissions

- a. **Full Graduate Standing -- Full-time Admission**

Students meeting the minimum criteria for admission are admitted with full graduate standing. Applicants admitted as full-time students are eligible for financial aid.

- b. **Full Graduate Standing – Part-time Admission**

Applicants may also be admitted to the program as part-time students. Part-time students meeting the minimum criteria for admission are admitted with full graduate standing, however, they may enroll in one or two classes per semester.

c. **Provisional Admission**

Provisional admission status may be accorded to applicants who have submitted required credentials yet exhibit deficiencies in certain requirements, including but not limited to undergraduate criminal justice course work. In these case-by-case instances, students may be required to complete an undergraduate course in criminal justice during their first semester. Applicants receiving provisional admission will be assessed each semester and will be given one semester probation if not maintaining 3.0 GPA. Applicants who fall below 2.5 gpa will be removed from the program. Regular admission will be offered upon successful completion of 12 graduate semester hours of course work with a 3.00 GPA or higher.

Graduation Requirements

- a. Complete thirty (30) semester hours of required courses with a 3.00 GPA or higher
- b. Twenty-four (24) hours will be course work with the remaining 6 hours from Option 1 or Option 2.
- c. Up to 6 credit hours may be transferred from another accredited graduate program in criminal justice. These credits are awarded at the discretion of the School of Criminal Justice.
- d. No grade under a C is permitted. All work below a C (e.g. C-) must be repeated to fulfill graduation requirements. Upon any second grade below C, the student may be removed from enrollment at the discretion of the School of Criminal Justice. No more than 2 C's (either C+ or C) are allowed on the transcript. NOTE: These are academic requirements as financial aid requirements may be more stringent.
- e. Students must complete all degree requirements within 5 years of starting classes at Ferris State University. An extension may be granted for extenuating circumstances, upon recommendation of the student's major program advisor, Graduate Coordinator, and written approval of the Graduate Committee and the Director of the School of Criminal Justice.

Master of Science Curriculum

The curriculum for the M. S. degree is composed of five segments: the theoretical core, the criminal justice core, the research skill core, the administrative core, and the culminating experience. Students are required to take three hours of theory and nine hours of course work

from the criminal justice core. The research core of three hours is designed to provide an overview of methods and statistical analysis. To prepare students for administrative positions, nine hours in administration and management are required. Finally, students must complete a "culminating experience". The culminating experience (described below) allows graduate students to demonstrate mastery of the core subject matter. This mastery can be exhibited either through satisfactory completion of a thesis (option 1) or by the Graduate Topics course and a Comprehensive Exam (option 2).

Criminal Justice Administration Summary:

Theoretical Core (3 hours)

✓ CRIM 615 Nature of Crime 3

Criminal Justice Core (9 hours)

✓ CRIM 605 Legal Issues in Criminal Justice 3

CRIM 625 Data Collection & Analysis in CJ 3

CRIM 630 Seminar in Law Enforcement OR 3

CRIM 640 Seminar in Corrections 3

Research Skill (3 hours)

✓ CRIM 650 Criminal Justice Research Methods 3

Administration (9 hours)

CRIM 673 Human Resource Management 3

CRIM 665 Financial Management for CJ
Administrators 3

✓ CRIM 608 Organizational Leadership 3

Required In-Class Credit Hours = 24

Culminating Experience (6 hours)

Option 1:

CRIM 660 Thesis* 6

Committee Structure of three faculty from Criminal Justice
where the Chair holds a Ph.D.

Option 2:

CRIM 670 Graduate Topics 3

CRIM 699 Comprehensive Critique/Exam 3

TOTAL

30 semester hours

*Crim 680- Once all coursework is completed, students working on the thesis will be required to take this 1 credit special studies course each semester until the final document has been approved.

Masters Degree Time Limitations

The minimum requirement for the Masters degree is the equivalent of one academic year of full-time graduate study, consisting of at least 30 graduate credits. A student pursuing a program leading to a Masters degree must complete all requirements no later than five years from the date of first enrollment in the degree program.

Graduation

Students who have successfully completed all requirements for the Master's degree program in Criminal Justice may apply to the School of Criminal Justice for graduation. **It is the responsibility of the student to ensure that all forms, procedures, and regulations required for graduation are fulfilled.** A Hooding ceremony is offered by the College of Education and Human Services and occurs prior to the traditional graduation ceremony performed by Ferris. Students are highly encouraged to attend both ceremonies!

Other Criminal Justice Graduate Program Policies

All students are required to make "satisfactory progress" toward the completion of their degree. Failure to fulfill this requirement will subject a student to suspension from the program. Satisfactory progress is defined as (1) continuous and successful completion of course requirements and (2) steady work on a student's culminating experience under the guidance of a faculty committee.

Please be advised that the performance of all students is monitored each semester to assure they are making satisfactory progress toward their degree. An unfavorable evaluation may mean that a student will be placed on academic probation or removal from the program. The coordinator, graduate faculty committee, and the Director of the School of Criminal Justice will determine readmission.

Academic Dishonesty

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

We reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, it will be assumed that it is plagiarized and disciplinary action will be taken, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Office of Student Conduct, and removal from the criminal justice program. Each incident will be judged on a case by case basis. Therefore, **any graduate student participating in academic dishonesty is subject to disciplinary action and/or dismissal.**

Formatting Instructions

All writing assignments are to be typed, unless the professor gives specific instructions otherwise. The format is double-spaced, 1 inch margins (all sides), 12 point font, Times New Roman print, and page numbers in the top right hand corner. All cites and references are to be according to the most recent APA style manual.

Administration of the Graduate Program

The Graduate Coordinator oversees the daily administration of the Graduate Program. Any issues or concerns are to be taken to the Graduate Coordinator for resolution. These issues or concerns may then be taken to the Criminal Justice Graduate Committee or the Director. If a resolution cannot be decided, the graduate program coordinator and the Director of the School of Criminal Justice will address the issue or suggest going to the Associate Dean of the College of Education and Human Services. Students should be advised that policies and procedures are also determined by the College of Education & Human Services Graduate Committee and the University Graduate and Professional Council.

The Culminating Experience

The culminating experience is defined as satisfactory demonstration of mastery of criminal justice subject matter. This demonstration can be exhibited by either satisfactory completion of the traditional thesis or a Graduate Topics course and the Comprehensive Critique/Exam. Students will be required to complete the option they choose. Students who choose a thesis may not subsequently choose to satisfy the culminating experience by taking the Graduate Topics course and the Comprehensive Critique/Exam. Similarly, students who choose to do the two classes cannot subsequently opt for the thesis.

Students who choose the thesis option, will be required to take a special studies (Crim 680), a continuing credit, each semester beyond completion of all coursework. This continuing credit allows the student to remain active in the program and ensures access to all resources at Ferris State University.

If a student fails to register for the continuing credit the semester after his/her coursework is completed, no faculty will participate in guidance, reading, or editing any work. Further, the student's status will be considered in bad standing. The following semester, the student must then take two (2) continuing credits and demonstrate progress on the thesis in order to remove the bad standing status. If three (3) semesters pass without a student registering for the continuing credits, the student is removed from the program and unable to graduate. Reapplication may be made to the graduate Coordinator, and if readmitted back into the program, the student must register for all back credits missed plus one penalty credit. At no time does failing to register for the credits or removal/reapplication alter the 5 years allowance for completion of the program. In other words, the time clock keeps on ticking! If there are extenuating circumstances, it is the student's responsibility to request a meeting in writing to the graduate Coordinator for consideration of a waiver. Based on the student's past performance and the existing circumstances, the coordinator, graduate committee, and/or Director of the School of Criminal Justice may approve a waiver of the one credit for one semester.

Option I Comprehensive Critique/Examination

The Comprehensive Critique/Examination is one option that the student can choose to satisfy the culminating experience requirement. This course is designed to review and test the students' knowledge on the program's curriculum.

Test Development

The test will be developed by the graduate coordinator and will be based on questions from the graduate faculty teaching the course.

Critique/Review

A two-three day review will commence approximately 3 weeks before the examination. When possible, all teaching graduate faculty will participate. Sample questions and group projects will be assigned to help guide students in their preparation for the comprehensive exam.

Test Administration

The Comprehensive Critique/Exam will be offered twice a year in June and in January/February. This, though, is contingent upon the number of students registered. When enrollment numbers do not meet university requirements, the exam may be offered only once in a given year. The examination will consist of four-five questions on the core areas (Nature of Crime, Seminar, Methods/Evaluation, and Management) and will be administered over two days of testing. Three hours will be given per topic. The primary format used is on the computer where all answers are typed and placed on a flash drive. The second format that may be used with permission of the graduate coordinator is where answers are written in long hand during the exam period and then copied by the instructor. The student then has one week to type the answers and submit them to the graduate coordinator. All copies of comp answers will remain on file with the School of Criminal Justice.

Test Grading

The Comprehensive exam will be graded by the graduate faculty who taught graduate courses in the tested core areas. In some instances, though, the graduate coordinator or graduate committee may grade a section. Each section on the comps will be graded separately receiving a grade of fail, low pass, pass, or high pass. A High Pass will be marked on the transcript if a student receives high pass grades for three out of four sections or four high passes out of five sections. The high pass designation is negated if any section receives a low pass. If a student receives low passes on three out of four sections (or low pass on four out of five sections), the transcript will be marked with a Low Pass.

If a student fails any section, a second attempt will be permitted within a specified time period chosen by the Graduate Coordinator (usually within a month of the original results). If the student cannot make the first test date, it will be considered a fail and the student may sign up for the second date. If a section is failed on the second attempt, a student must either sign up to retake the class or to retake the Comprehensive Critique/Exam the next time it is offered. A student who takes the class(es) of the failed section(s), may retake the test after completion of the class. Failure of the test after repeating the class will result in removal from the program.

If a student opts to just register for the next comprehensive review without retaking the class, if the test is failed on this attempt, the student will be removed from the program. The time limit for completing the comprehensive exam is 12 months, unless there is a scheduling problem on the part of the graduate program. Any student who fails one section regardless of the grades on the other sections, will receive a low pass overall and the transcripts will be marked accordingly.

Option II Thesis

Guidelines for the Thesis

1. The student must decide whether he/she would like to take Graduate Topics and the Comprehensive Exam or complete the traditional thesis. It is recommended that students who are interested in pursuing a doctoral degree in the near future complete the thesis. Although some doctorate programs do not require a thesis for entrance, many programs do. Another consideration in deciding an option should be the time needed to complete the project and the accessibility of the information required.
2. Students considering a thesis should talk to a graduate faculty member for guidance as to whether or not this decision is feasible. Once a student has decided on the thesis and has a topic to be explored, the student should choose a chair of the committee. It is easier to ask a faculty member to chair the committee who has an interest in the subject matter or has expertise in the area of exploration. Check the faculty research interests page to help in the decision of who would be most appropriate.
3. After a faculty member has agreed to chair your committee, ask for their advice as to who would be best for committee selection. The committee selection is a two-way process, so if there is someone you would like to work with, discuss this with your chair.
4. Once a committee is selected, the student must submit a *thesis* proposal along with the completed Committee Selection form and either email it or send a hard copy to the Graduate Coordinator. The proposal should also be given to the Committee chair and members for evaluation. Based on the thesis proposal, the Thesis committee along with the Graduate Coordinator will make the final decision as to whether the thesis option is appropriate. **If the Thesis committee decides that the proposal is not conducive to thesis level work, the student will be advised to sign up for the Comprehensive Critique/Exam.** This decision may be appealed in writing to the Graduate Committee for further review. The Graduate Committee's decision will be final.
5. The committee will decide the content of the text for the thesis. All projects must be formatted according to the university instructions provided.
6. Each committee shall be made up of one chair and two supervisory committee members. When not an active committee member, the graduate program coordinator will sit on each committee as ex-officio.

7. The time limit for thesis completion is 18 months. The clock starts ticking the summer semester when the student registers for thesis hours.

Requirements of Committee Members

1. The chair must have a Ph.D. and be teaching courses in the graduate curriculum of the School of Criminal Justice.
2. Committee members must teach full time in the School of Criminal Justice. At least one member must have a Ph.D. in Criminal Justice or a related field.

Thesis Proposal

The thesis proposal is to be completed and turned into the Thesis Committee by March 1st of the year a student wishes to sign up for thesis hours. The proposal is an overview of the thesis project. It consists of four parts.

1. The first page is the Thesis Committee Form, which must be completed by the student and signed by the thesis committee.
2. The second section is a 10-15 page literature review of the subject matter to be explored. This section should be formatted according to the thesis instructions, as it will become part of Chapter 2.
3. The third section will be a brief explanation of the research question(s), identifying the variables to be tested based on the literature review as well as describing the methodology and analysis chosen to explore the subject.
4. The final section is the reference section for all resources used in the proposal. Again, it must be formatted correctly according to the thesis instructions and the most current edition of the APA manual.

Thesis Committee Form

Name of Student: _____ **Student I.D.** _____

Email Address:

Cell Phone #:

Date Submitted: _____

Subject of Thesis: _____

Supervisory Committee

Name

Signature

_____, **chair**

_____, **member**

_____, **member**

Proposal approved
Date of Approval:

Document completed
Date of approval _____

Submit this form to the Graduate Program Coordinator, 525 Bishop Hall

APPENDIX

B

Protective Service >

Police and Detectives

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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.

Contacts for More Information

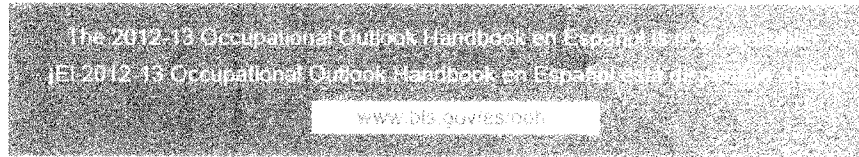
Learn more about police and detectives by contacting these additional resources.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Police and Detectives,

on the Internet at <http://www.bls.gov/ooH/protective-service/police-and-detectives.htm> (visited June 11, 2013).



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Community and Social Service >

Probation Officers and Correctional Treatment Specialists

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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

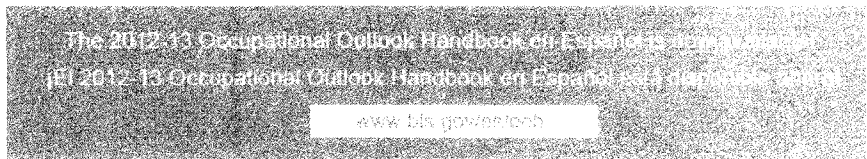
O*NET provides comprehensive information on key characteristics of workers and occupations.

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 11, 2013).



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Community and Social Service >

Social and Human Service Assistants

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Summary

Quick Facts: Social and Human Service Assistants

2010 Median Pay	\$28,200 per year \$13.56 per hour
Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2010	384,200
Job Outlook, 2010-20	28% (Faster than average)
Employment Change, 2010-20	106,000



Social and human service assistants help people who are suffering or need additional support.

What Social and Human Service Assistants Do

Social and human service assistants help people get through difficult times or get additional support. They help other workers, such as social workers, and they help clients find benefits or community services.

Work Environment

Social and human service assistants work for nonprofit organizations, for-profit social service agencies, and state and local governments. They generally work full time, and some work nights and weekends.

How to Become a Social and Human Service Assistant

The minimum requirement is a high school diploma or equivalent, but some employers prefer to hire workers who have additional education or experience. Without additional education, advancement opportunities are limited.

Pay

The median hourly wage of social and human service assistants was \$13.56 in May 2010.

Job Outlook

Employment of social and human service assistants is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. There should be good job prospects, as low pay and heavy workloads cause many workers to leave this occupation.

Similar Occupations

Compare the job duties, education, job growth, and pay of social and human service assistants with similar occupations.

O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

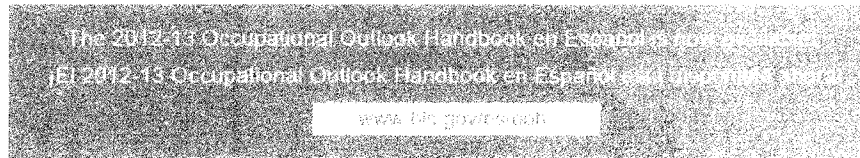
Contacts for More Information

Learn more about social and human service assistants 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*, Social and Human Service Assistants, on the Internet at <http://www.bls.gov/oooh/community-and-social-service/social-and-human-service-assistants.htm> (visited June 11, 2013).



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Legal >

Lawyers

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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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Summary

Quick Facts: Lawyers

2010 Median Pay	\$112,760 per year \$54.21 per hour
Entry-Level Education	Doctoral or professional degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2010	728,200
Job Outlook, 2010-20	10% (About as fast as average)
Employment Change, 2010-20	73,600



Lawyers advise and represent individuals, businesses, or government agencies on legal issues or disputes.

What Lawyers Do

Lawyers advise and represent individuals, businesses, or government agencies on legal issues or disputes.

Work Environment

The majority of lawyers work in private or corporate legal offices. Some work for local, state, and federal governments. The majority work full time, and many work long hours.

How to Become a Lawyer

Formal requirements to become a lawyer usually include a 4-year bachelor's degree, 3 years of law school, and passing a written bar examination. However, some requirements vary by state.

Pay

The median annual wage of lawyers was \$112,760 in May 2010.

Job Outlook

Employment of lawyers is expected to grow by 10 percent from 2010 to 2020, about as fast as the average for all occupations. Competition for jobs should continue to be strong because more students are graduating from law school each year than there are jobs available.

Similar Occupations

Compare the job duties, education, job growth, and pay of lawyers with similar occupations.

O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

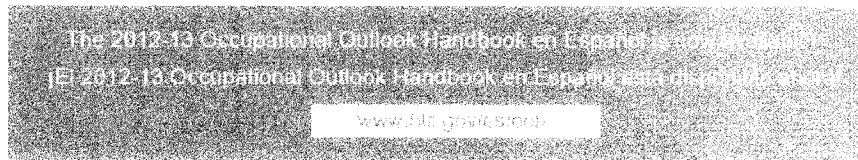
Contacts for More Information

Learn more about lawyers by contacting these additional resources.

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SUGGESTED CITATION

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition, Lawyers*, on the Internet at <http://www.bls.gov/oooh/legal/lawyers.htm> (visited June 11, 2013).



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Legal >

Judges, Mediators, and Hearing Officers

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Summary

Quick Facts: Judges, Mediators, and Hearing Officers

2010 Median Pay	\$91,880 per year \$44.17 per hour
Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	See How to Become One
On-the-job Training	See How to Become One
Number of Jobs, 2010	62,700
Job Outlook, 2010-20	7% (Slower than average)
Employment Change, 2010-20	4,600



What Judges, Mediators, and Hearing Officers Do

Judges, mediators, and hearing officers apply the law to court cases and oversee the legal process in courts. They also resolve administrative disputes and facilitate negotiations between opposing parties.

Judges, mediators, and hearing officers apply the law to resolve disputes and facilitate negotiations between parties.

Work Environment

Most judges, mediators, and hearing officers are employed by local, state, and federal governments. Most work in courts. The majority work full time.

How to Become a Judge, Mediator, or Hearing Officer

Judges and hearing officers usually have law degrees and work experience as lawyers. Some judges are elected. Training requirements for mediators varies.

Pay

The median annual wage of judges, mediators, and hearing officers was \$91,880 in May 2010.

Job Outlook

Employment of judges, mediators, and hearing officers is expected to grow by 7 percent from 2010 to 2020, slower than the average for all occupations. Most job openings will arise when judges, mediators, and hearing officers leave their jobs or retire.

Similar Occupations

Compare the job duties, education, job growth, and pay of judges, mediators, and hearing officers with similar occupations.

O*NET

O*NET provides comprehensive information on key characteristics of workers and occupations.

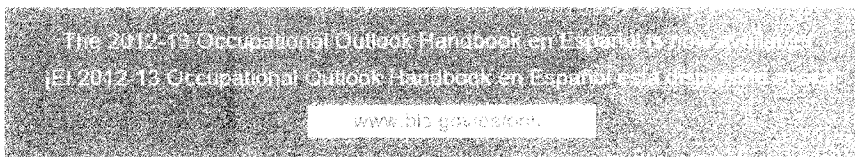
Contacts for More Information

Learn more about judges, mediators, and hearing officers by contacting these additional resources.

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SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Judges, Mediators, and Hearing Officers, on the Internet at <http://www.bls.gov/ooh/legal/judges-mediators-and-hearing-officers.htm> (visited June 11, 2013).



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Protective Service >

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Correctional Officers

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: 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.

Contacts for More Information

Learn more about correctional officers 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*, Correctional Officers, on the Internet at <http://www.bls.gov/ooH/protective-service/correctional-officers.htm> (visited June 11, 2013).

APPENDIX

C

CRIMINAL JUSTICE GRADUATE PROGRAM ALUMNI SURVEY

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

1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?
 - Part-time
 - Full-time

2. What status were you admitted into the masters program?
 - Regular
 - Provisional

3. What was your undergraduate grade point average?
 - Less than 2.30
 - 2.31 - 2.59
 - 2.60 -2.99
 - 3.00 - 3.39
 - 3.40 or above

4. What was your final grade point average on the graduate level?
 - Less than 3.0
 - 3.01 – 3.25
 - 3.26 – 3.50
 - 3.51 – 3.75
 - 3.76 – 4.00

5. What proportion of your expenses as a graduate student at FSU were funded by financial aid?
 - None
 - Some, but less than half
 - More than half

6. What proportion of your expenses as a graduate student at FSU were funded by your employer?
 - None
 - Some, but less than half
 - More than half

7. What proportion of your expenses as a graduate student at FSU were funded by you?

- None
- Some, but less than half
- More than half

8. What is your current occupation?

- Not employed
- Student
- Law enforcement (state or local)
- Corrections
- Probation/Parole
- Courts
- Federal Agency
- State governmental agency
- Security
- Other _____

9. Federal agency specified

10. State agency specified

11. What is your official job title?

12. What is your current salary range?

- \$20,000 or less
- \$20,001-30,000
- \$30,001-40,000
- \$40,001-\$50,000
- 50,001-60,000
- 60,001 or more

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

- Interested in teaching or training on college level
- Interested in applying for law school
- Interested in pursuing doctorate degree
- To make self more employable

- For possible promotion
- Masters necessary for job or position of interest
- Other _____

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

- My expectations were not met
- I was accepted into a doctoral program
- I was accepted into a law school
- I am employed in a position that requires a master's degree
- I was selected for my present position because of my master's degree
- I have been promoted since obtaining my master's degree
- I am up for promotion and my master's degree may enhance my chances
- I am either teaching or training for a college level program
- Other reasons (Please explain why): _____

15. Please explain why your expectations were not met.

16. Name of doctoral program: _____

17. Name of law school: _____

18. Position: _____

19. Promoted to: _____

20. Did you attend FSU for undergraduate studies?

- Yes
- No

21. Where did you attend for your undergraduate studies? _____

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

- Big Rapids
- Grand Rapids
- Howell

23. What was the **most** important reason you chose to attend Ferris' Criminal Justice Administration as opposed to another university?

- Offered required courses only (30 credit program)
- Academic reputation of the undergraduate criminal justice program
- Academic reputation of the graduate criminal justice program
- Advice of colleagues, friends, or professors
- Cost
- Location
- Admission standards of FSU
- Flexibility of course offerings
- Potential completion of program full time in one year
- Other (please explain) _____

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

- Definitely no
- Probably no
- Probably yes
- Definitely yes

25. If you answered probably no or definitely no to question 24, please explain: _____

26. Which of the following best represents how you feel about your graduate degree from Ferris State University?

- It is a low quality degree
- It is an average degree
- It is a high quality degree

27. If you answered low quality, please elaborate: _____

28. What skills did you gain from your graduate degree? (Please check **all** that apply)

- Did not improve any skills
- Improved writing skills
- Improved abstract thinking skills
- Improved critical reasoning skills
- Improved reading skills
- Improved communication skills
- Improved analytical skills
- Improved administrative skills
- Expanded Worldview

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

	Poor	Fair	Good	Excellent	Unknown
A) Overall quality courses in Master's program.	1	2	3	4	5
B) Overall quality of Criminal Justice courses.	1	2	3	4	5
C) Overall quality of Management courses.	1	2	3	4	5
D) Overall quality of Methods courses	1	2	3	4	5
E) Rigorous expectations in criminal justice courses.	1	2	3	4	5
F) Rigorous expectations in management courses.	1	2	3	4	5
G) Rigorous expectations in methods courses.	1	2	3	4	5
H) Relevance of Criminal Justice courses to criminal justice field.	1	2	3	4	5
I) Relevance of management courses to criminal justice field.	1	2	3	4	5
J) Relevance of methods courses to criminal justice field.	1	2	3	4	5
K) Fairness of grading in criminal justice courses.	1	2	3	4	5
L) Fairness of grading in management courses.	1	2	3	4	5
M) Fairness of grading in methods courses.	1	2	3	4	5
N) Quality of instruction in criminal justice courses.	1	2	3	4	5
O) Quality of instruction in management courses.	1	2	3	4	5
P) Quality of instruction in methods courses.	1	2	3	4	5
Q) Opportunities for interaction with criminal justice faculty.	1	2	3	4	5
R) Quality of textbooks used in criminal justice courses.	1	2	3	4	5
S) Quality of textbooks used in management courses.	1	2	3	4	5

T) Quality of textbooks used in methods courses.	1	2	3	4	5
U) Professional competence of criminal justice faculty.	1	2	3	4	5
V) Helpfulness of criminal justice office staff.	1	2	3	4	5
W) Clarity of degree requirements for completing master's degree.	1	2	3	4	5
X) Opportunities for formal student evaluation of instruction.	1	2	3	4	5
Y) Quality of criminal justice holdings in criminal justice at FLITE.	1	2	3	4	5
Z) Off campus access to library holdings at Ferris State University.	1	2	3	4	5
AA) On campus access to library holdings at Ferris State University.	1	2	3	4	5

30. **Big Rapids students only, please answer the following questions:**

	Poor	Fair	Good	Excellent	Unknown
A) Availability of library databases at Ferris.	1	2	3	4	5
B) Quality of library databases at Ferris.	1	2	3	4	5
C) Availability of books at the Lundberg Bookstore	1	2	3	4	5
D) Availability of courses.	1	2	3	4	5
E) Quality of criminal justice classroom facilities.	1	2	3	4	5
F) Quality and availability of computer facilities on campus.	1	2	3	4	5
G) Quality of students in the criminal justice program.	1	2	3	4	5
H) Ability to register for courses.	1	2	3	4	5
I) Access to grades online at Ferris.	1	2	3	4	5
J) Overall quality of criminal justice graduate program.	1	2	3	4	5

31. **Grand Rapids students only, please answer the following questions:**

	Poor	Fair	Good	Excellent	Unknown
A) Availability of books at the Kendall Bookstore (GR)	1	2	3	4	5
B) Availability of courses.	1	2	3	4	5
C) Flexibility of course scheduling.	1	2	3	4	5
D) Quality and availability of computer facilities at GR.	1	2	3	4	5
E) Availability of library databases at Ferris.	1	2	3	4	5
F) Quality of library databases at Ferris.	1	2	3	4	5
G) Access to Ferris State University's library databases from Grand Rapid's campus.	1	2	3	4	5
H) Ability to register for classes.	1	2	3	4	5
I) Access to grades online at Ferris State University.	1	2	3	4	5
J) Quality of students in the criminal justice program.	1	2	3	4	5
K) Overall quality of the graduate program.	1	2	3	4	5

Everyone Please:

32. What is your sex?

- Male
- Female

33. Your ethnicity is:

- Asian, Pacific Islander or Filipino
- Black or African-American
- Hispanic, Chicano or Spanish-speaking American
- White or Euro-American
- Native American
- Other

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

- Rural
- Suburban
- Urban

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

- 10,000 or less
- 10,001-25,000
- 25,001-100,000
- 100,001-250,000
- 250,001 or more

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

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

38. We are including success stories in our new brochure. Can you attribute an advancement where your Master's degree has aided you.

39. Please use this space for any additional comments.

Thank you for your participation.

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

Frequencies

Alumni

1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?

Statistics

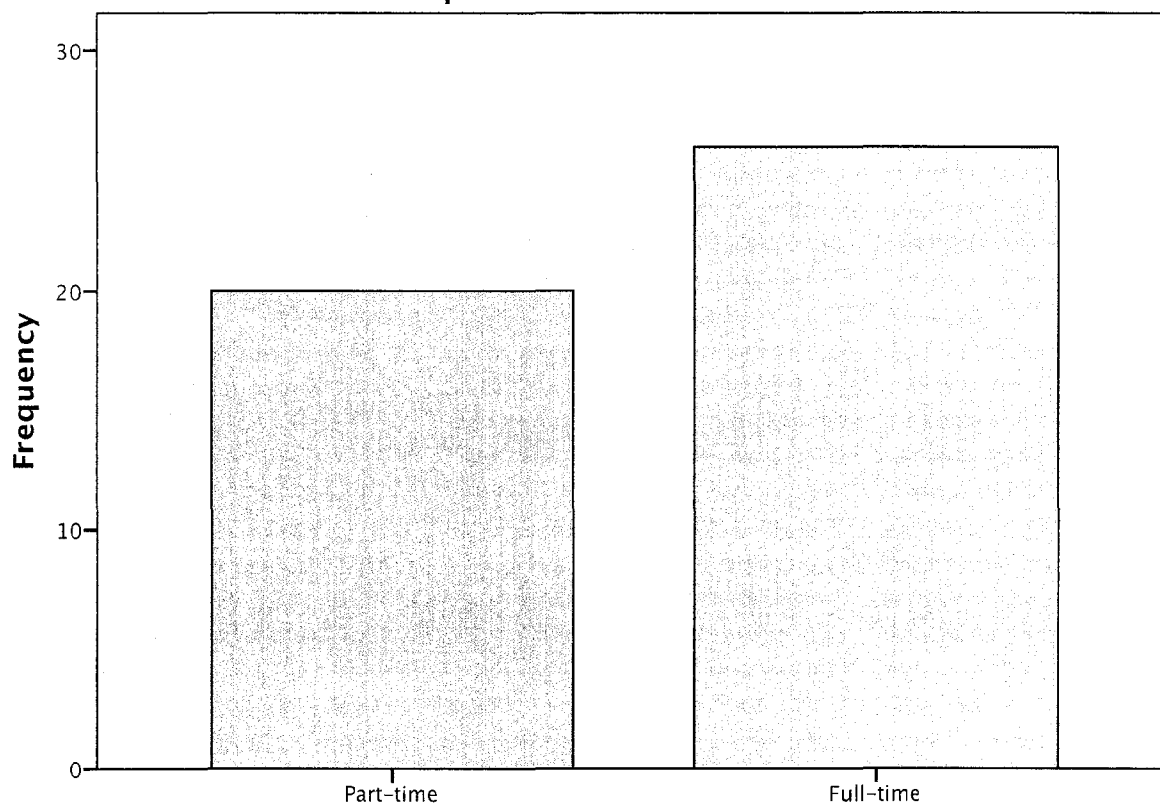
1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?

N	Valid	46
	Missing	8
Mean		1.57
Median		2.00

1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time	20	37.0	43.5	43.5
	Full-time	26	48.1	56.5	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?



1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?

2. What status were you admitted into the masters program?

Statistics

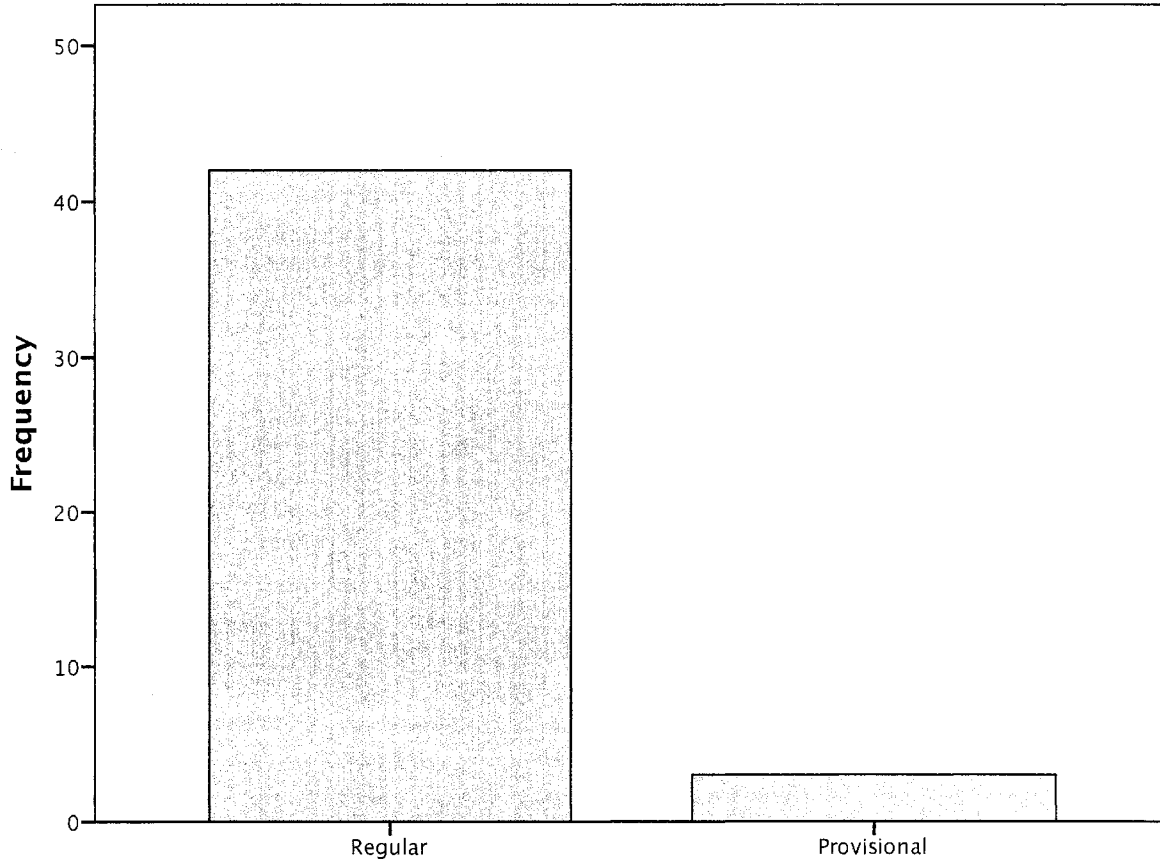
2. What status were you admitted into the masters program?

N	Valid	45
	Missing	9
Mean		1.07
Median		1.00

2. What status were you admitted into the masters program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regular	42	77.8	93.3	93.3
	Provisional	3	5.6	6.7	100.0
	Total	45	83.3	100.0	
Missing	System	9	16.7		
Total		54	100.0		

2. What status were you admitted into the masters program?



2. What status were you admitted into the masters program?

3. What was your undergrad grade point average?

Statistics

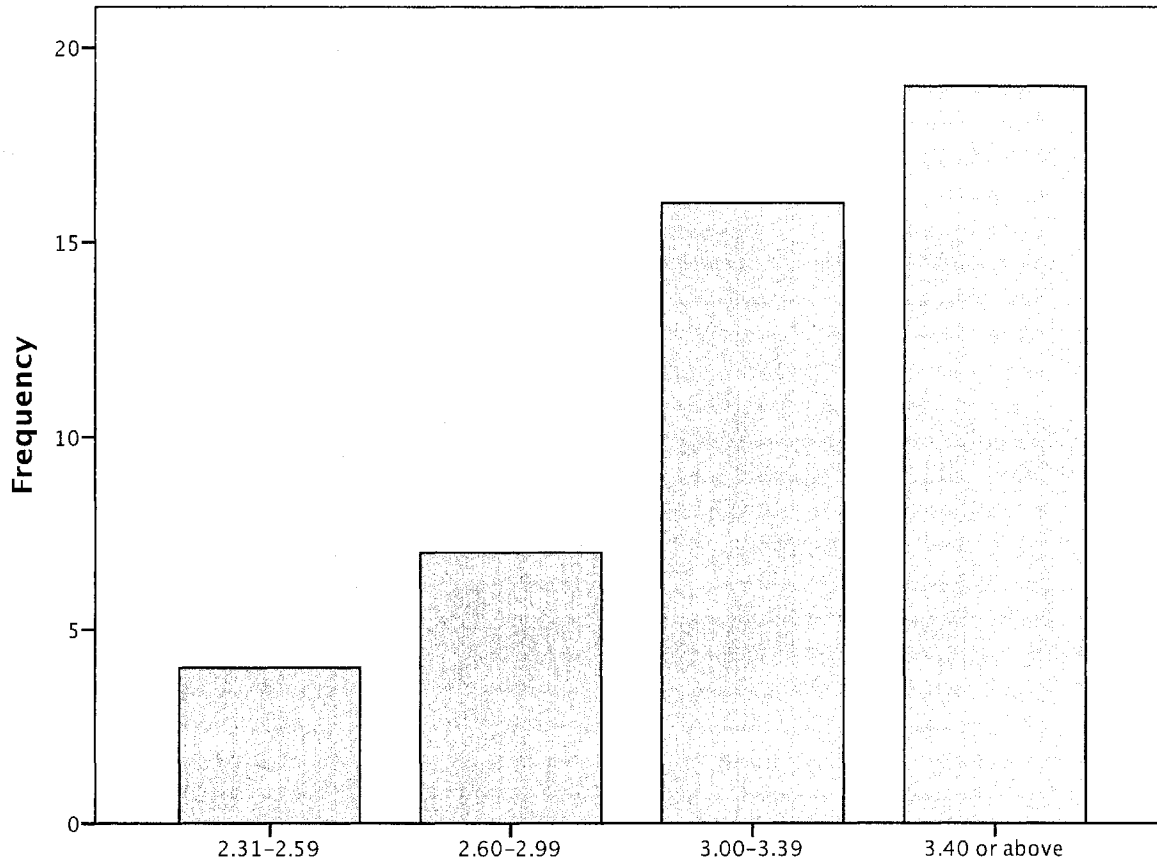
3. What was your undergrad grade point average?

N	Valid	46
	Missing	8
Mean		4.09
Median		4.00

3. What was your undergrad grade point average?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.31-2.59	4	7.4	8.7	8.7
	2.60-2.99	7	13.0	15.2	23.9
	3.00-3.39	16	29.6	34.8	58.7
	3.40 or above	19	35.2	41.3	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

3. What was your undergrad grade point average?



3. What was your undergrad grade point average?

4. What was your final GPA on the graduate level?

Statistics

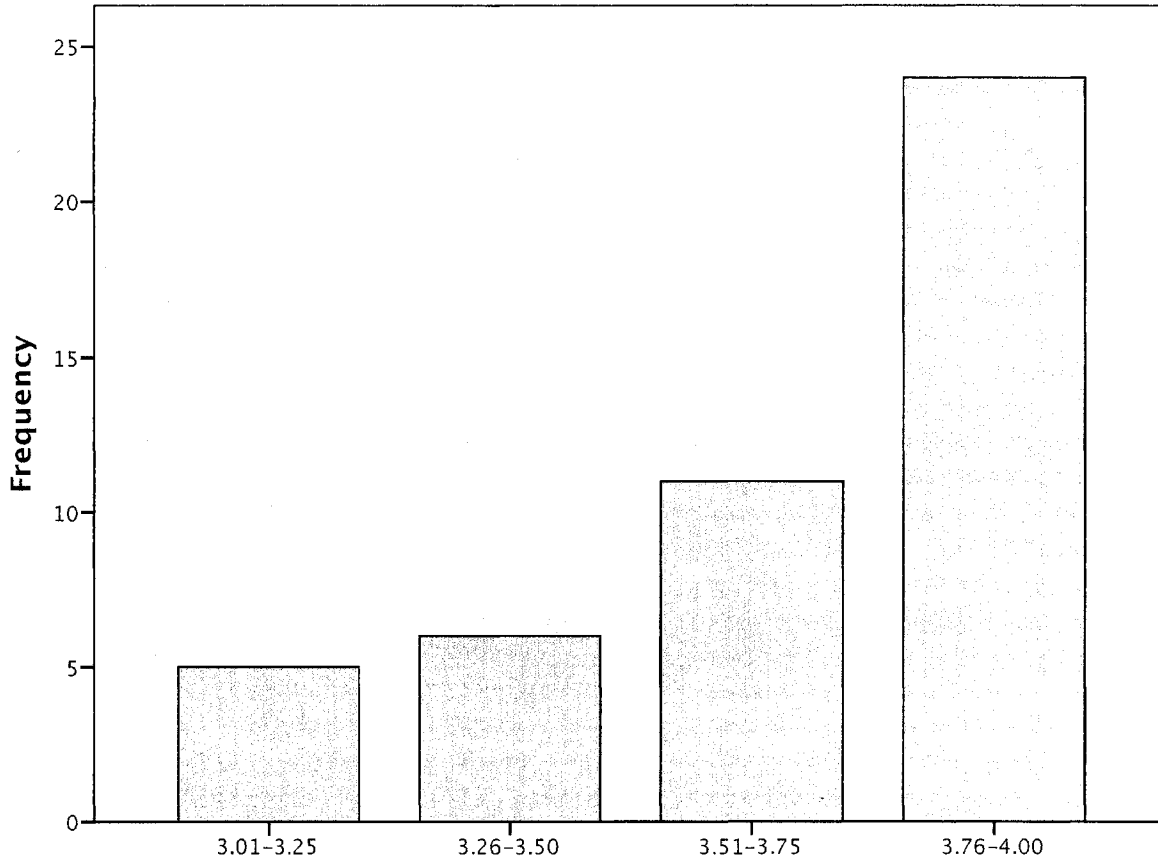
4. What was your final GPA on the graduate level?

N	Valid	46
	Missing	8
Mean		4.17
Median		5.00

4. What was your final GPA on the graduate level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.01-3.25	5	9.3	10.9	10.9
	3.26-3.50	6	11.1	13.0	23.9
	3.51-3.75	11	20.4	23.9	47.8
	3.76-4.00	24	44.4	52.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

4. What was your final GPA on the graduate level?



4. What was your final GPA on the graduate level?

5. What proportion of your graduate school expenses at FSU were funded by financial aid?

Statistics

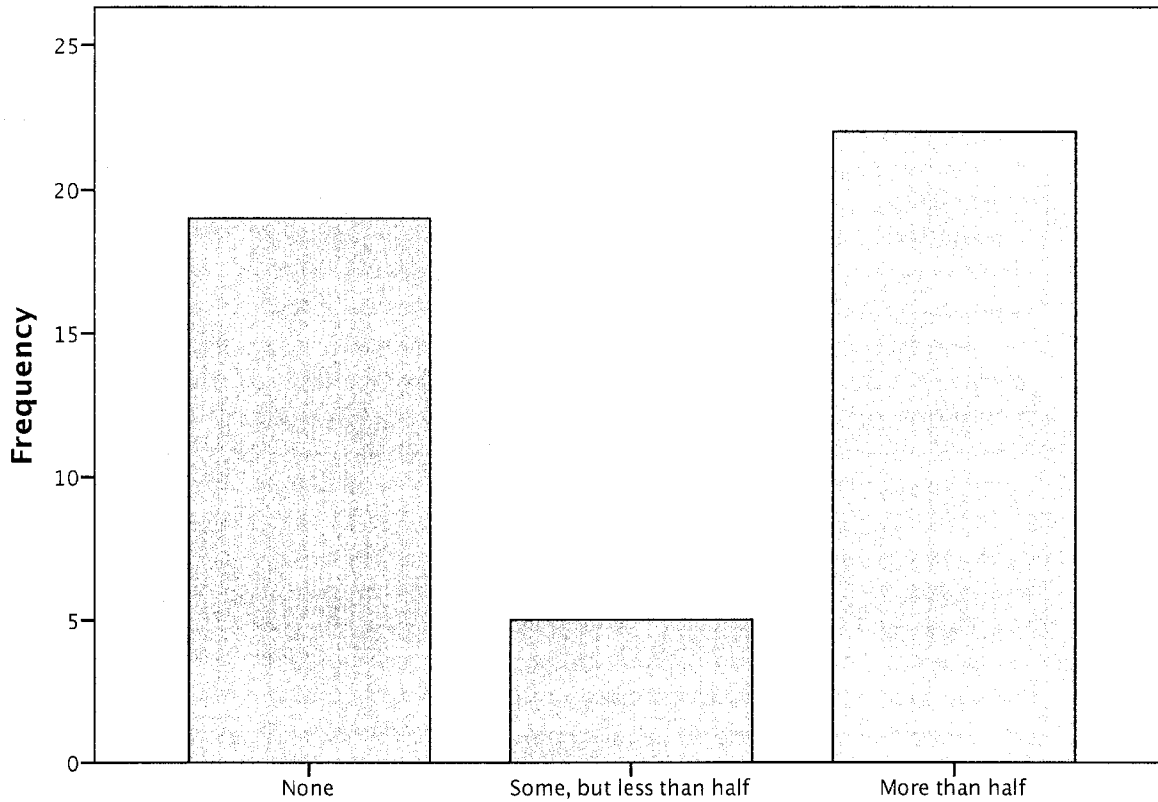
5. What proportion of your graduate school expenses at FSU were funded by financial aid?

N	Valid	46
	Missing	8
Mean		2.07
Median		2.00

5. What proportion of your graduate school expenses at FSU were funded by financial aid?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	19	35.2	41.3	41.3
	Some, but less than half	5	9.3	10.9	52.2
	More than half	22	40.7	47.8	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

5. What proportion of your graduate school expenses at FSU were funded by financial aid?



5. What proportion of your graduate school expenses at FSU were funded by financial aid?

6. What proportion of your graduate school expenses at FSU were funded by your employer?

Statistics

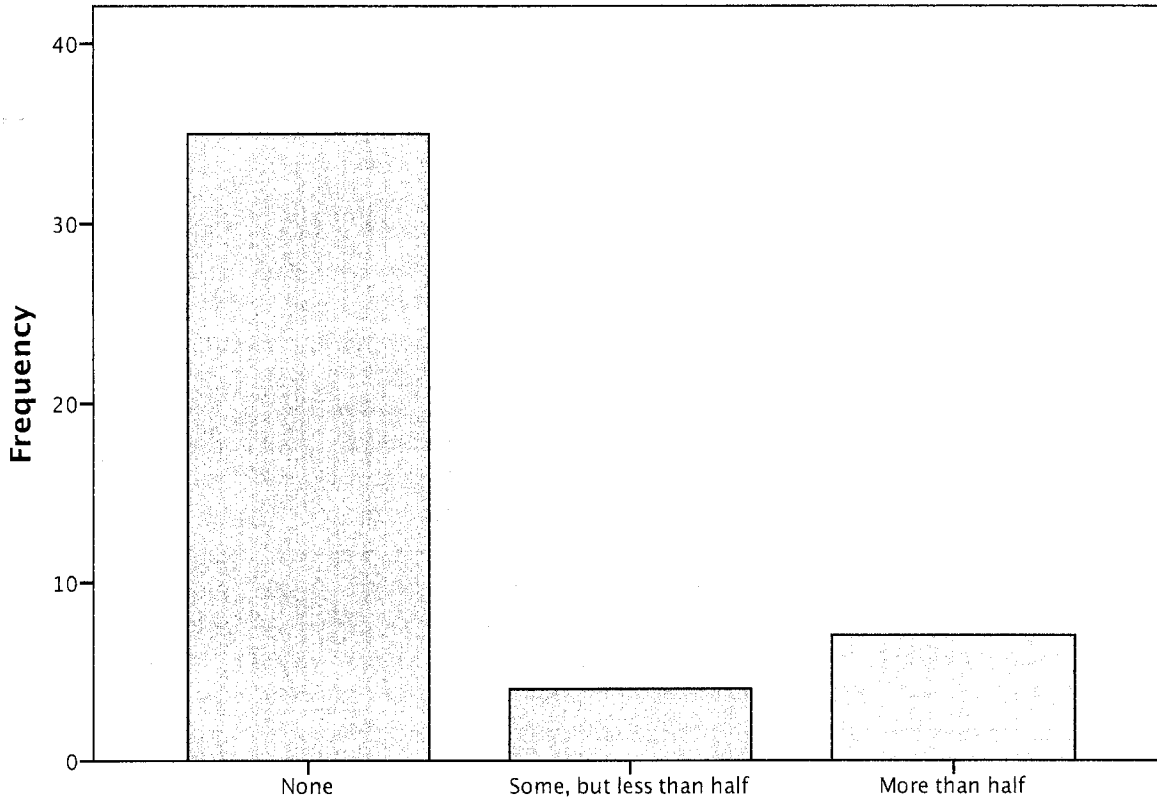
6. What proportion of your graduate school expenses at FSU were funded by your employer?

N	Valid	46
	Missing	8
Mean		1.39
Median		1.00

6. What proportion of your graduate school expenses at FSU were funded by your employer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	35	64.8	76.1	76.1
	Some, but less than half	4	7.4	8.7	84.8
	More than half	7	13.0	15.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

6. What proportion of your graduate school expenses at FSU were funded by your employer?



6. What proportion of your graduate school expenses at FSU were funded by your employer?

7. What proportion of your graduate school expenses at FSU were funded by you?

Statistics

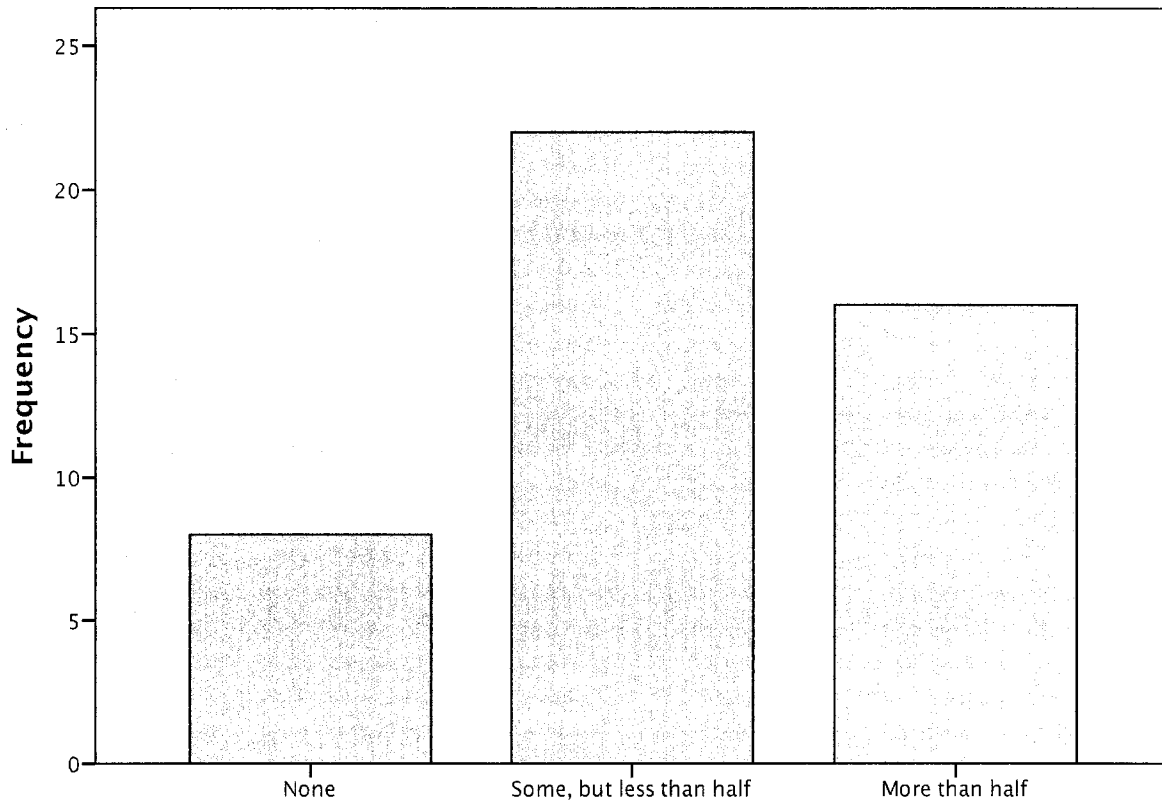
7. What proportion of your graduate school expenses at FSU were funded by you?

N	Valid	46
	Missing	8
Mean		2.17
Median		2.00

7. What proportion of your graduate school expenses at FSU were funded by you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	8	14.8	17.4	17.4
	Some, but less than half	22	40.7	47.8	65.2
	More than half	16	29.6	34.8	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

7. What proportion of your graduate school expenses at FSU were funded by you?



7. What proportion of your graduate school expenses at FSU were funded by you?

8. What is your current occupation?

Statistics

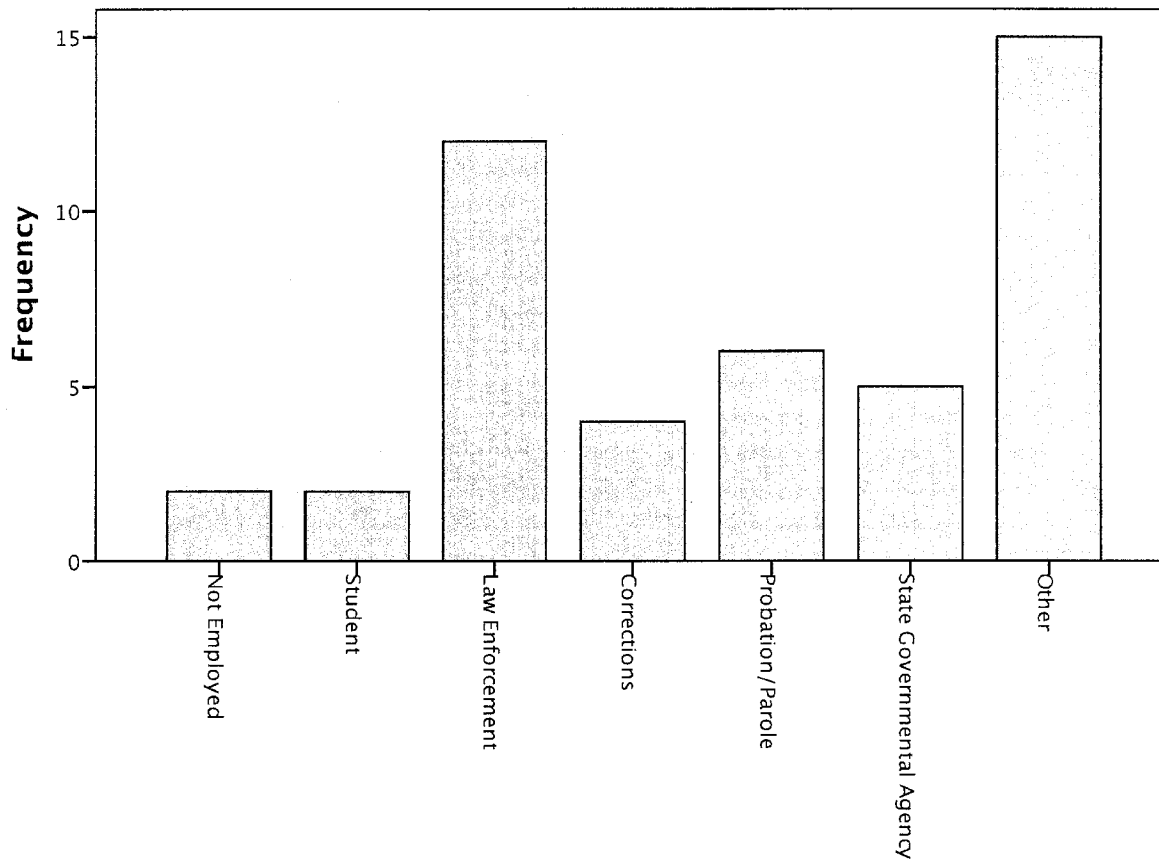
8. What is your current occupation?

N	Valid	46
	Missing	8
Mean		6.04
Median		5.00

8. What is your current occupation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Employed	2	3.7	4.3	4.3
	Student	2	3.7	4.3	8.7
	Law Enforcement	12	22.2	26.1	34.8
	Corrections	4	7.4	8.7	43.5
	Probation/Parole	6	11.1	13.0	56.5
	State Governmental Agency	5	9.3	10.9	67.4
	Other	15	27.8	32.6	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

8. What is your current occupation?



8. What is your current occupation?

11. What is your official job title?

Statistics

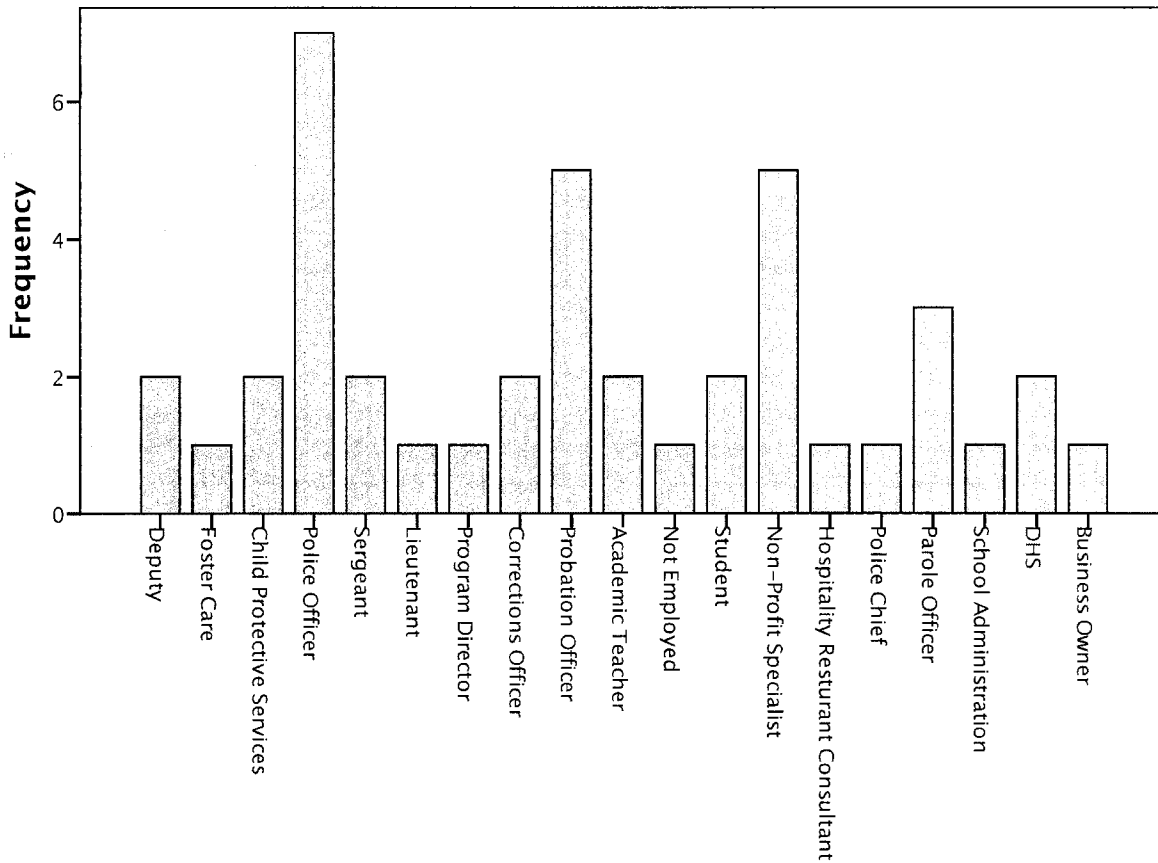
11. What is your official job title?

N	Valid	42
	Missing	12
Mean		24.95
Median		30.00

11. What is your official job title?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deputy	2	3.7	4.8	4.8
	Foster Care	1	1.9	2.4	7.1
	Child Protective Services	2	3.7	4.8	11.9
	Police Officer	7	13.0	16.7	28.6
	Sergeant	2	3.7	4.8	33.3
	Lieutenant	1	1.9	2.4	35.7
	Program Director	1	1.9	2.4	38.1
	Corrections Officer	2	3.7	4.8	42.9
	Probation Officer	5	9.3	11.9	54.8
	Academic Teacher	2	3.7	4.8	59.5
	Not Employed	1	1.9	2.4	61.9
	Student	2	3.7	4.8	66.7
	Non-Profit Specialist	5	9.3	11.9	78.6
	Hospitality Resturant Consultant	1	1.9	2.4	81.0
	Police Chief	1	1.9	2.4	83.3
	Parole Officer	3	5.6	7.1	90.5
	School Administration	1	1.9	2.4	92.9
	DHS	2	3.7	4.8	97.6
	Business Owner	1	1.9	2.4	100.0
	Total	42	77.8	100.0	
Missing	System	12	22.2		
Total		54	100.0		

11. What is your official job title?



11. What is your official job title?

12. What is your current salary range?

Statistics

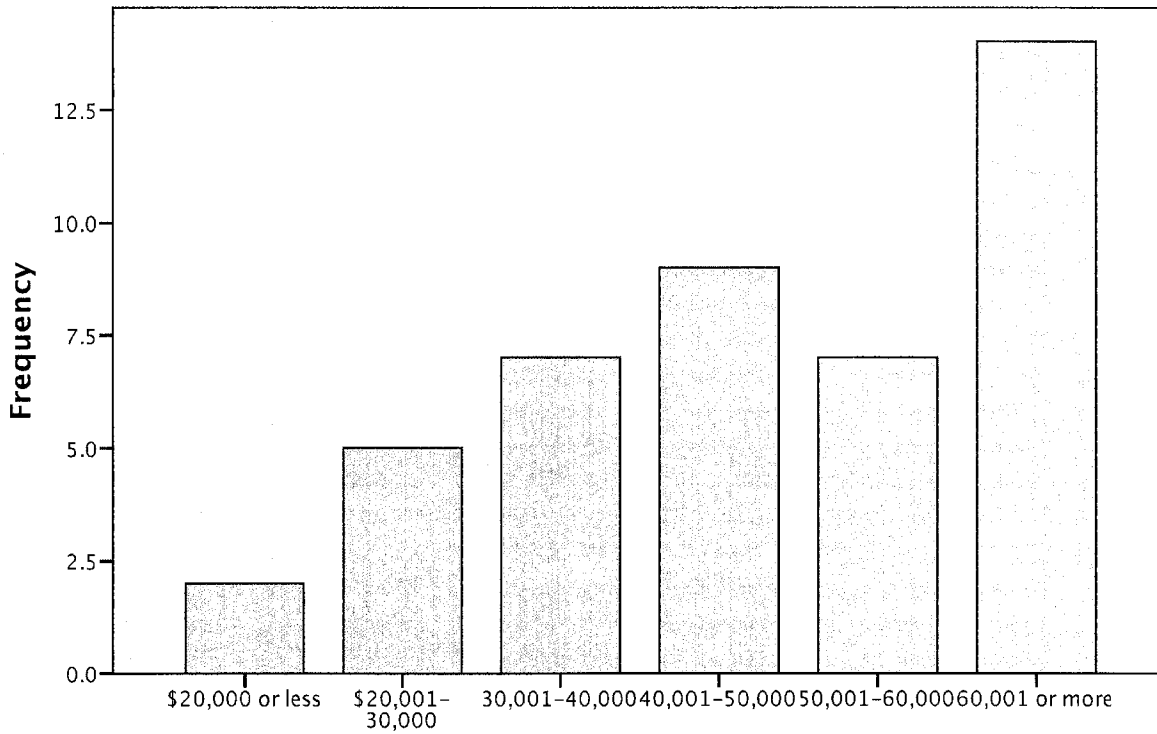
12. What is your current salary range?

N	Valid	44
	Missing	10
Mean		4.27
Median		4.00

12. What is your current salary range?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$20,000 or less	2	3.7	4.5	4.5
	\$20,001-30,000	5	9.3	11.4	15.9
	30,001-40,000	7	13.0	15.9	31.8
	40,001-50,000	9	16.7	20.5	52.3
	50,001-60,000	7	13.0	15.9	68.2
	60,001 or more	14	25.9	31.8	100.0
	Total		44	81.5	100.0
Missing	System	10	18.5		
Total		54	100.0		

12. What is your current salary range?



12. What is your current salary range?

13 a. Interested in Training or Teaching at a college level

Statistics

13 a. Interested in Training or Teaching at a college level

N	Valid	30
	Missing	24
Mean		1.00
Median		1.00

13 a. Interested in Training or Teaching at a college level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Interested in Training or Teaching on college level	30	55.6	100.0	100.0
Missing	System	24	44.4		
Total		54	100.0		

13b. Interested in Applying for Law School

Statistics

13b. Interested in Applying for Law School

N	Valid	11
	Missing	43
Mean		2.00
Median		2.00

13b. Interested in Applying for Law School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Interested in Applying for Law School	11	20.4	100.0	100.0
Missing	System	43	79.6		
Total		54	100.0		

13c. Interested in pursuing doctorate degree

Statistics

13c. Interested in pursuing doctorate degree

N	Valid	16
	Missing	38
Mean		3.00
Median		3.00

13c. Interested in pursuing doctorate degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Interested in pursuing doctorate degree	16	29.6	100.0	100.0
Missing	System	38	70.4		
Total		54	100.0		

13d. To make self more employable

Statistics

13d. To make self more employable

N	Valid	32
	Missing	22
Mean		4.00
Median		4.00

13d. To make self more employable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To make self more employable	32	59.3	100.0	100.0
Missing	System	22	40.7		
Total		54	100.0		

13e. For Possible Promotion

Statistics

13e. For Possible Promotion

N	Valid	21
	Missing	33
Mean		5.00
Median		5.00

13e. For Possible Promotion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid For Possible Promotion	21	38.9	100.0	100.0
Missing System	33	61.1		
Total	54	100.0		

13f. Masters necessary for job or position of interest

Statistics

13f. Masters necessary for job or position of interest

N	Valid	4
	Missing	50
Mean		6.00
Median		6.00

13f. Masters necessary for job or position of interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Masters necessary for job or position of interest	4	7.4	100.0	100.0
Missing System	50	92.6		
Total	54	100.0		

13g. Other

Statistics

13g. Other

N	Valid	2
	Missing	52
Mean		7.00
Median		7.00

13g. Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Other	2	3.7	100.0	100.0
Missing System	52	96.3		
Total	54	100.0		

13a. I was accepted into Doctoral Program

Statistics

14a. I was accepted into Doctoral Program

N	Valid	9
	Missing	45
Mean		1.00
Median		1.00

14a. I was accepted into Doctoral Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My expectations were not met	9	16.7	100.0	100.0
Missing	System	45	83.3		
Total		54	100.0		

14b. I was accepted into Law School

Statistics

14b. I was accepted into Law School

N	Valid	2
	Missing	52
Mean		2.00
Median		2.00

14b. I was accepted into Law School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I was accepted into Doctoral Program	2	3.7	100.0	100.0
Missing	System	52	96.3		
Total		54	100.0		

14c. I am employed in a position that requires a master's degree

Statistics

14c. I am employed in a position that requires a master's degree

N	Valid	2
	Missing	52
Mean		3.00
Median		3.00

14c. I am employed in a position that requires a master's degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I was accepted into law school	2	3.7	100.0	100.0
Missing	System	52	96.3		
Total		54	100.0		

14d. I was selected for my present position because of my master's degree

Statistics

14d. I was selected for my present position because of master's degree

N	Valid	8
	Missing	46
Mean		4.00
Median		4.00

14d. I was selected for my present position because of my master's degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am employed in a position that requires a master's degree	8	14.8	100.0	100.0
Missing	System	46	85.2		
Total		54	100.0		

14e. I have been promoted since obtaining my master's degree

Statistics

14e. I have been promoted since obtaining my master's degree

N	Valid	9
	Missing	45
Mean		5.00
Median		5.00

14e. I have been promoted since obtaining my master's degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I was selected for my present position because of my master's degree	9	16.7	100.0	100.0
Missing	System	45	83.3		
Total		54	100.0		

14f. I am up for promotion and my mater's may enhance my chances

Statistics

14f. I am up for promotion and my mater's may enhance my chances

N	Valid	7
	Missing	47
Mean		6.00
Median		6.00

14f. I am up for promotion and my mater's may enhance my chances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have been promoted since obtaining my master's degree	7	13.0	100.0	100.0
Missing	System	47	87.0		
Total		54	100.0		

14g. I am either teaching or training for a college level program

Statistics

14g. I am either teaching or training for a college level program

N	Valid	8
	Missing	46
Mean		7.00
Median		7.00

14g. I am either teaching or training for a college level program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am up for promotion and my master's degree may enhance my chances	8	14.8	100.0	100.0
Missing	System	46	85.2		
Total		54	100.0		

14h. Other reasons

Statistics

14h. Other reasons

N	Valid	10
	Missing	44
Mean		8.00
Median		8.00

14h. Other reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am either teaching or training for a college level program	10	18.5	100.0	100.0
Missing	System	44	81.5		
Total		54	100.0		

14i. My expectations were not met

Statistics

14i. My expectations were not met

N	Valid	12
	Missing	42
Mean		9.00
Median		9.00

14i. My expectations were not met

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other reasons	12	22.2	100.0	100.0
Missing	System	42	77.8		
Total		54	100.0		

20. Did you attend FSU for undergrad studies?

Statistics

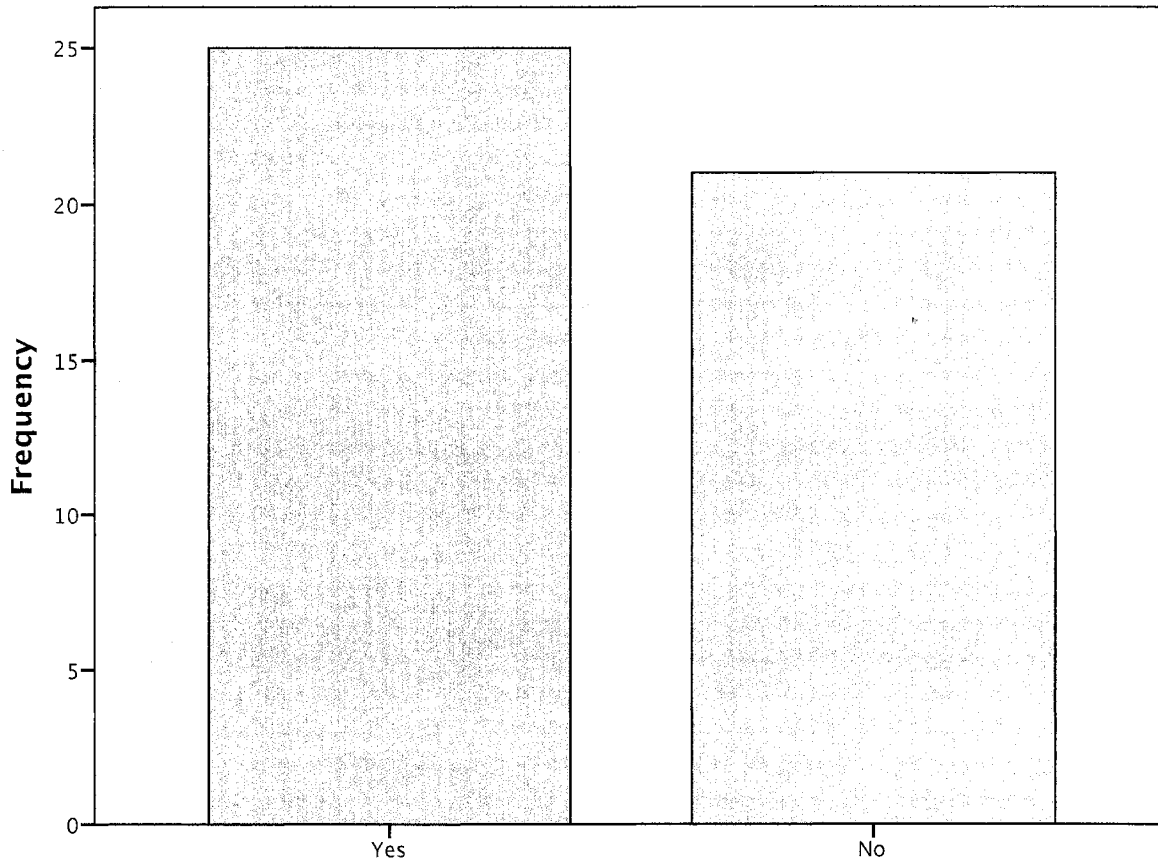
20. Did you attend FSU for undergrad studies?

N	Valid	46
	Missing	8
Mean		1.46
Median		1.00

20. Did you attend FSU for undergrad studies?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	46.3	54.3	54.3
	No	21	38.9	45.7	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

20. Did you attend FSU for undergrad studies?



20. Did you attend FSU for undergrad studies?

22a. Big Rapids Campaus

Statistics

22a. Big Rapids Campaus

N	Valid	25
	Missing	29
Mean		1.00
Median		1.00

22a. Big Rapids Campaus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blg Rapids Campaus	25	46.3	100.0	100.0
Missing	System	29	53.7		
Total		54	100.0		

22b. Grand Rapids Campaus

Statistics

22b. Grand Rapids
Campaus

N	Valid	19
	Missing	35
Mean		2.00
Median		2.00

22b. Grand Rapids Campaus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grand Rapids Campaus	19	35.2	100.0	100.0
Missing	System	35	64.8		
Total		54	100.0		

22c. Howell Campaus

Statistics

22c. Howell Campaus

N	Valid	6
	Missing	48
Mean		3.00
Median		3.00

22c. Howell Campaus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Howell Campaus	6	11.1	100.0	100.0
Missing	System	48	88.9		
Total		54	100.0		

23. What is the most important reason you chose to attend Ferris' CJ Administration as opposed to another university?

Statistics

23. What is the most important reason you chose to attend Ferris' CJ Administration as opposed to another university?

N	Valid	0
	Missing	54

23. What is the most important reason you chose to attend Ferris' CJ Administration as opposed to another university?

		Frequency	Percent
Missing	System	54	100.0

23a. Offered required courses only 30 credits

Statistics

23a. Offered required courses only 30 credits

N	Valid	18
	Missing	36
Mean		1.00
Median		1.00

23a. Offered required courses only 30 credits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Offered required course 30 credits	18	33.3	100.0	100.0
Missing	System	36	66.7		
Total		54	100.0		

23b. Academic reputation fo the undergrad criminal justice program

Statistics

23b. Academic reputation fo the undergrad criminal justice progam

N	Valid	15
	Missing	39
Mean		2.00
Median		2.00

23b. Academic reputation fo the undergrad criminal justice program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic reputation fo the undergrad criminal justice progam	15	27.8	100.0	100.0
Missing	System	39	72.2		
Total		54	100.0		

23c. academic reputation fo the graduate criminal justice program

Statistics

23c. academic reputation fo the graduate criminal justice progam

N	Valid	18
	Missing	36
Mean		3.00
Median		3.00

23c. academic reputation for the graduate criminal justice program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic reputation for the graduate criminal justice program	18	33.3	100.0	100.0
Missing	System	36	66.7		
Total		54	100.0		

23d. Advice of colleagues, friends, or professors

Statistics

23d. Advice of colleagues, friends, or professors

N	Valid	14
	Missing	40
Mean		4.00
Median		4.00

23d. Advice of colleagues, friends, or professors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	academic reputation for the undergrad criminal justice program	14	25.9	100.0	100.0
Missing	System	40	74.1		
Total		54	100.0		

23e. Cost

Statistics

23e. Cost

N	Valid	10
	Missing	44
Mean		5.00
Median		5.00

23e. Cost

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cost	10	18.5	100.0	100.0
Missing	System	44	81.5		
Total		54	100.0		

23f. Location

Statistics

23f. Location

N	Valid	30
	Missing	24
Mean		6.00
Median		6.00

23f. Location

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Location	30	55.6	100.0	100.0
Missing System	24	44.4		
Total	54	100.0		

23g. Admission Standards of FSU

Statistics

23g. Admission Standards of FSU

N	Valid	7
	Missing	47
Mean		7.00
Median		7.00

23g. Admission Standards of FSU

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Admission Standards at FSU	7	13.0	100.0	100.0
Missing System	47	87.0		
Total	54	100.0		

23h. Flexibility of course offerings

Statistics

23h. Flexibility of course offerings

N	Valid	12
	Missing	42
Mean		8.00
Median		8.00

23h. Flexibility of course offerings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Flexibility of course offerings	12	22.2	100.0	100.0
Missing System	42	77.8		
Total	54	100.0		

23i. Potential completion of program full time in one year

Statistics

23i. Potential completion of program full time in one year

N	Valid	13
	Missing	41
Mean		9.00
Median		9.00

23i. Potential completion of program full time in one year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Potential completion of program full time in one year	13	24.1	100.0	100.0
Missing	System	41	75.9		
Total		54	100.0		

23j. Other

Statistics

23j. Other

N	Valid	4
	Missing	50
Mean		10.00
Median		10.00

23j. Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	4	7.4	100.0	100.0
Missing	System	50	92.6		
Total		54	100.0		

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

Statistics

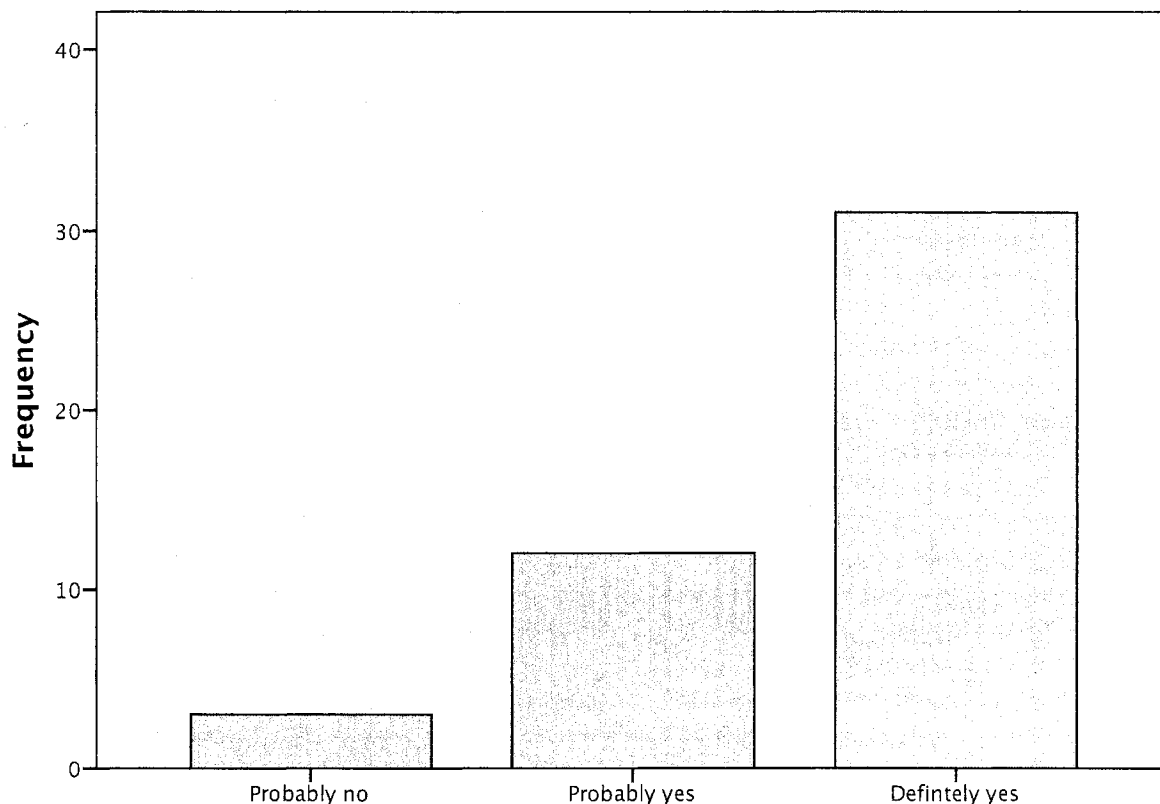
24. If you could start graduate school over, would you choose to attend FSU?

N	Valid	46
	Missing	8
Mean		3.61
Median		4.00

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Probably no	3	5.6	6.5	6.5
	Probably yes	12	22.2	26.1	32.6
	Definitely yes	31	57.4	67.4	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

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



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

26. Which of the following best represents how you feel about your graduate degree from FSU?

Statistics

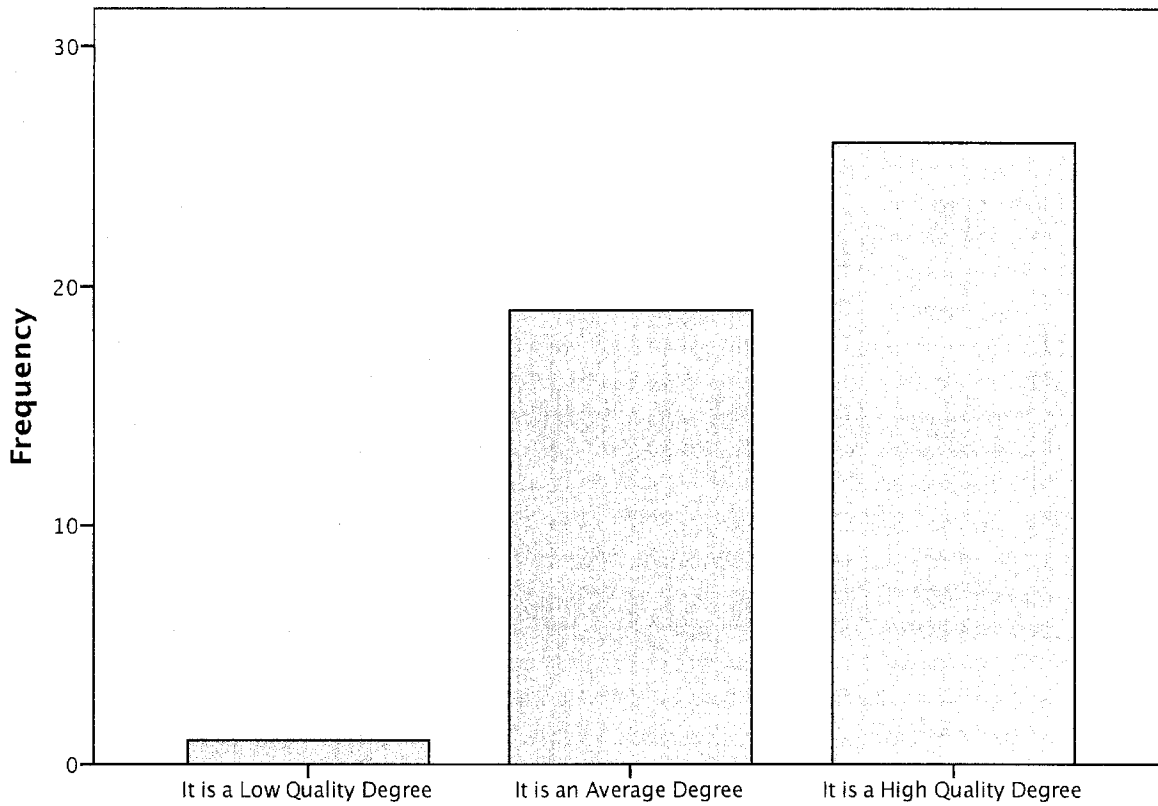
26. Which of the following best represents how you feel about your graduate degree from FSU?

N	Valid	46
	Missing	8
Mean		2.54
Median		3.00

26. Which of the following best represents how you feel about your graduate degree from FSU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is a Low Quality Degree	1	1.9	2.2	2.2
	It is an Average Degree	19	35.2	41.3	43.5
	It is a High Quality Degree	26	48.1	56.5	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

26. Which of the following best represents how you feel about your graduate degree from FSU?



26. Which of the following best represents how you feel about your graduate degree from FSU?

28a. Did not improve any skills

Statistics

28a. Did not improve any skills

N	Valid	0
	Missing	54

28a. Did not improve any skills

		Frequency	Percent
Missing	System	54	100.0

28b. improved writing skills

Statistics

28b. improved writing skills

N	Valid	41
	Missing	13
Mean		2.00
Median		2.00

28b. improved writing skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid improved writing skills	41	75.9	100.0	100.0
Missing System	13	24.1		
Total	54	100.0		

28c. Improved abstract thinking skills

Statistics

28c. Improved abstract thinking skills

N	Valid	29
	Missing	25
Mean		3.00
Median		3.00

28c. Improved abstract thinking skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improved abstract thinking skills	29	53.7	100.0	100.0
Missing System	25	46.3		
Total	54	100.0		

28d. Improved critical reasoning skills

Statistics

28d. Improved critical reasoning skills

N	Valid	30
	Missing	24
Mean		4.00
Median		4.00

28d. Improved critical reasoning skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improved critical reasoning skills	30	55.6	100.0	100.0
Missing System	24	44.4		
Total	54	100.0		

28e. Improved reading skills

Statistics

28e. Improved reading skills

N	Valid	20
	Missing	34
Mean		5.00
Median		5.00

28e. Improved reading skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improved reading skills	20	37.0	100.0	100.0
Missing System	34	63.0		
Total	54	100.0		

28f. Improved communication skills

Statistics

28f. Improved communication skills

N	Valid	32
	Missing	22
Mean		6.00
Median		6.00

28f. Improved communication skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improved communication skills	32	59.3	100.0	100.0
Missing System	22	40.7		
Total	54	100.0		

28g. Improved analytical skills

Statistics

28g. Improved analytical skills

N	Valid	31
	Missing	23
Mean		7.00
Median		7.00

28g. Improved analytical skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improved analytical skills	31	57.4	100.0	100.0
Missing System	23	42.6		
Total	54	100.0		

28h. Improved administrative skills

Statistics

28h. Improved administrative skills

N	Valid	27
	Missing	27
Mean		8.00
Median		8.00

28h. Improved administrative skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improved administrative skills	27	50.0	100.0	100.0
Missing System	27	50.0		
Total	54	100.0		

28i. Expanded world view

Statistics

28i. Expanded world view

N	Valid	19
	Missing	35
Mean		9.00
Median		9.00

28i. Expanded world view

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Expanded World View	19	35.2	100.0	100.0
Missing System	35	64.8		
Total	54	100.0		

29a. Overall quality of courses in the Master's program.

Statistics

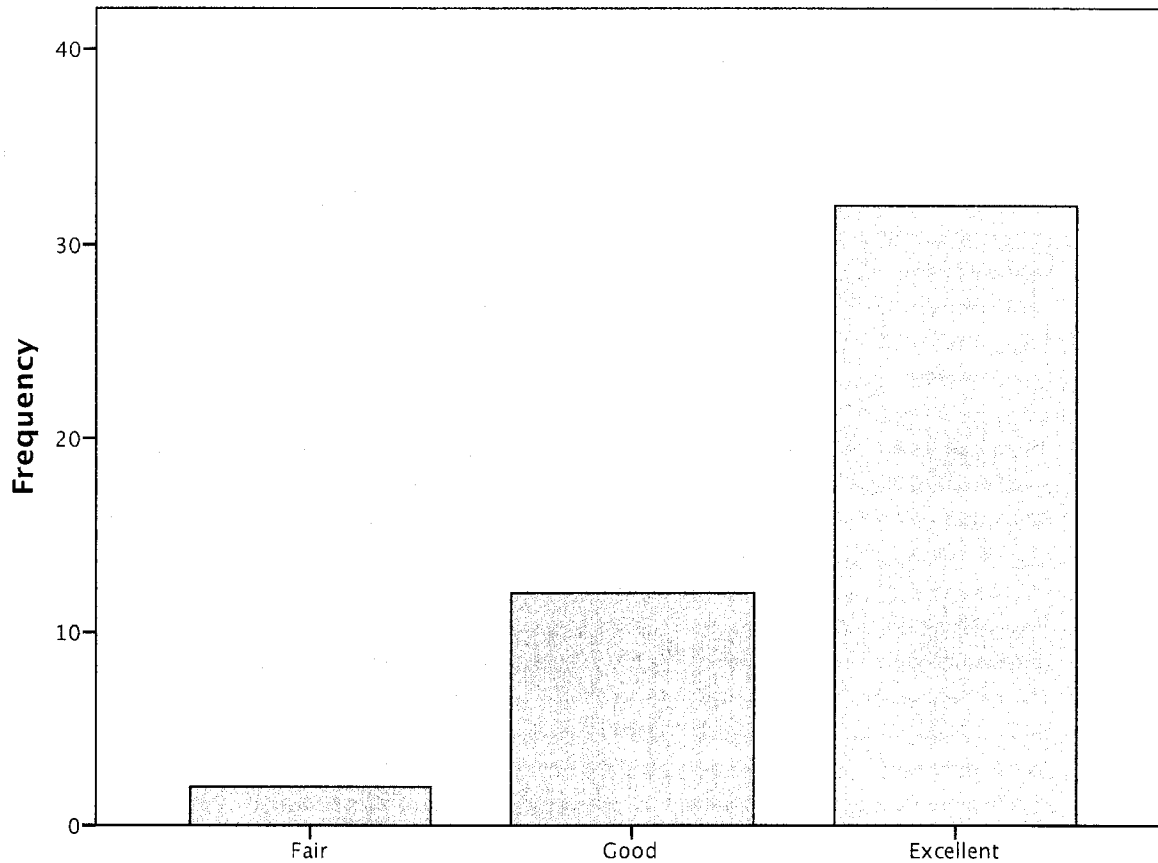
29a. Overall quality of courses in the Master's program.

N	Valid	46
	Missing	8
Mean		3.65
Median		4.00

29a. Overall quality of courses in the Master's program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	2	3.7	4.3	4.3
Good	12	22.2	26.1	30.4
Excellent	32	59.3	69.6	100.0
Total	46	85.2	100.0	
Missing System	8	14.8		
Total	54	100.0		

29a. Overall quality of courses in the Master's program.



29a. Overall quality of courses in the Master's program.

29b. Overall quality of Criminal Justice courses.

Statistics

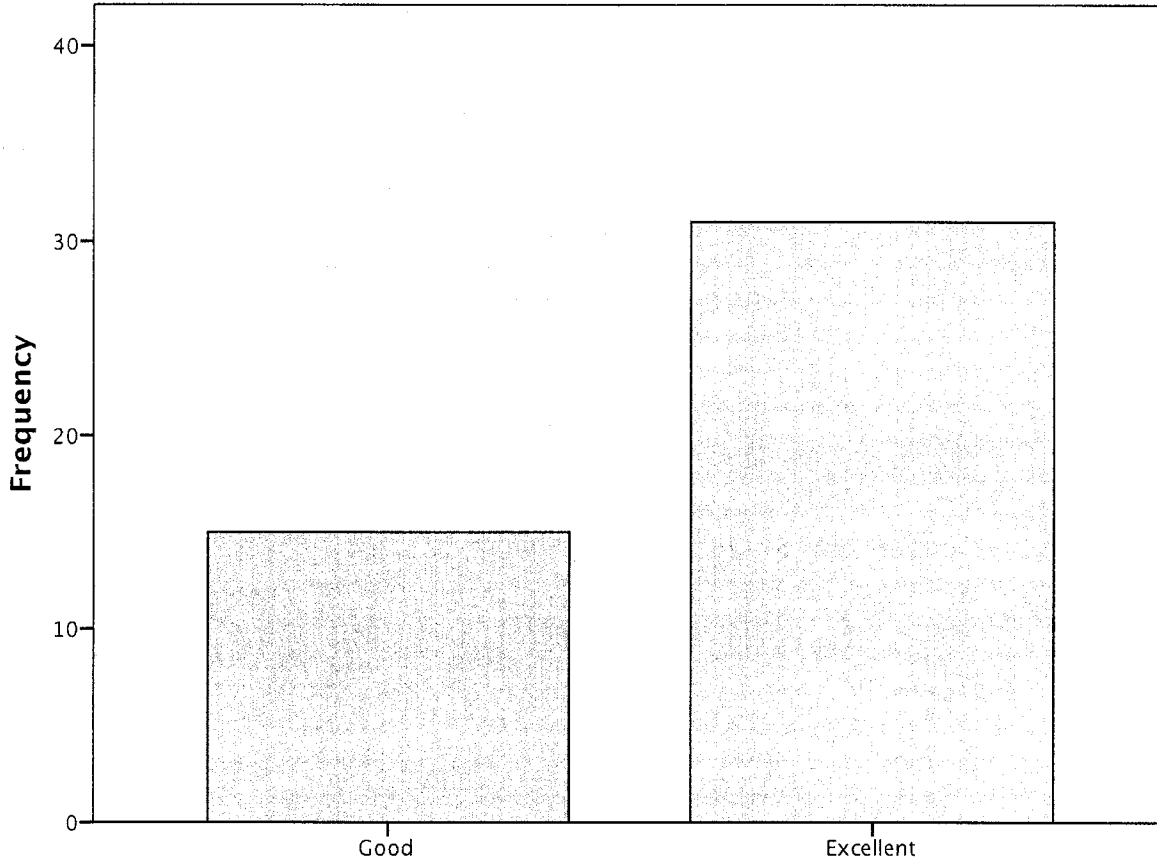
29b. Overall quality of Criminal Justice courses.

N	Valid	46
	Missing	8
Mean		3.67
Median		4.00

29b. Overall quality of Criminal Justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	15	27.8	32.6	32.6
	Excellent	31	57.4	67.4	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29b. Overall quality of Criminal Justice courses.



29b. Overall quality of Criminal Justice courses.

29c. Overall quality of Management courses.

Statistics

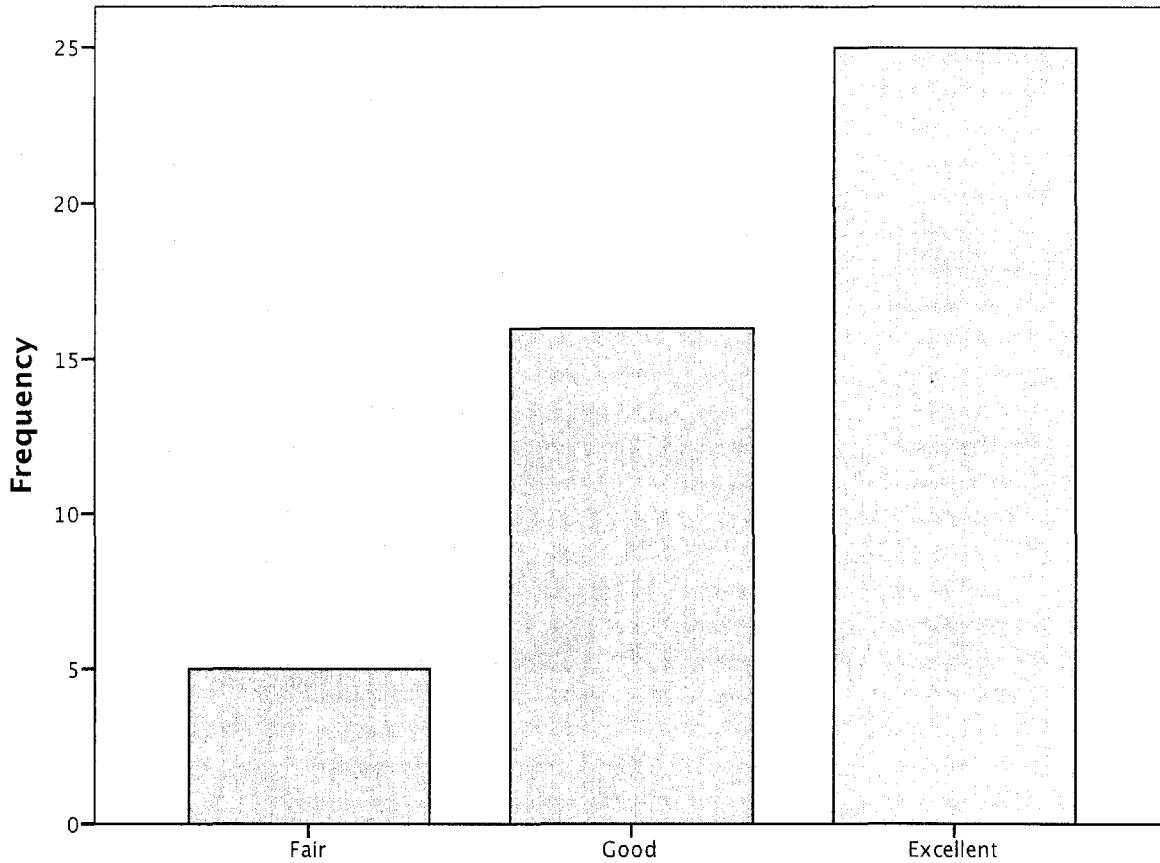
29c. Overall quality of Management courses.

N	Valid	46
	Missing	8
Mean		3.43
Median		4.00

29c. Overall quality of Management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	5	9.3	10.9	10.9
	Good	16	29.6	34.8	45.7
	Excellent	25	46.3	54.3	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29c. Overall quality of Management courses.



29c. Overall quality of Management courses.

29d. Overall quality of Methods courses.

Statistics

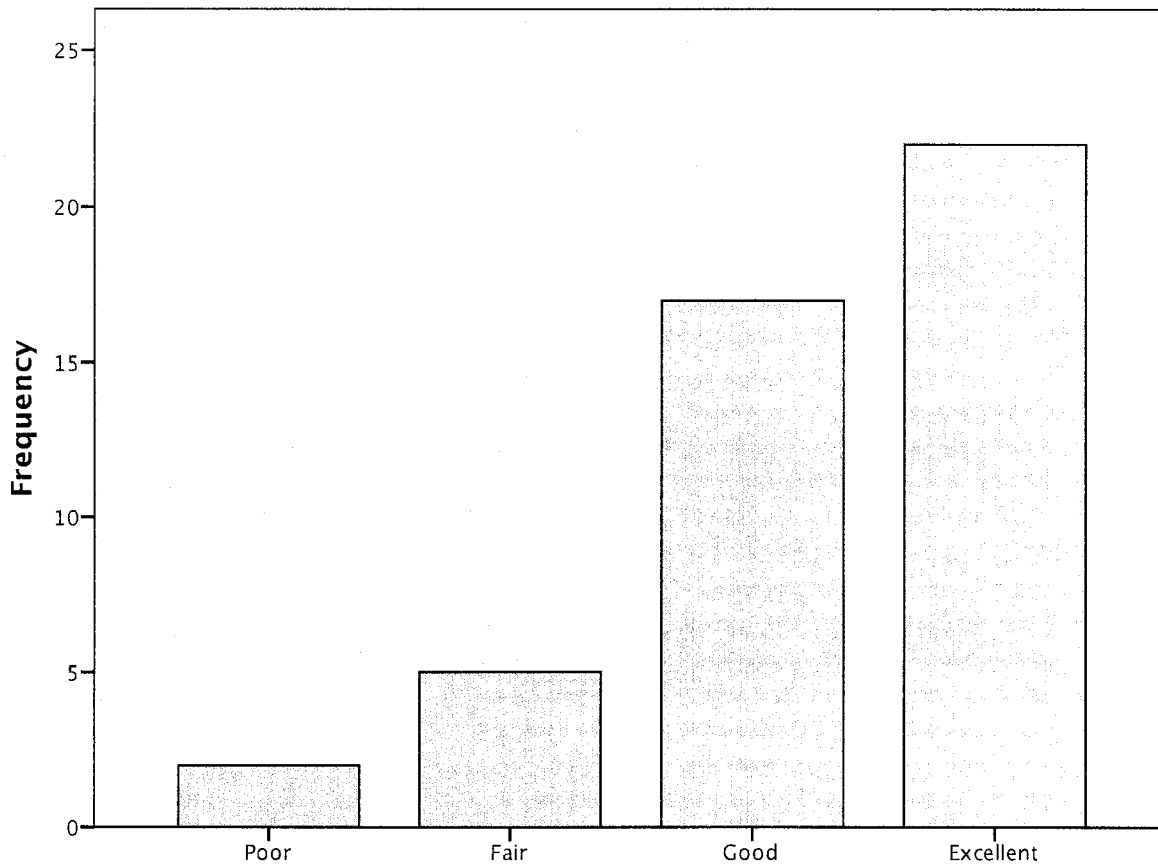
29d. Overall quality of Methods courses.

N	Valid	46
	Missing	8
Mean		3.28
Median		3.00

29d. Overall quality of Methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	3.7	4.3	4.3
	Fair	5	9.3	10.9	15.2
	Good	17	31.5	37.0	52.2
	Excellent	22	40.7	47.8	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29d. Overall quality of Methods courses.



29d. Overall quality of Methods courses.

29e. Rigorous expectations in criminal justice courses.

Statistics

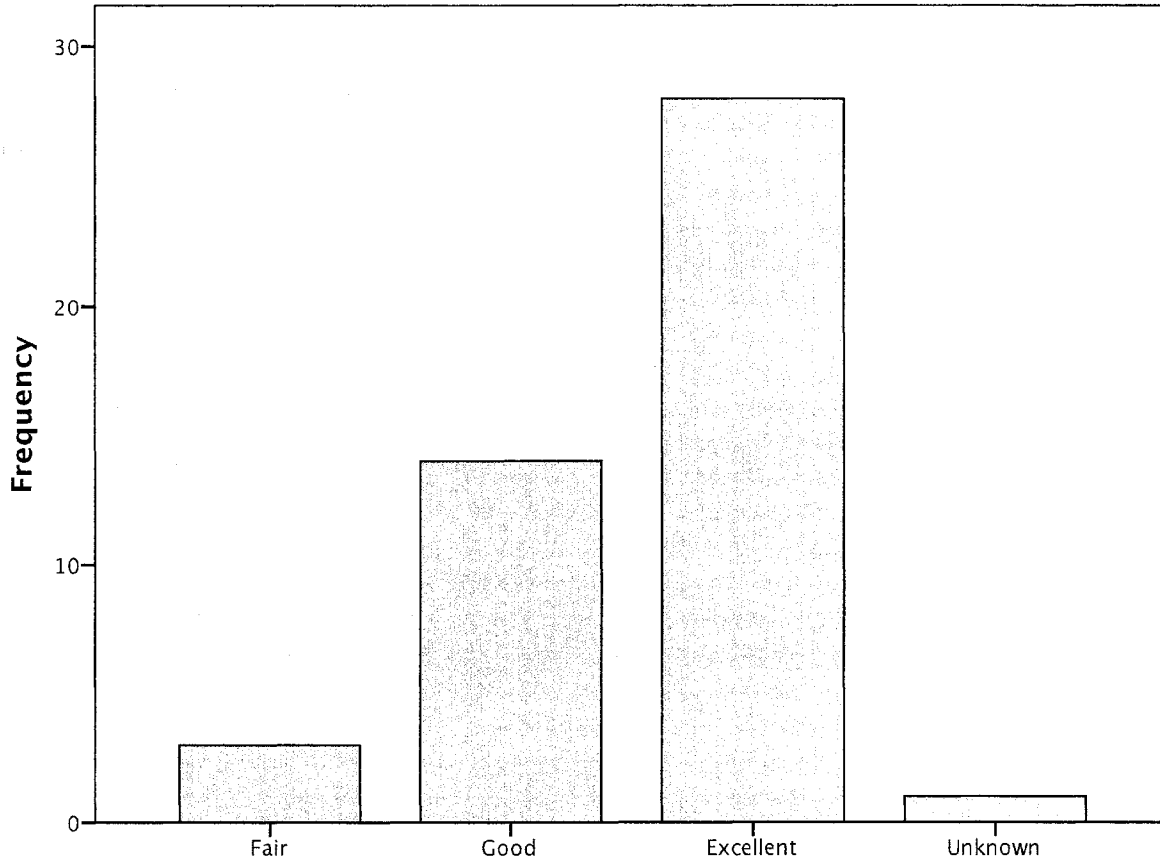
29e. Rigorous expectations in criminal justice courses.

N	Valid	46
	Missing	8
Mean		3.59
Median		4.00

29e. Rigorous expectations in criminal justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	3	5.6	6.5	6.5
	Good	14	25.9	30.4	37.0
	Excellent	28	51.9	60.9	97.8
	Unknown	1	1.9	2.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29e. Rigorous expectations in criminal justice courses.



29e. Rigorous expectations in criminal justice courses.

29f. Rigorous expectations in management courses.

Statistics

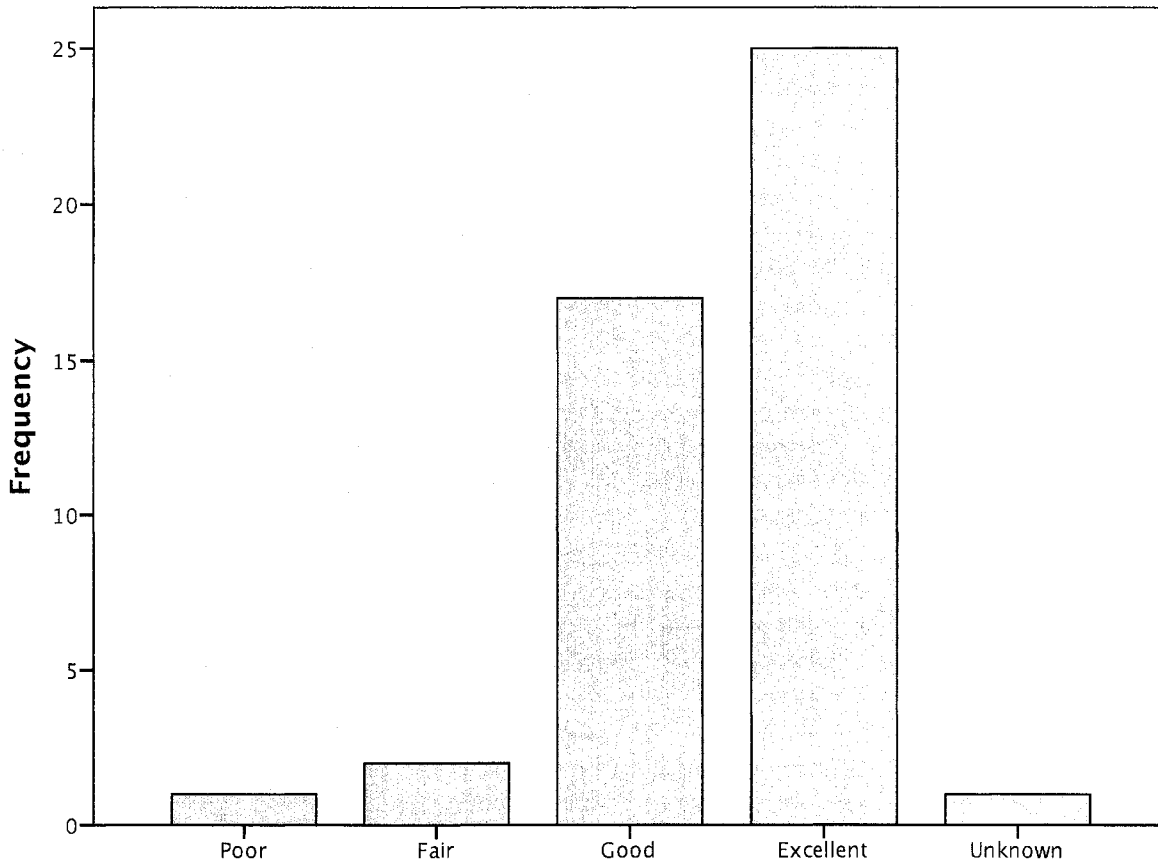
29f. Rigorous expectations in management courses.

N	Valid	46
	Missing	8
Mean		3.50
Median		4.00

29f. Rigorous expectations in management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	2	3.7	4.3	6.5
	Good	17	31.5	37.0	43.5
	Excellent	25	46.3	54.3	97.8
	Unknown	1	1.9	2.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29f. Rigorous expectations in management courses.



29f. Rigorous expectations in management courses.

29g. Rigorous expectations in methods courses.

Statistics

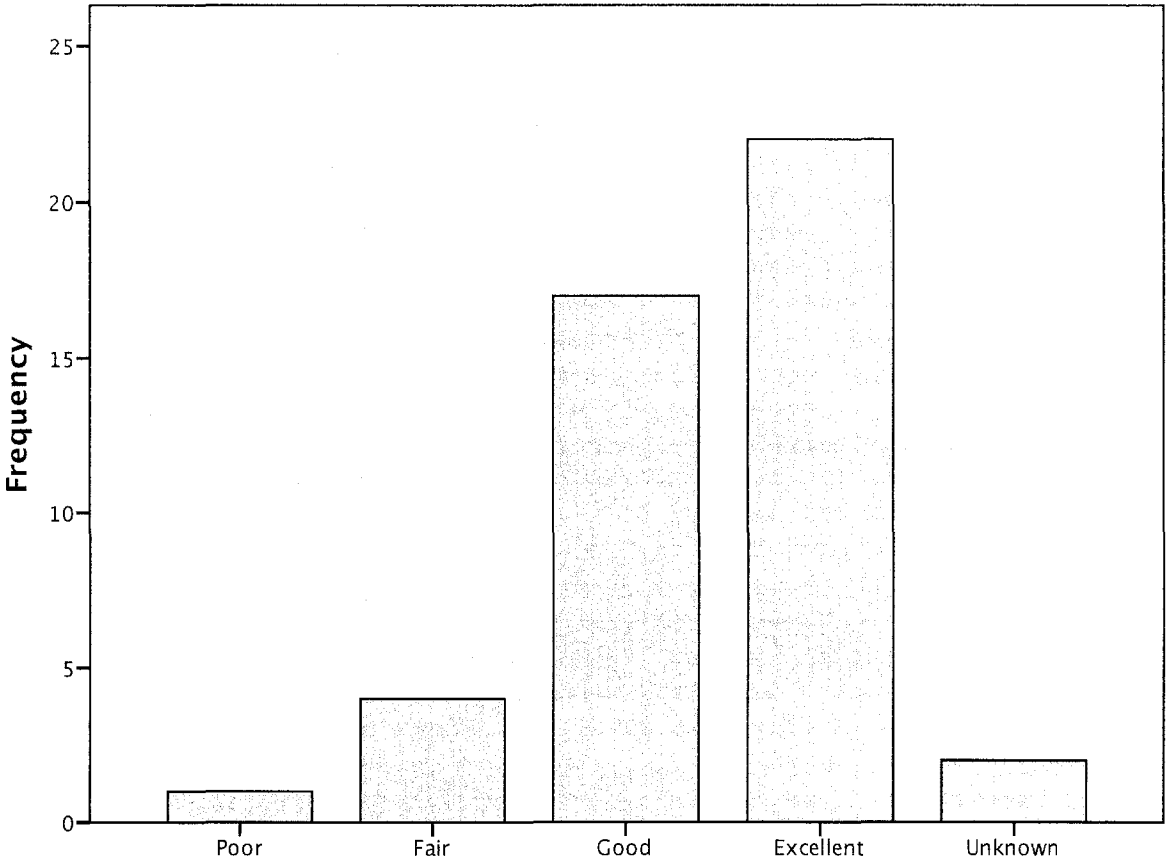
29g. Rigorous expectations in methods courses.

N	Valid	46
	Missing	8
Mean		3.43
Median		4.00

29g. Rigorous expectations in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	4	7.4	8.7	10.9
	Good	17	31.5	37.0	47.8
	Excellent	22	40.7	47.8	95.7
	Unknown	2	3.7	4.3	100.0
	Total		46	85.2	100.0
Missing	System	8	14.8		
Total		54	100.0		

29g. Rigorous expectations in methods courses.



29g. Rigorous expectations in methods courses.

29h. Relevance of criminal justice courses to criminal justice field.

Statistics

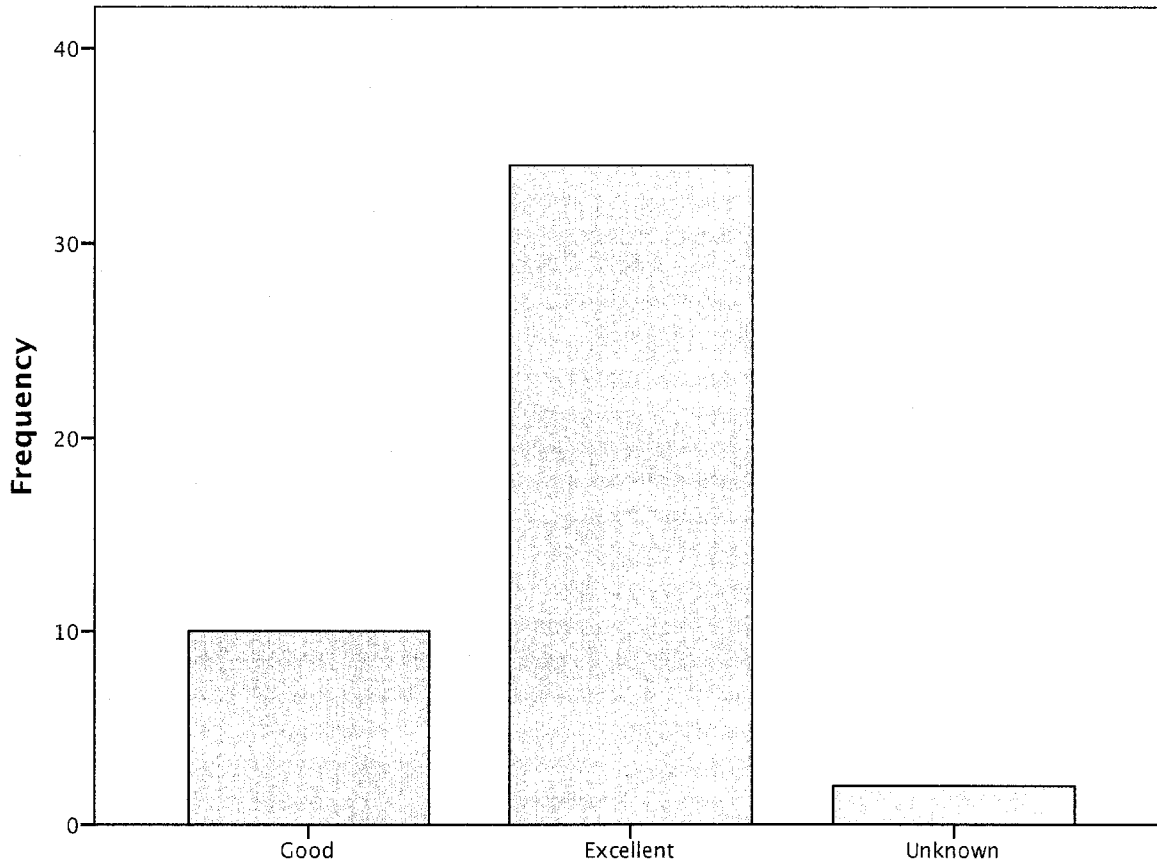
29h. Relevance of criminal justice courses to criminal justice field.

N	Valid	46
	Missing	8
Mean		3.83
Median		4.00

29h. Relevance of criminal justice courses to criminal justice field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	10	18.5	21.7	21.7
	Excellent	34	63.0	73.9	95.7
	Unknown	2	3.7	4.3	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29h. Relevance of criminal justice courses to criminal justice field.



29h. Relevance of criminal justice courses to criminal justice field.

29i. Relevance of management courses to criminal justice field.

Statistics

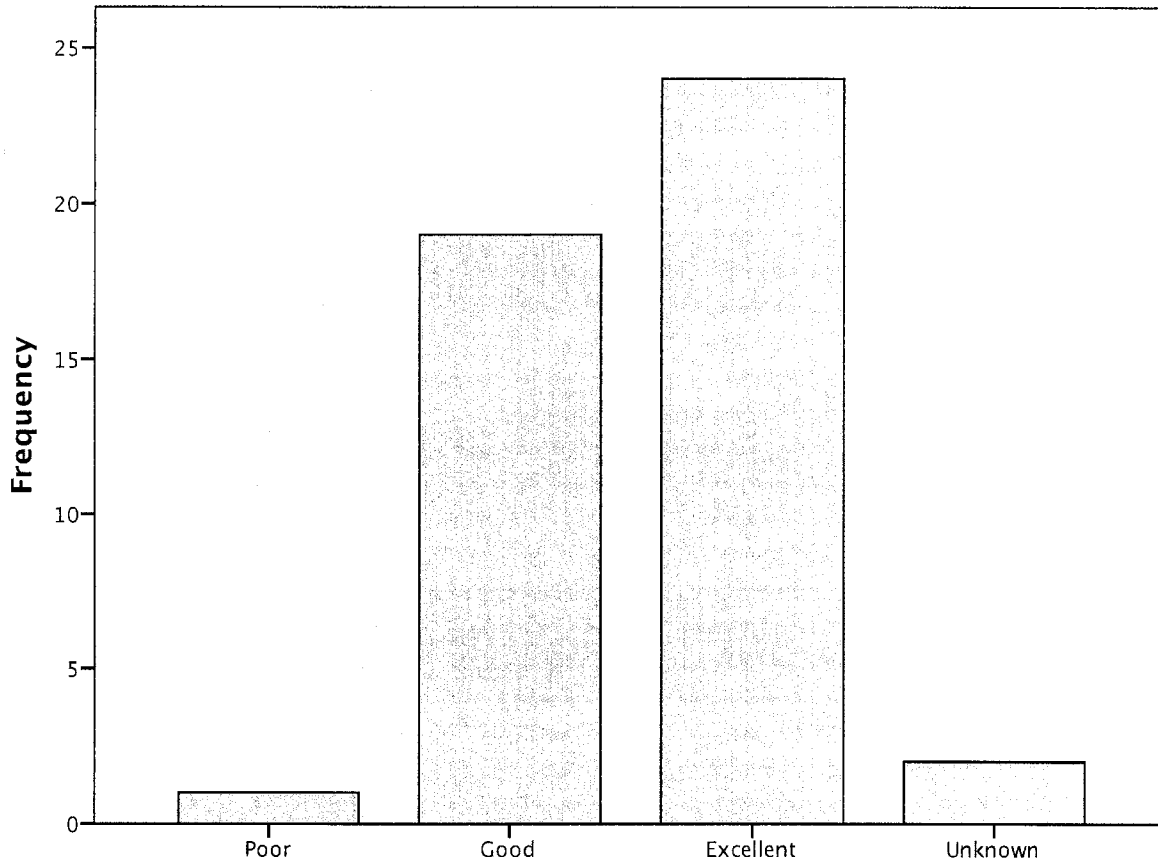
29i. Relevance of management courses to criminal justice field.

N	Valid	46
	Missing	8
Mean		3.57
Median		4.00

29i. Relevance of management courses to criminal justice field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Good	19	35.2	41.3	43.5
	Excellent	24	44.4	52.2	95.7
	Unknown	2	3.7	4.3	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29i. Relevance of management courses to criminal justice field.



29i. Relevance of management courses to criminal justice field.

29j. Relevance of methods courses to criminal justice field.

Statistics

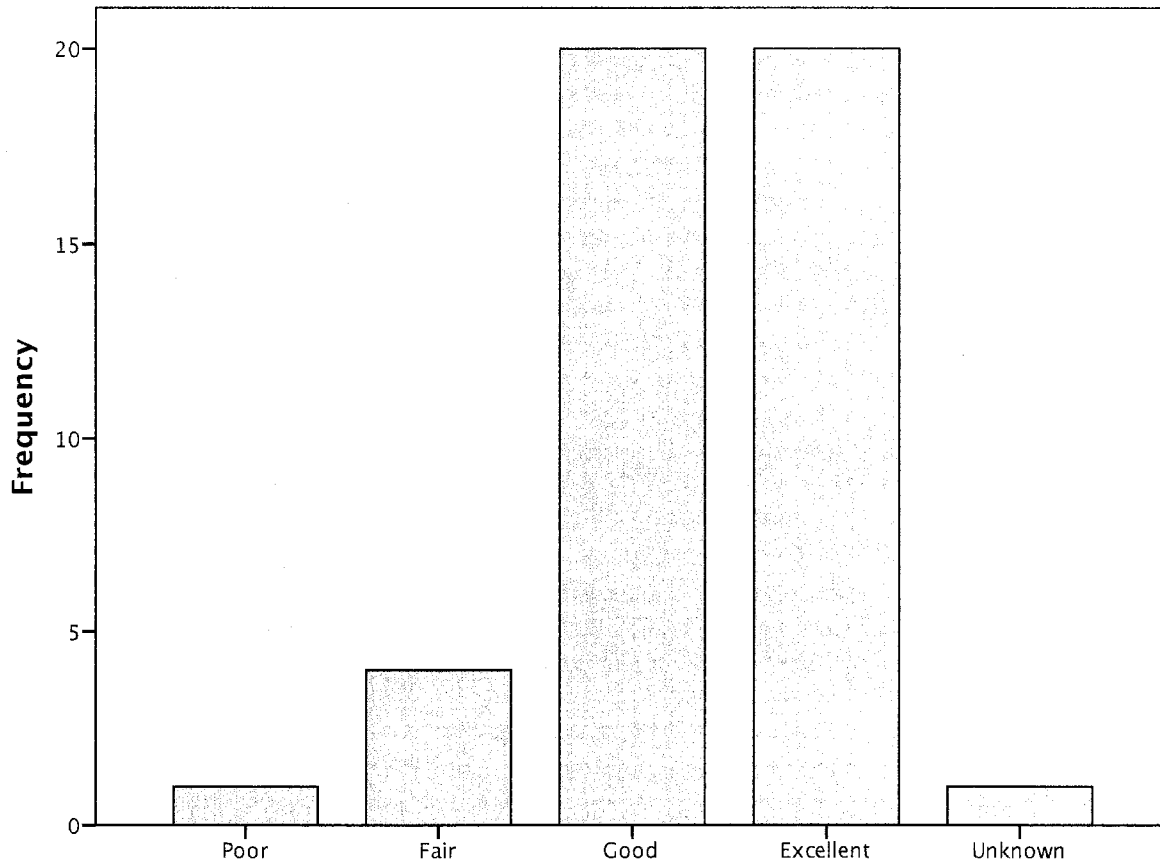
29j. Relevance of methods courses to criminal justice field.

N	Valid	46
	Missing	8
Mean		3.35
Median		3.00

29j. Relevance of methods courses to criminal justice field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	4	7.4	8.7	10.9
	Good	20	37.0	43.5	54.3
	Excellent	20	37.0	43.5	97.8
	Unknown	1	1.9	2.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total	al	54	100.0		

29j. Relevance of methods courses to criminal justice field.



29j. Relevance of methods courses to criminal justice field.

29k. Fairness of grading in criminal justice courses.

Statistics

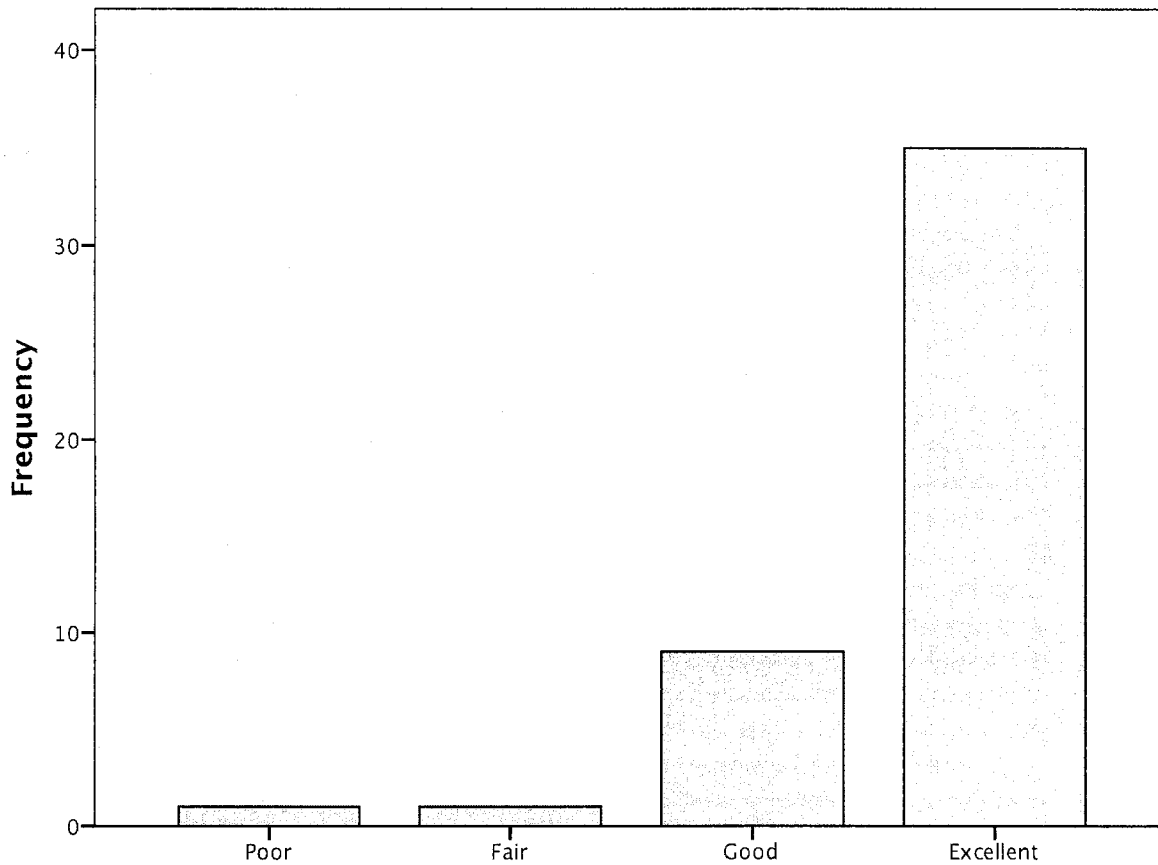
29k. Fairness of grading in criminal justice courses.

N	Valid	46
	Missing	8
Mean		3.70
Median		4.00

29k. Fairness of grading in criminal justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	1	1.9	2.2	4.3
	Good	9	16.7	19.6	23.9
	Excellent	35	64.8	76.1	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29k. Fairness of grading in criminal justice courses.



29k. Fairness of grading in criminal justice courses.

29l. Fairness of grading in management courses.

Statistics

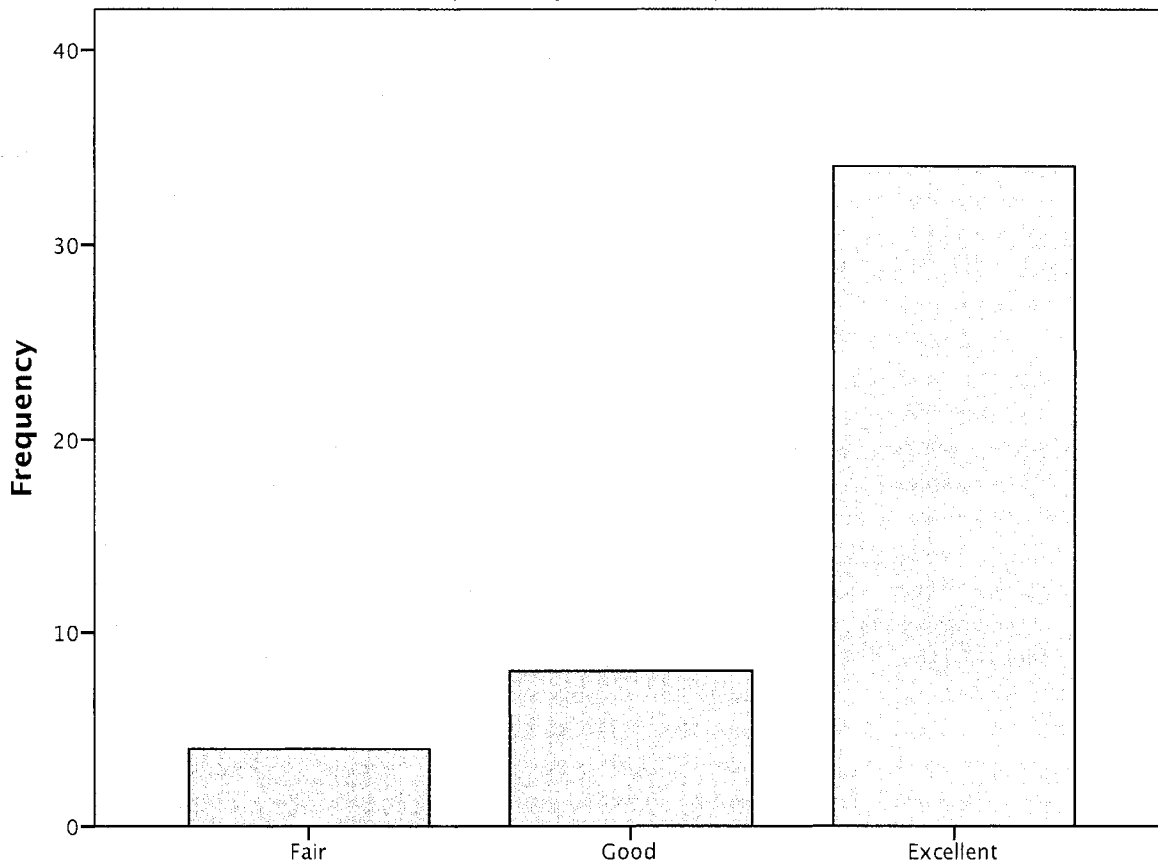
29l. Fairness of grading in management courses.

N	Valid	46
	Missing	8
Mean		3.65
Median		4.00

29l. Fairness of grading in management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	4	7.4	8.7	8.7
	Good	8	14.8	17.4	26.1
	Excellent	34	63.0	73.9	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29l. Fairness of grading in management courses.



29l. Fairness of grading in management courses.

29m. Fairness of grading in methods courses.

Statistics

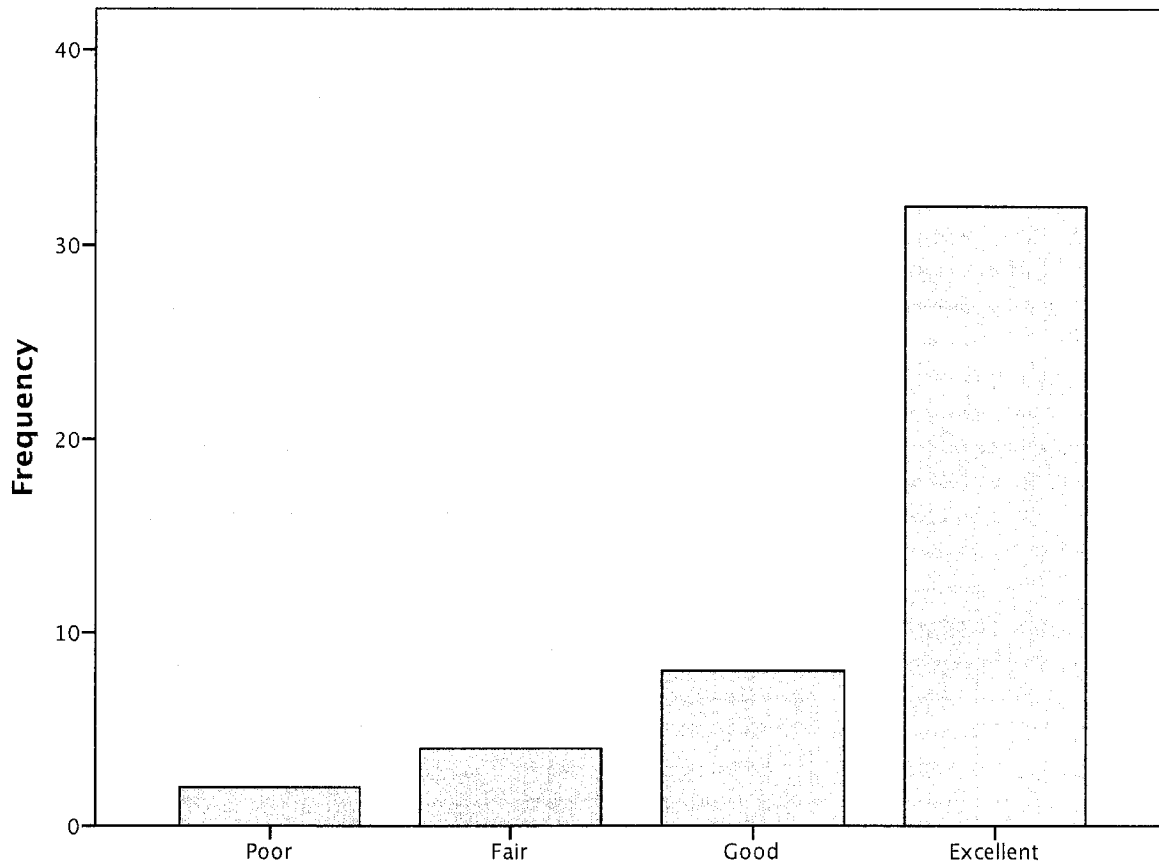
29m. Fairness of grading in methods courses.

N	Valid	46
	Missing	8
Mean		3.52
Median		4.00

29m. Fairness of grading in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	3.7	4.3	4.3
	Fair	4	7.4	8.7	13.0
	Good	8	14.8	17.4	30.4
	Excellent	32	59.3	69.6	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29m. Fairness of grading in methods courses.



29m. Fairness of grading in methods courses.

29n. Quality of instruction in criminal justice courses.

Statistics

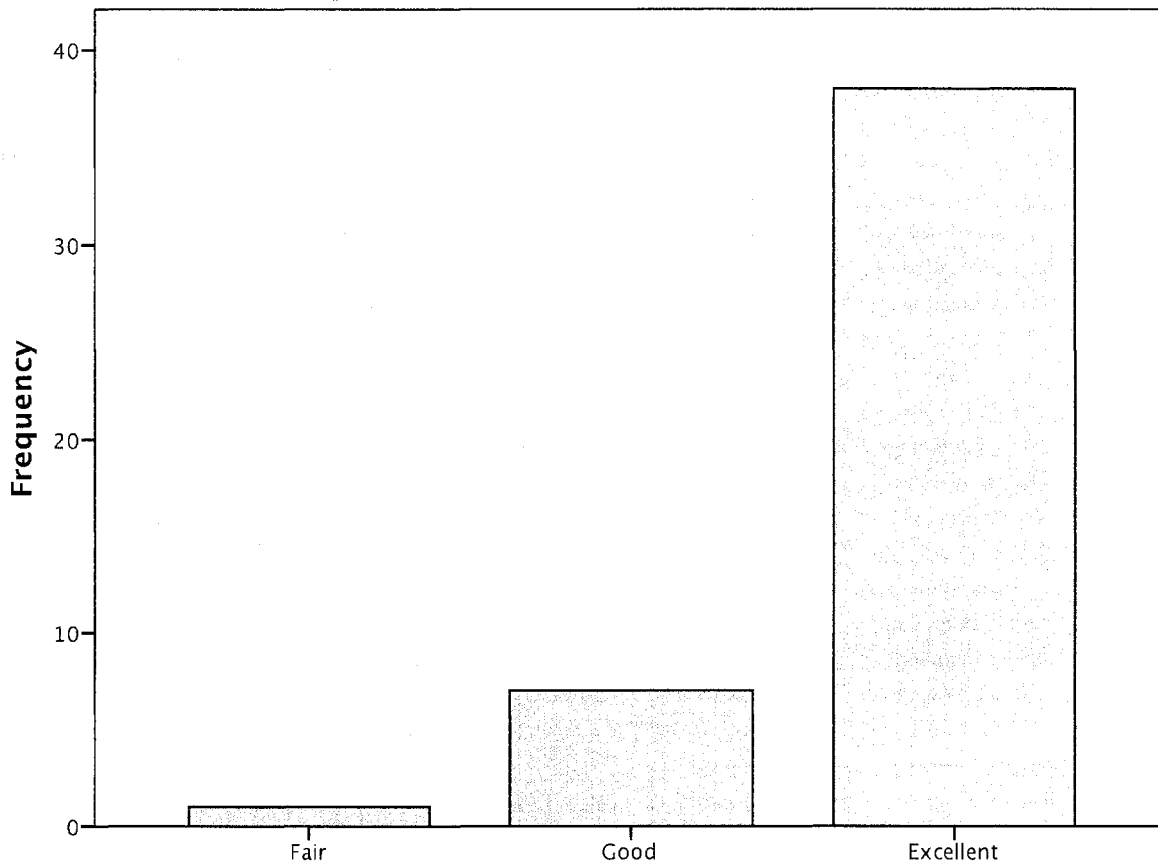
29n. Quality of instruction in criminal justice courses.

N	Valid	46
	Missing	8
Mean		3.80
Median		4.00

29n. Quality of instruction in criminal justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	1.9	2.2	2.2
	Good	7	13.0	15.2	17.4
	Excellent	38	70.4	82.6	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29n. Quality of instruction in criminal justice courses.



29n. Quality of instruction in criminal justice courses.

29o. Quality of instruction in management courses.

Statistics

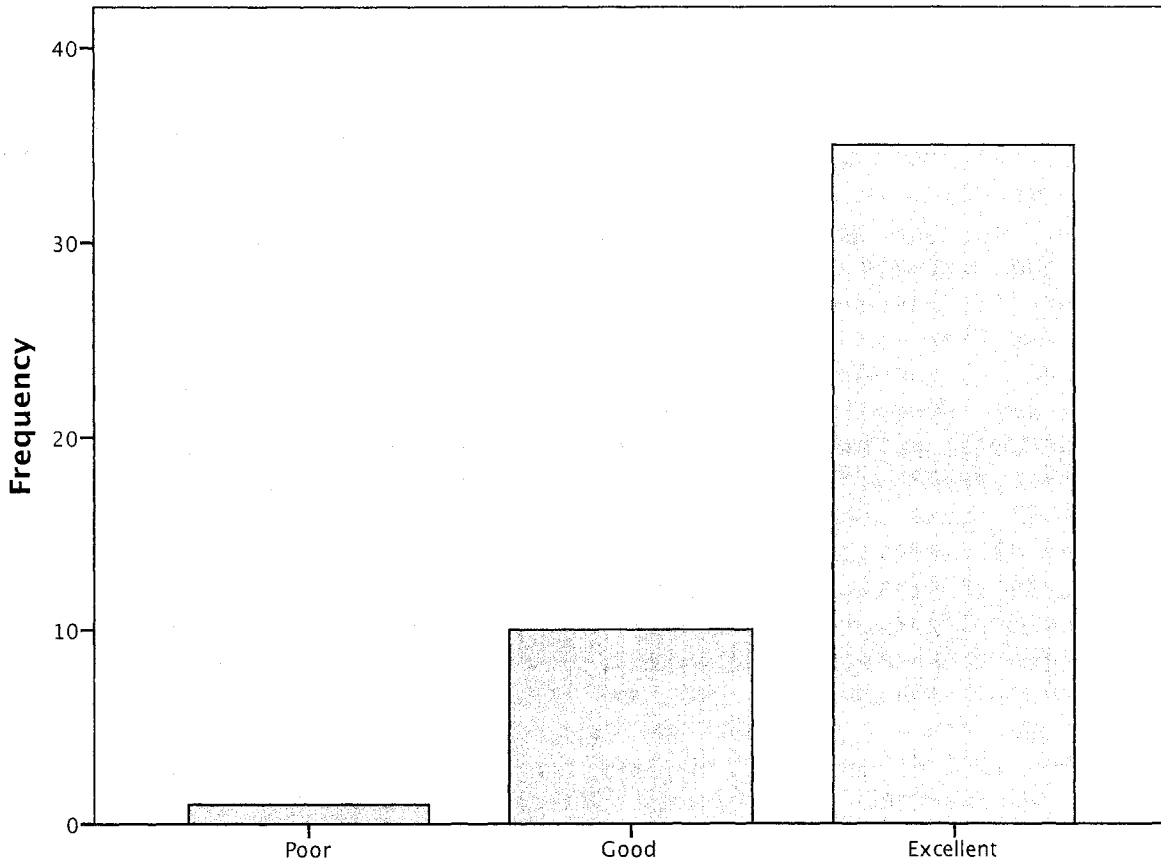
29o. Quality of instruction in management courses.

N	Valid	46
	Missing	8
Mean		3.72
Median		4.00

29o. Quality of instruction in management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Good	10	18.5	21.7	23.9
	Excellent	35	64.8	76.1	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29o. Quality of instruction in management courses.



29o. Quality of instruction in management courses.

29p. Quality of instruction in methods courses.

Statistics

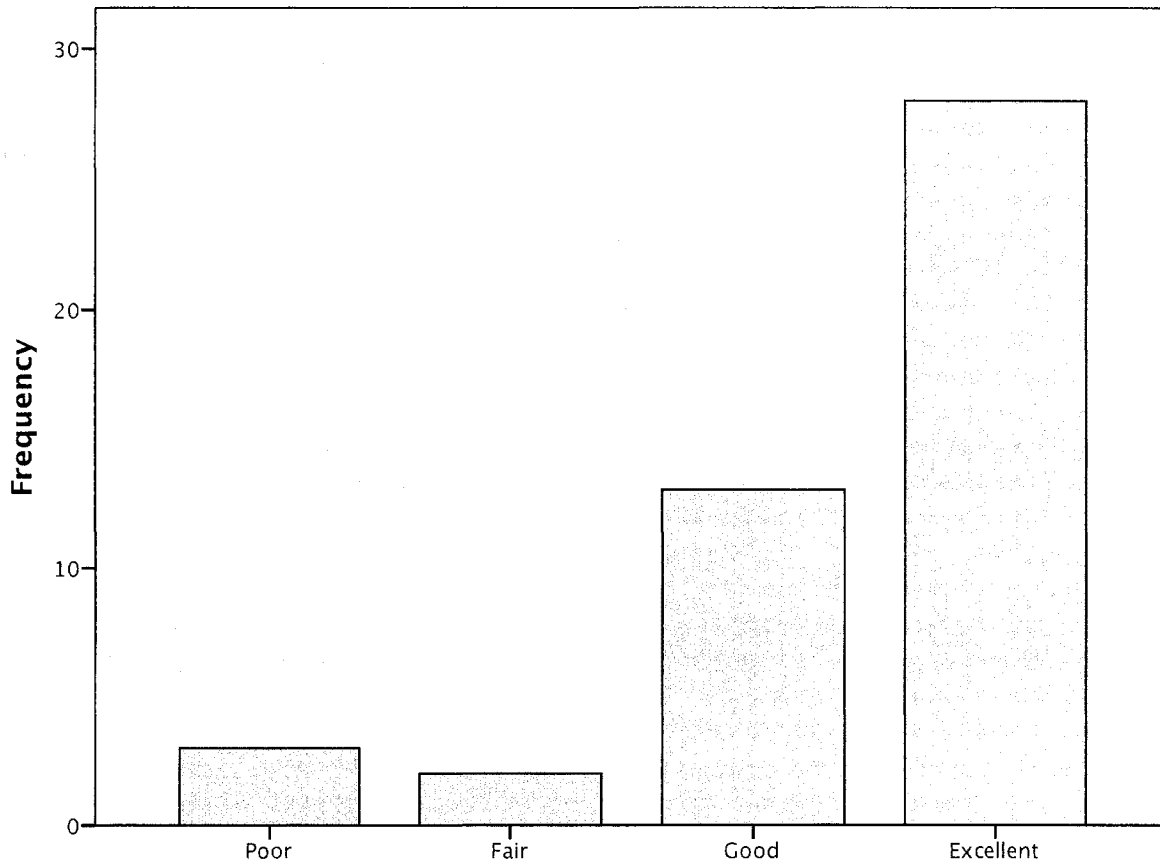
29p. Quality of instruction in methods courses.

N	Valid	46
	Missing	8
Mean		3.43
Median		4.00

29p. Quality of instruction in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	5.6	6.5	6.5
	Fair	2	3.7	4.3	10.9
	Good	13	24.1	28.3	39.1
	Excellent	28	51.9	60.9	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29p. Quality of instruction in methods courses.



29p. Quality of instruction in methods courses.

29q. Opportunities for interaction with CJ faculty.

Statistics

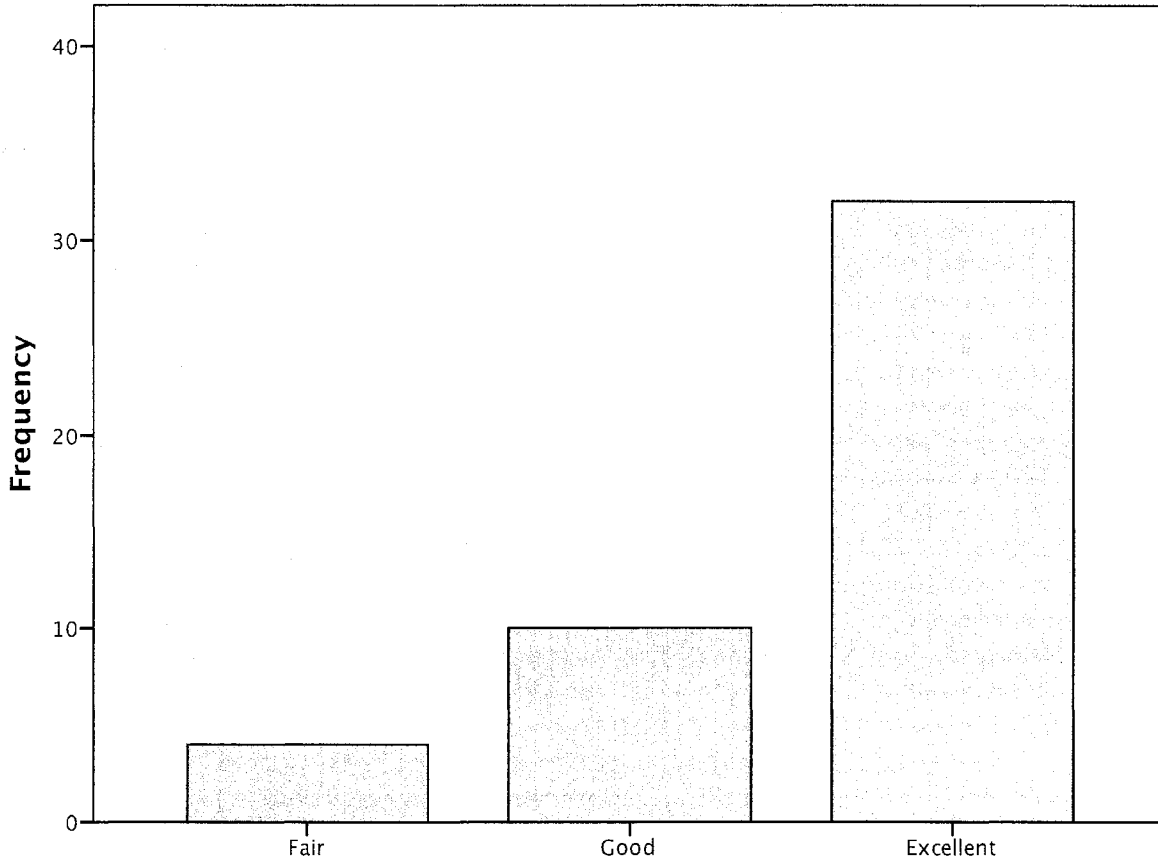
29q. Opportunities for interaction with CJ faculty.

N	Valid	46
	Missing	8
Mean		3.61
Median		4.00

29q. Opportunities for interaction with CJ faculty.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	4	7.4	8.7	8.7
	Good	10	18.5	21.7	30.4
	Excellent	32	59.3	69.6	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29q. Opportunities for interaction with CJ faculty.



29q. Opportunities for interaction with CJ faculty.

29r. Quality of textbooks used in CJ courses.

Statistics

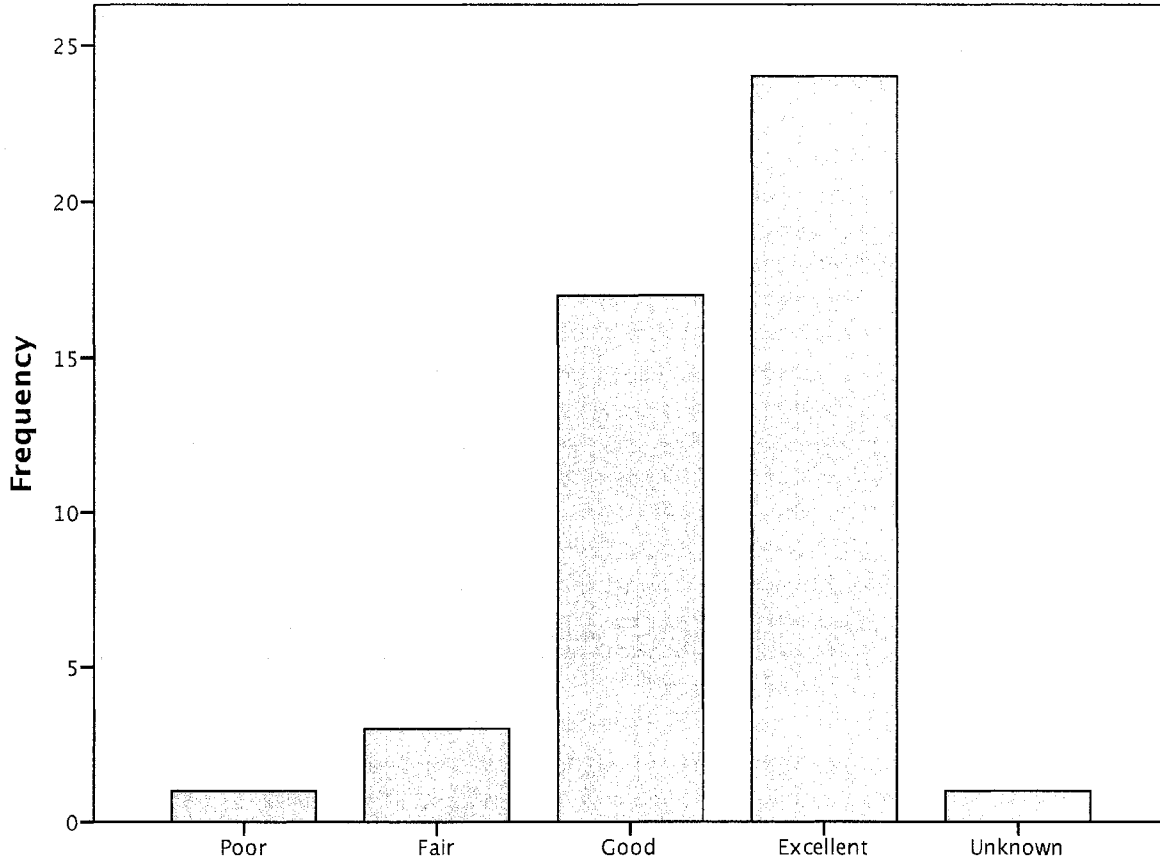
29r. Quality of textbooks used in CJ courses.

N	Valid	46
	Missing	8
Mean		3.46
Median		4.00

29r. Quality of textbooks used in CJ courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	3	5.6	6.5	8.7
	Good	17	31.5	37.0	45.7
	Excellent	24	44.4	52.2	97.8
	Unknown	1	1.9	2.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29r. Quality of textbooks used in CJ courses.



29r. Quality of textbooks used in CJ courses.

29s. Quality of textbooks used in management courses.

Statistics

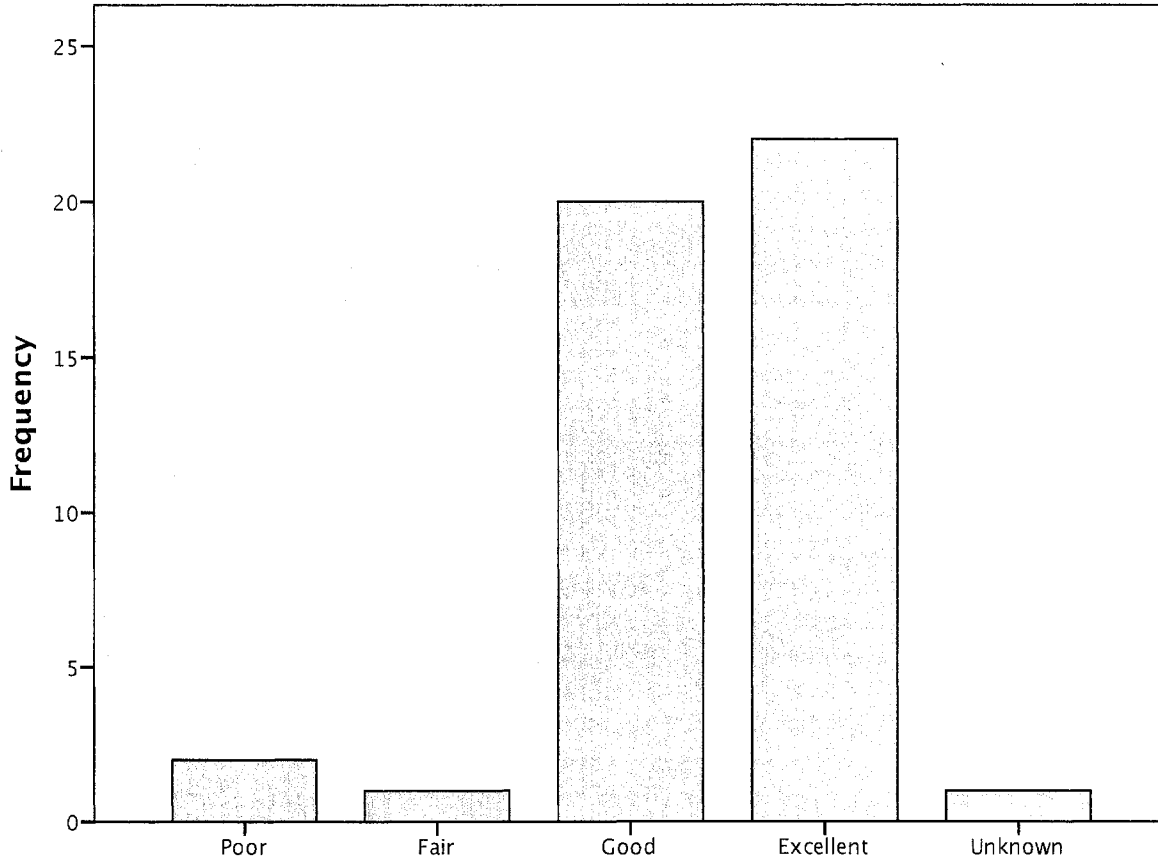
29s. Quality of textbooks used in management courses.

N	Valid	46
	Missing	8
Mean		3.41
Median		3.50

29s. Quality of textbooks used in management courses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Poor	2	3.7	4.3	4.3
Fair	1	1.9	2.2	6.5
Good	20	37.0	43.5	50.0
Excellent	22	40.7	47.8	97.8
Unknown	1	1.9	2.2	100.0
Total	46	85.2	100.0	
Missing				
System	8	14.8		
al	54	100.0		

29s. Quality of textbooks used in management courses.



29s. Quality of textbooks used in management courses.

29t. Quality of textbooks used in methods courses.

Statistics

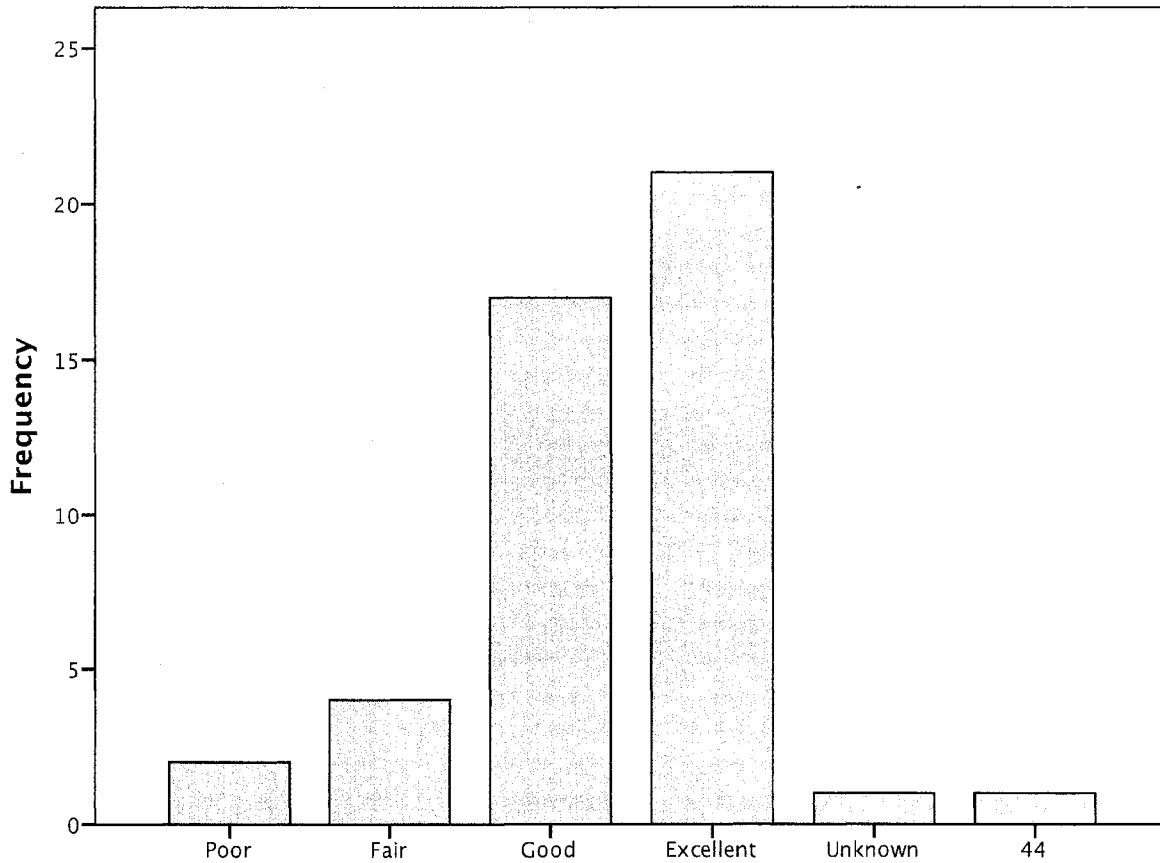
29t. Quality of textbooks used in methods courses.

N	Valid	46
	Missing	8
Mean		4.22
Median		3.50

29t. Quality of textbooks used in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	3.7	4.3	4.3
	Fair	4	7.4	8.7	13.0
	Good	17	31.5	37.0	50.0
	Excellent	21	38.9	45.7	95.7
	Unknown	1	1.9	2.2	97.8
	44	1	1.9	2.2	100.0
Total		46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29t. Quality of textbooks used in methods courses.



29t. Quality of textbooks used in methods courses.

29u. Professional competence of criminal justice faculty.

Statistics

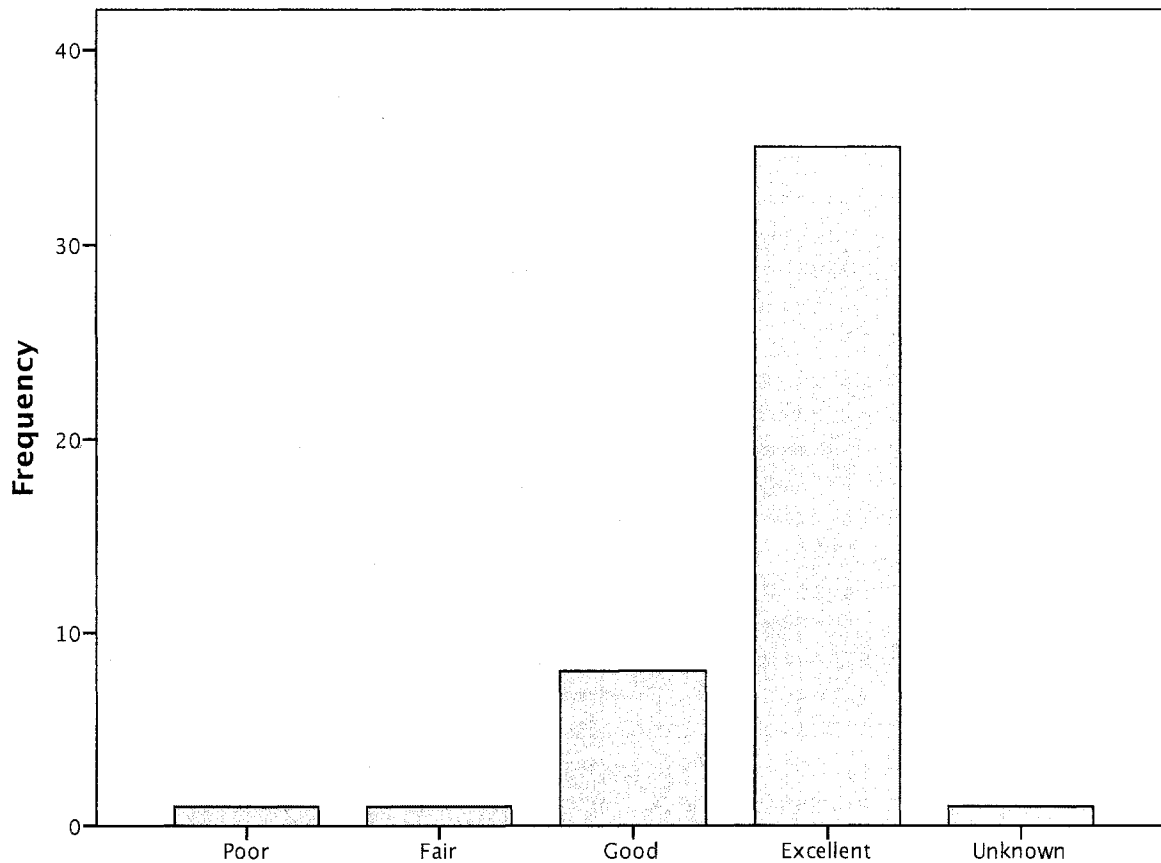
29u. Professional competence of criminal justice faculty.

N	Valid	46
	Missing	8
Mean		3.74
Median		4.00

29u. Professional competence of criminal justice faculty.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	1	1.9	2.2	4.3
	Good	8	14.8	17.4	21.7
	Excellent	35	64.8	76.1	97.8
	Unknown	1	1.9	2.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
	al	54	100.0		

29u. Professional competence of criminal justice faculty.



29u. Professional competence of criminal justice faculty.

29v. Helpfulness of criminal justice office staff.

Statistics

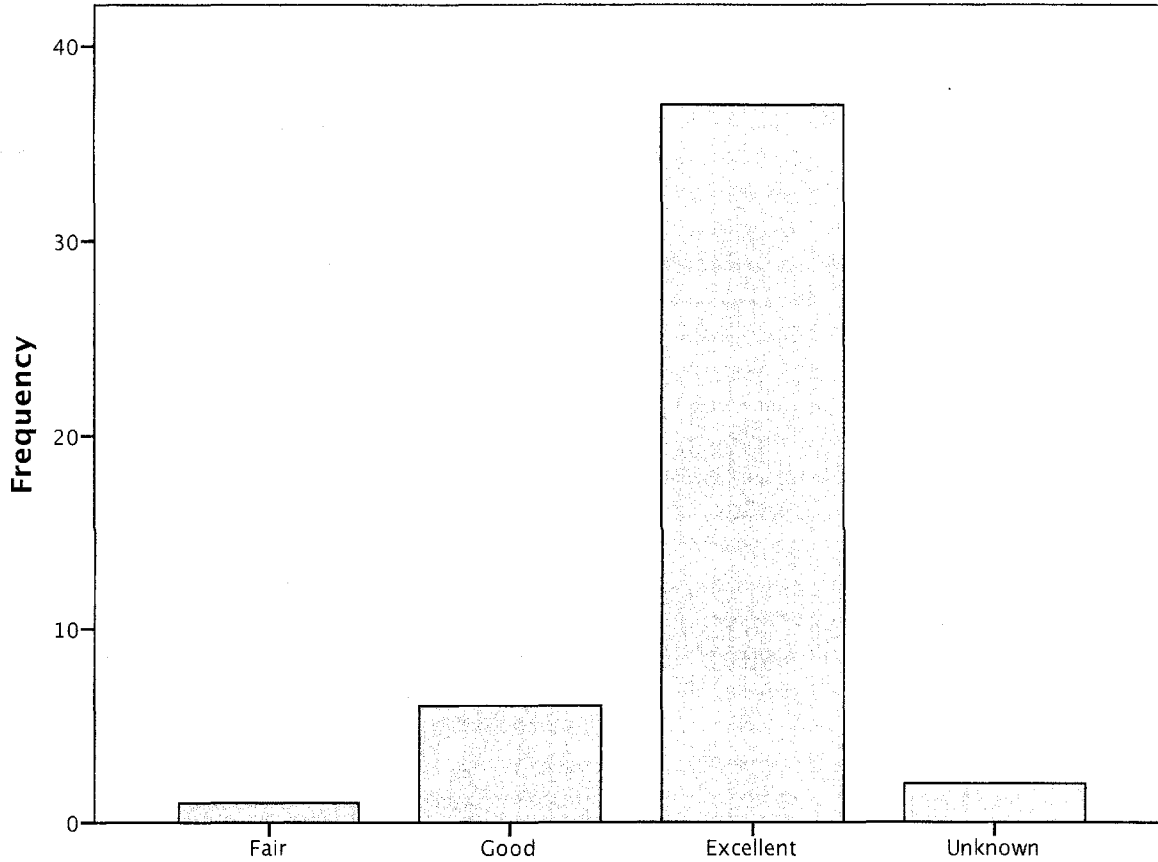
29v. Helpfulness of criminal justice office staff.

N	Valid	46
	Missing	8
Mean		3.87
Median		4.00

29v. Helpfulness of criminal justice office staff.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fair	1	1.9	2.2	2.2
Good	6	11.1	13.0	15.2
Excellent	37	68.5	80.4	95.7
Unknown	2	3.7	4.3	100.0
Total	46	85.2	100.0	
Missing System	8	14.8		
Total	54	100.0		

29v. Helpfulness of criminal justice office staff.



29v. Helpfulness of criminal justice office staff.

29w. Clarity of degree requirements for completing MS.

Statistics

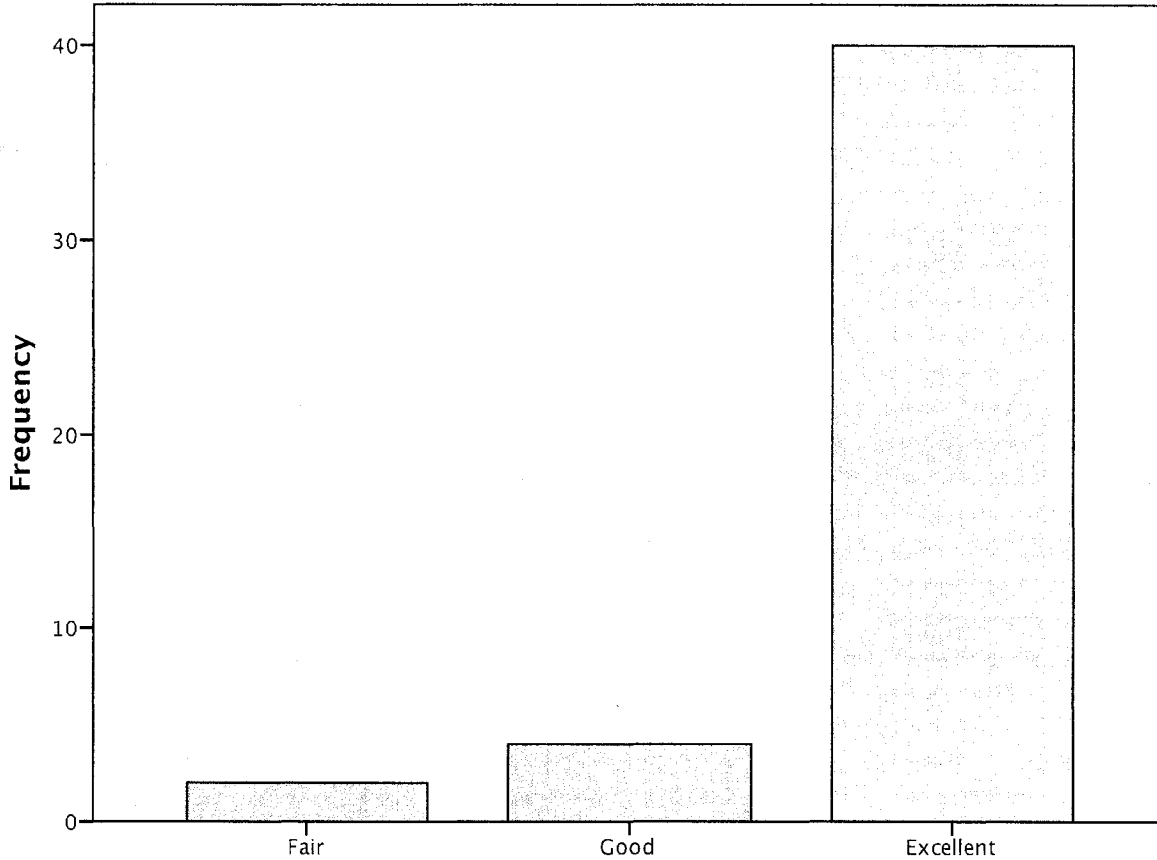
29w. Clarity of degree requirements for completing MS.

N	Valid	46
	Missing	8
Mean		3.83
Median		4.00

29w. Clarity of degree requirements for completing MS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	4.3	4.3
	Good	4	7.4	8.7	13.0
	Excellent	40	74.1	87.0	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29w. Clarity of degree requirements for completing MS.



29w. Clarity of degree requirements for completing MS.

29x. Opportunities for formal student evaluation of instruction.

Statistics

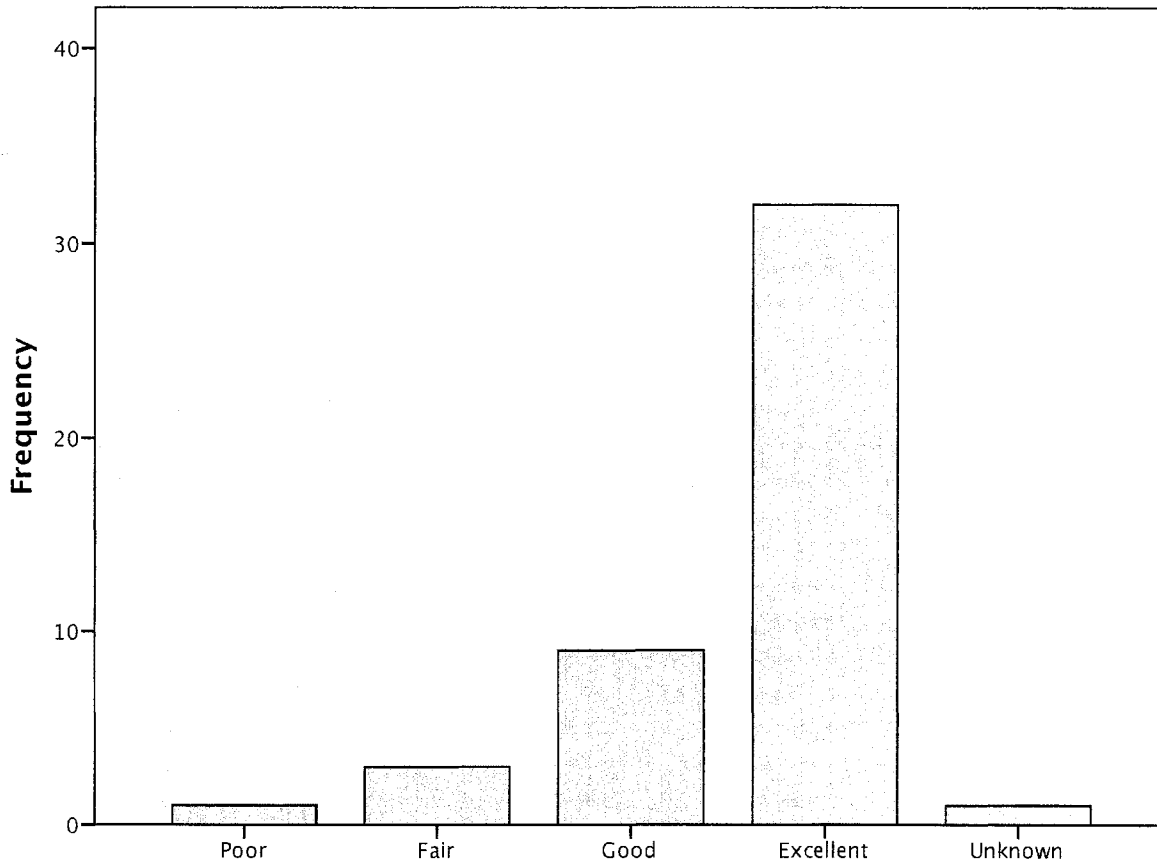
29x. Opportunities for formal student evaluation of instruction.

N	Valid	46
	Missing	8
Mean		3.63
Median		4.00

29x. Opportunities for formal student evaluation of instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	3	5.6	6.5	8.7
	Good	9	16.7	19.6	28.3
	Excellent	32	59.3	69.6	97.8
	Unknown	1	1.9	2.2	100.0
Total		46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29x. Opportunities for formal student evaluation of instruction.



29x. Opportunities for formal student evaluation of instruction.

29y. Quality of CJ holdings in CJ at FLITE.

Statistics

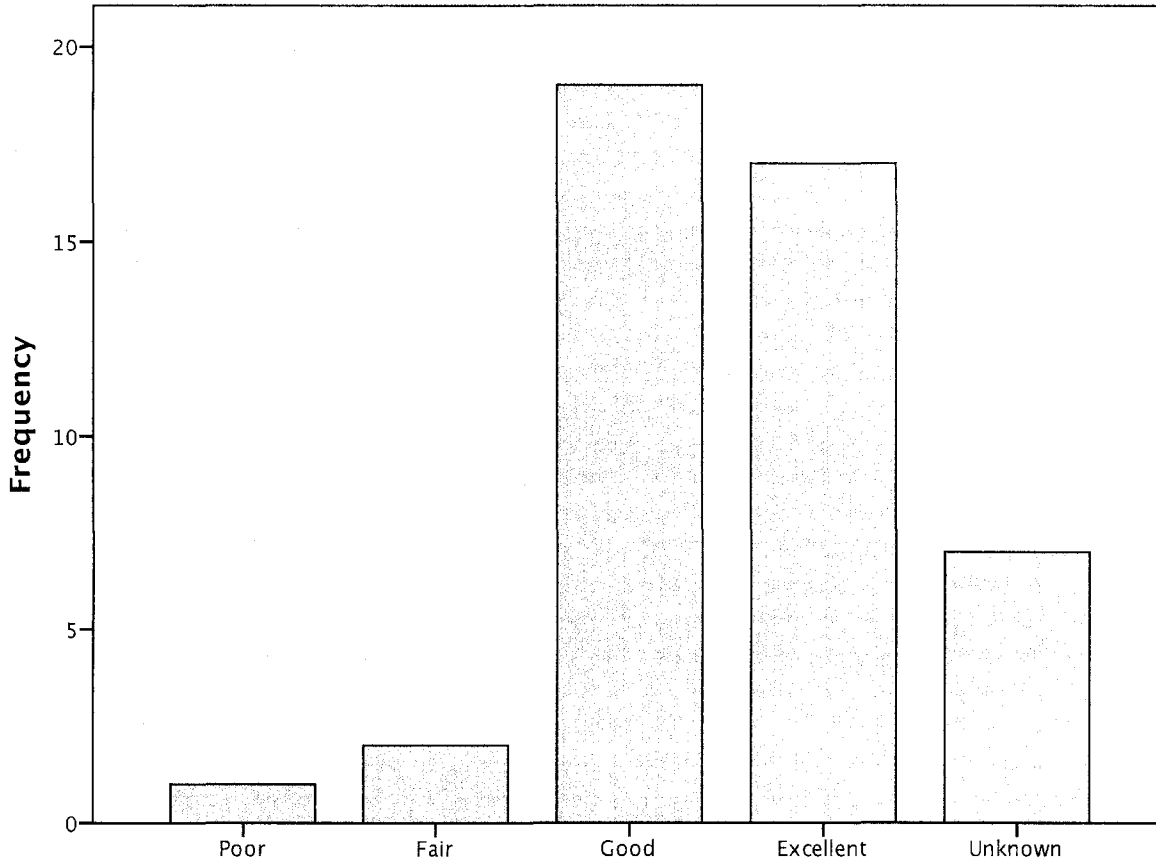
29y. Quality of CJ holdings in CJ at FLITE.

N	Valid	46
	Missing	8
Mean		3.59
Median		4.00

29y. Quality of CJ holdings in CJ at FLITE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	2	3.7	4.3	6.5
	Good	19	35.2	41.3	47.8
	Excellent	17	31.5	37.0	84.8
	Unknown	7	13.0	15.2	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29y. Quality of CJ holdings in CJ at FLITE.



29y. Quality of CJ holdings in CJ at FLITE.

29z. Off campus access to library holdings at FSU.

Statistics

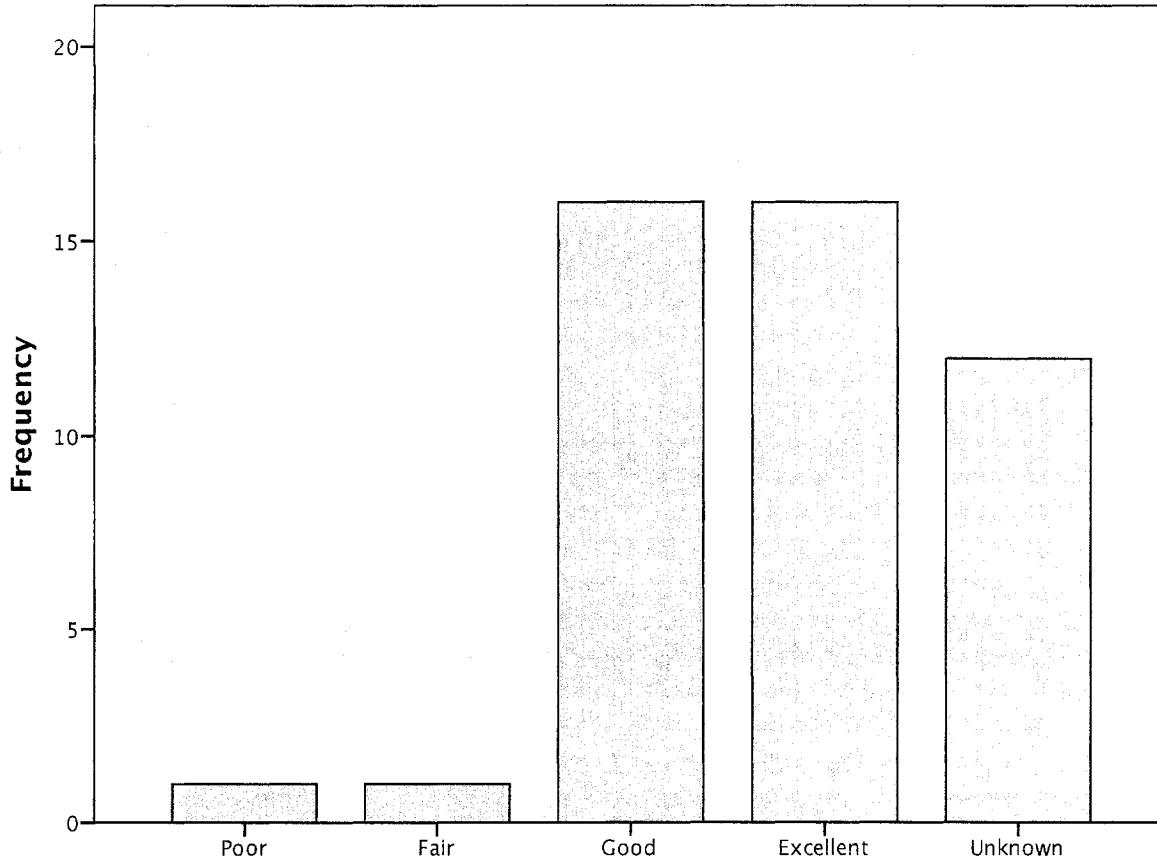
29z. Off campus access to library holdings at FSU.

N	Valid	46
	Missing	8
Mean		3.80
Median		4.00

29z. Off campus access to library holdings at FSU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Fair	1	1.9	2.2	4.3
	Good	16	29.6	34.8	39.1
	Excellent	16	29.6	34.8	73.9
	Unknown	12	22.2	26.1	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29z. Off campus access to library holdings at FSU.



29z. Off campus access to library holdings at FSU.

29aa. Access on campus to library holdings at FSU.

Statistics

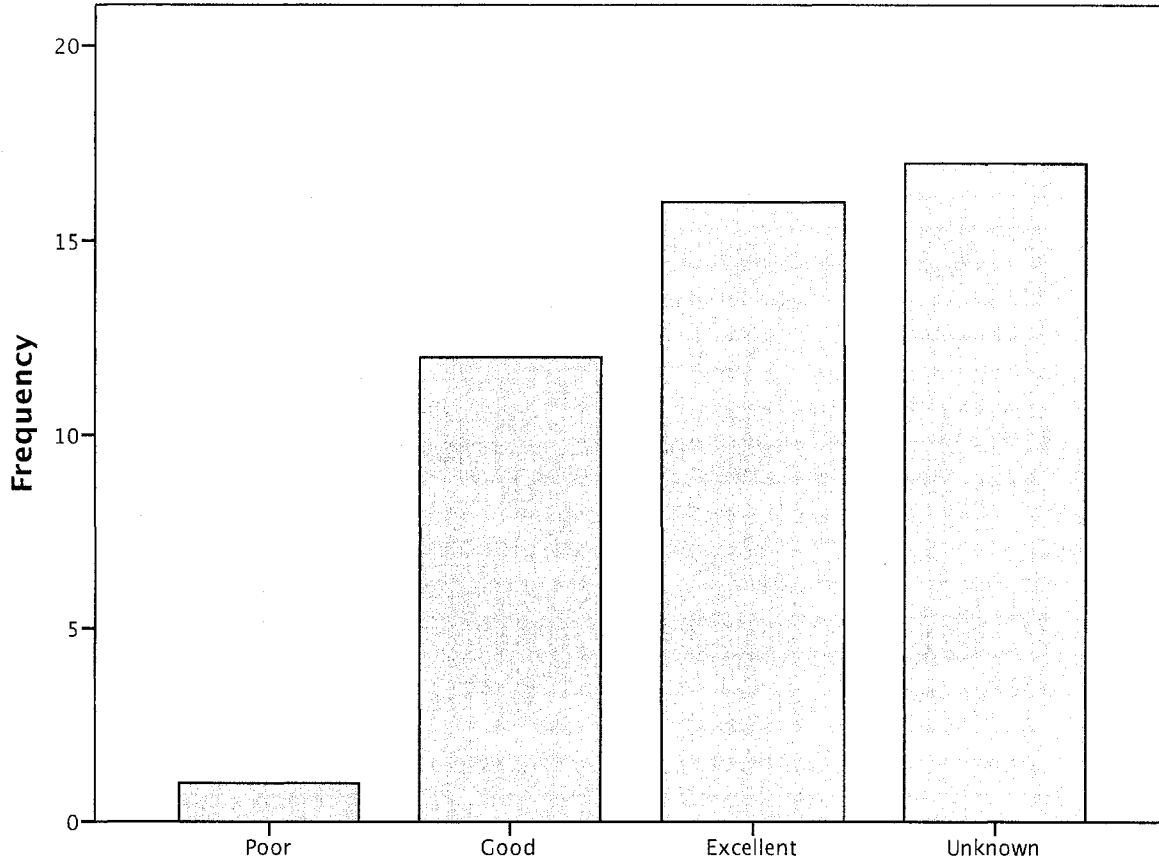
29aa. Access on campus to library holdings at FSU.

N	Valid	46
	Missing	8
Mean		4.04
Median		4.00

29aa. Access on campus to library holdings at FSU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	2.2	2.2
	Good	12	22.2	26.1	28.3
	Excellent	16	29.6	34.8	63.0
	Unknown	17	31.5	37.0	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

29aa. Access on campus to library holdings at FSU.



29aa. Access on campus to library holdings at FSU.

30a.BR-Availability of library databases at Ferris.

Statistics

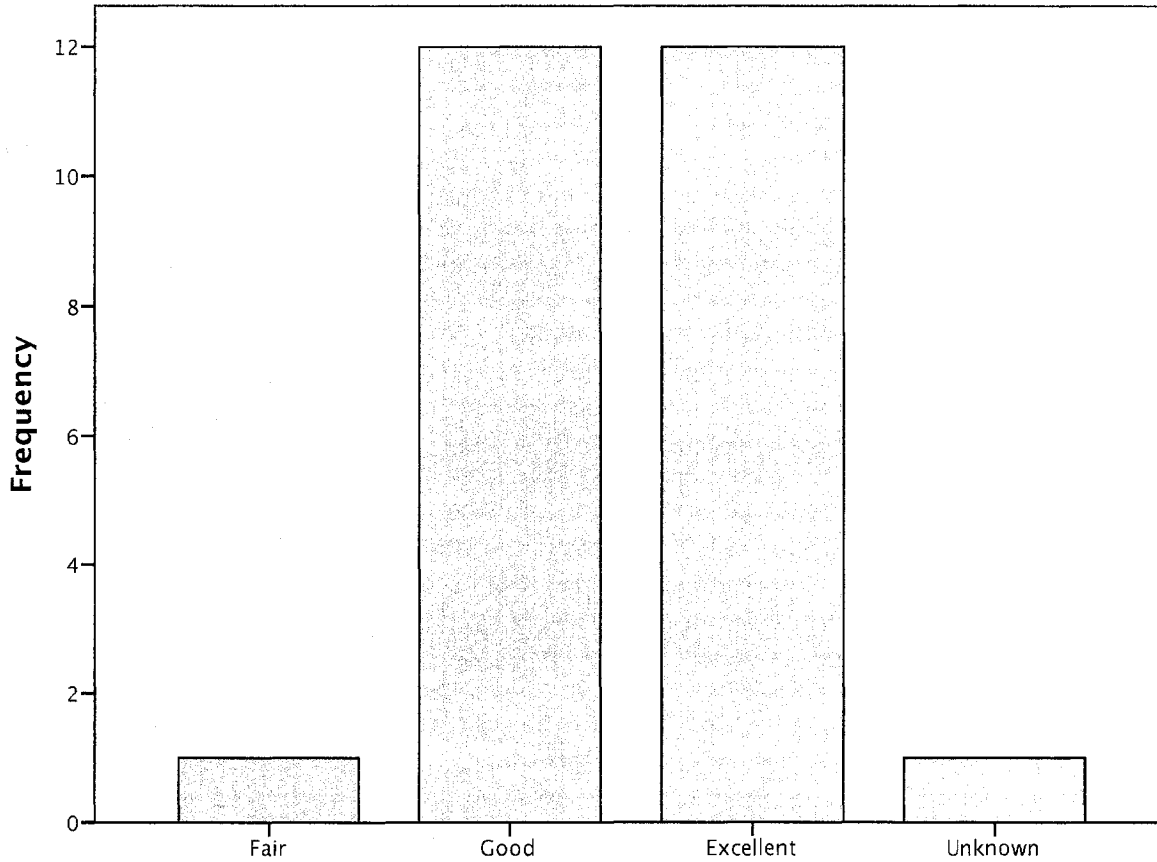
30a. BR-Availability of library databases at Ferris.

N	Valid	26
	Missing	28
Mean		3.50
Median		3.50

30a.BR-Availability of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	1.9	3.8	3.8
	Good	12	22.2	46.2	50.0
	Excellent	12	22.2	46.2	96.2
	Unknown	1	1.9	3.8	100.0
	Total	26	48.1	100.0	
Missing	System	28	51.9		
Total		54	100.0		

30a.BR-Availability of library databases at Ferris.



30a.BR-Availability of library databases at Ferris.

30b. BR-Quality of library databases at Ferris.

Statistics

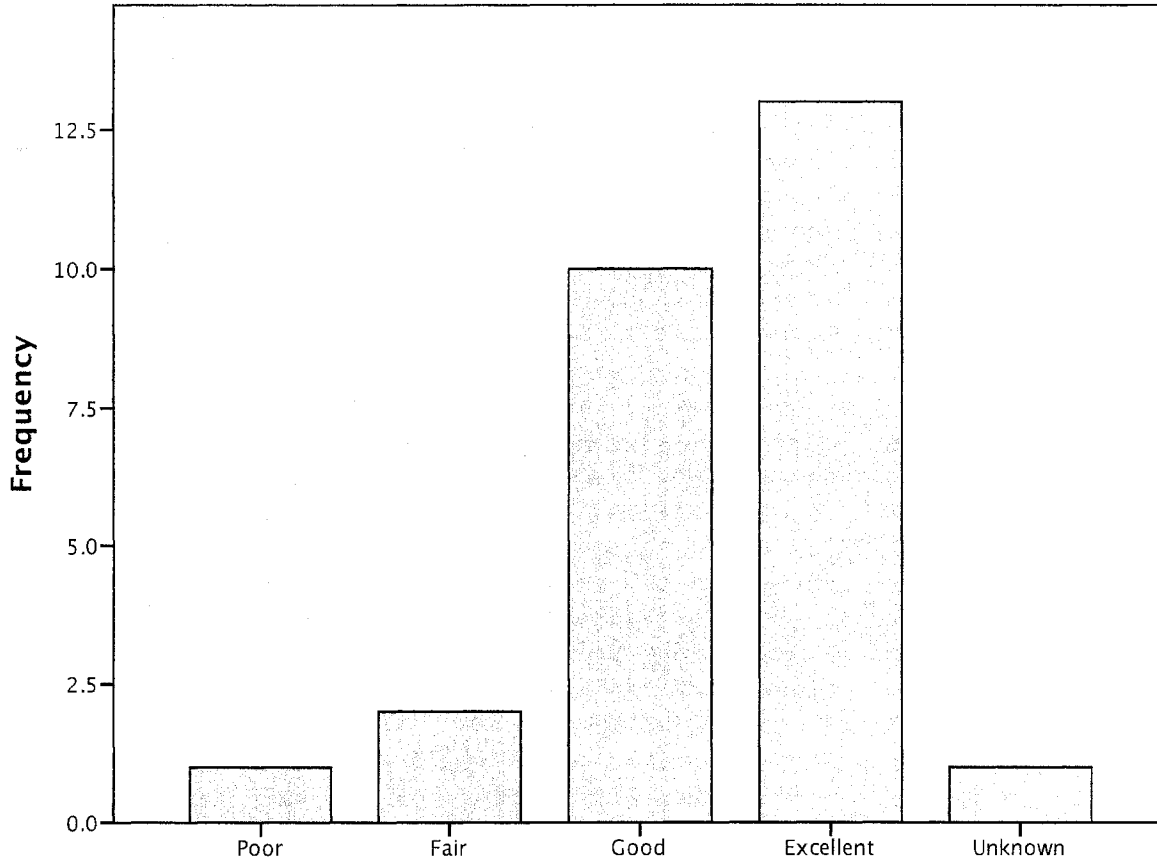
30b. BR-Quality of library databases at Ferris.

N	Valid	27
	Missing	27
Mean		3.41
Median		4.00

30b. BR-Quality of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	3.7	3.7
	Fair	2	3.7	7.4	11.1
	Good	10	18.5	37.0	48.1
	Excellent	13	24.1	48.1	96.3
	Unknown	1	1.9	3.7	100.0
	Total	27	50.0	100.0	
Missing	System	27	50.0		
Total		54	100.0		

30b. BR-Quality of library databases at Ferris.



30b. BR-Quality of library databases at Ferris.

30c. BR-Availability of books at the Lundberg Bookstore.

Statistics

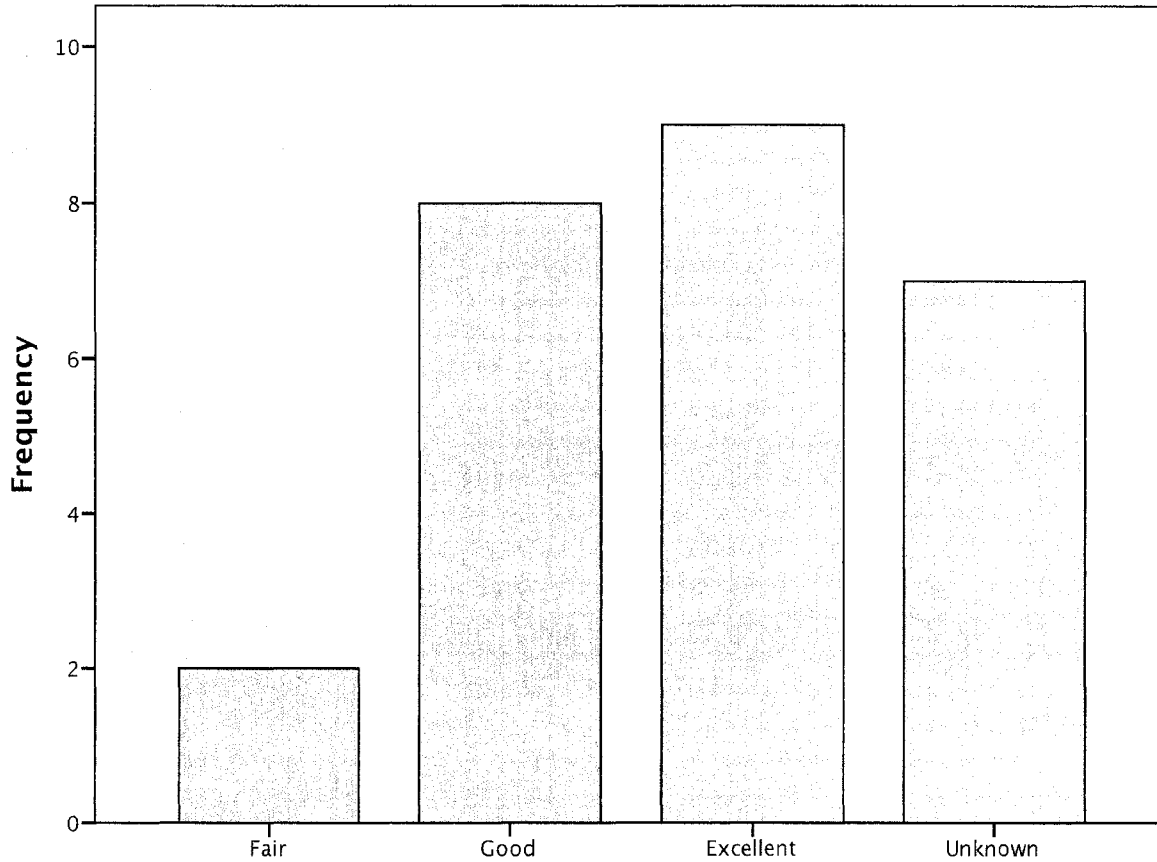
30c. BR-Availability of books at the Lundberg Bookstore.

N	Valid	26
	Missing	28
Mean		3.81
Median		4.00

30c. BR-Availability of books at the Lundberg Bookstore.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	7.7	7.7
	Good	8	14.8	30.8	38.5
	Excellent	9	16.7	34.6	73.1
	Unknown	7	13.0	26.9	100.0
	Total	26	48.1	100.0	
Missing	System	28	51.9		
Total		54	100.0		

30c. BR-Availability of books at the Lundberg Bookstore.



30c. BR-Availability of books at the Lundberg Bookstore.

30d. BR-Availability of courses.

Statistics

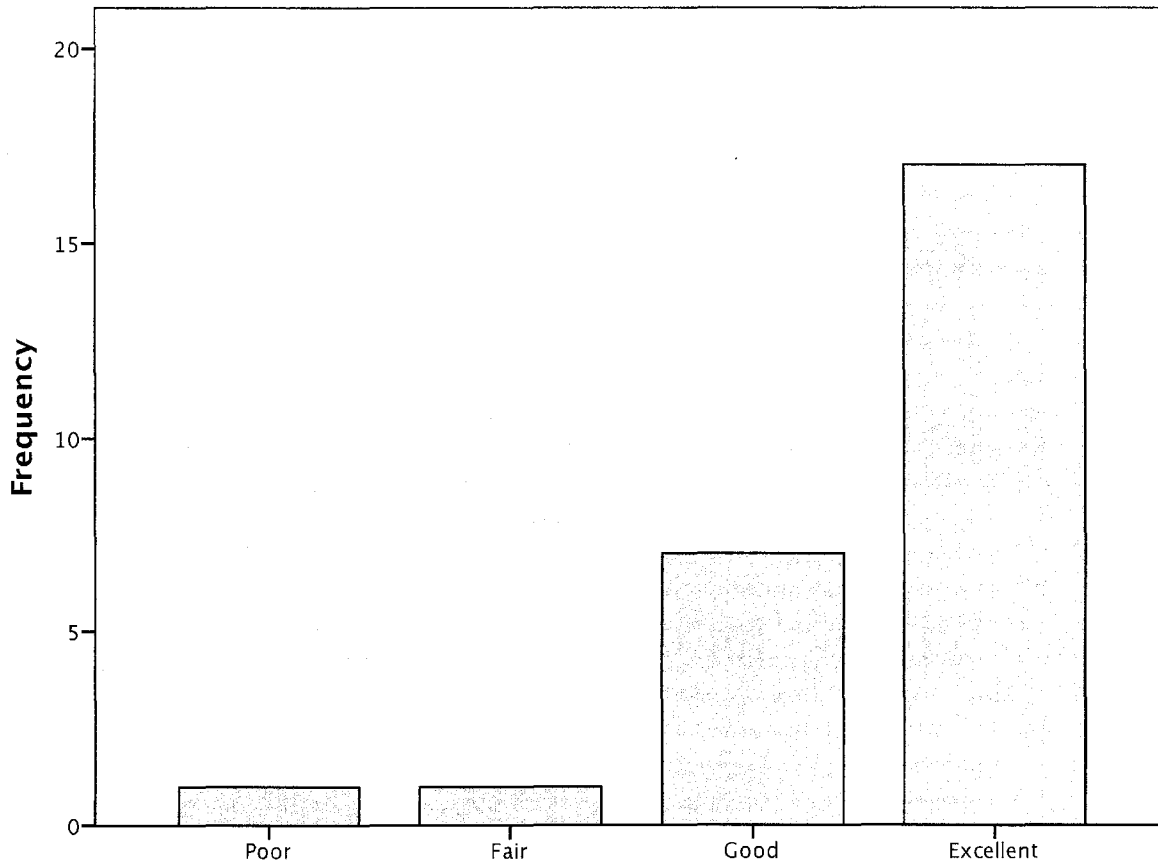
30d. BR-Availability of courses.

N	Valid	26
	Missing	28
Mean		3.54
Median		4.00

30d. BR-Availability of courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	3.8	3.8
	Fair	1	1.9	3.8	7.7
	Good	7	13.0	26.9	34.6
	Excellent	17	31.5	65.4	100.0
	Total	26	48.1	100.0	
Missing	System	28	51.9		
Total		54	100.0		

30d. BR-Availability of courses.



30d. BR-Availability of courses.

30e. BR-Quality of CJ classroom facilities.

Statistics

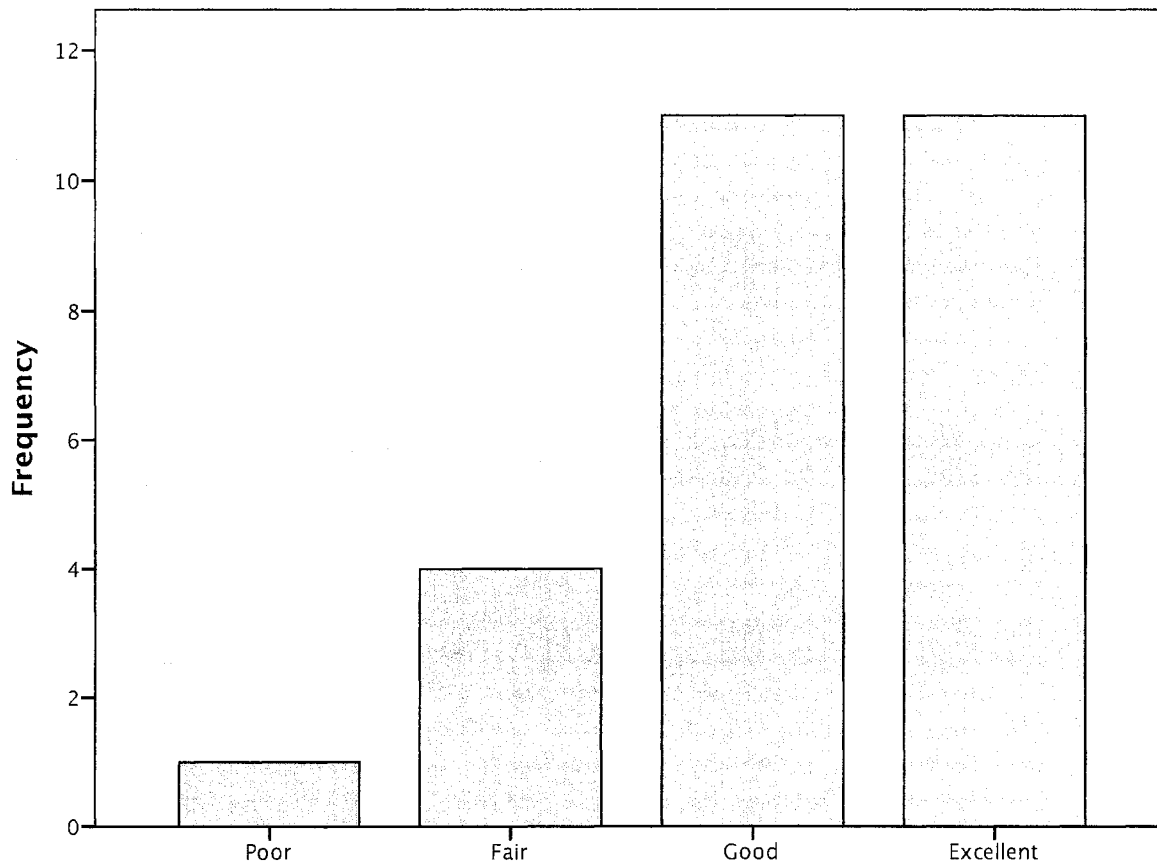
30e. BR-Quality of CJ classroom facilities.

N	Valid	27
	Missing	27
Mean		3.19
Median		3.00

30e. BR-Quality of CJ classroom facilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	3.7	3.7
	Fair	4	7.4	14.8	18.5
	Good	11	20.4	40.7	59.3
	Excellent	11	20.4	40.7	100.0
	Total	27	50.0	100.0	
Missing	System	27	50.0		
Total		54	100.0		

30e. BR-Quality of CJ classroom facilities.



30e. BR-Quality of CJ classroom facilities.

30f. BR-Quality and availability of computer facilities on campus.

Statistics

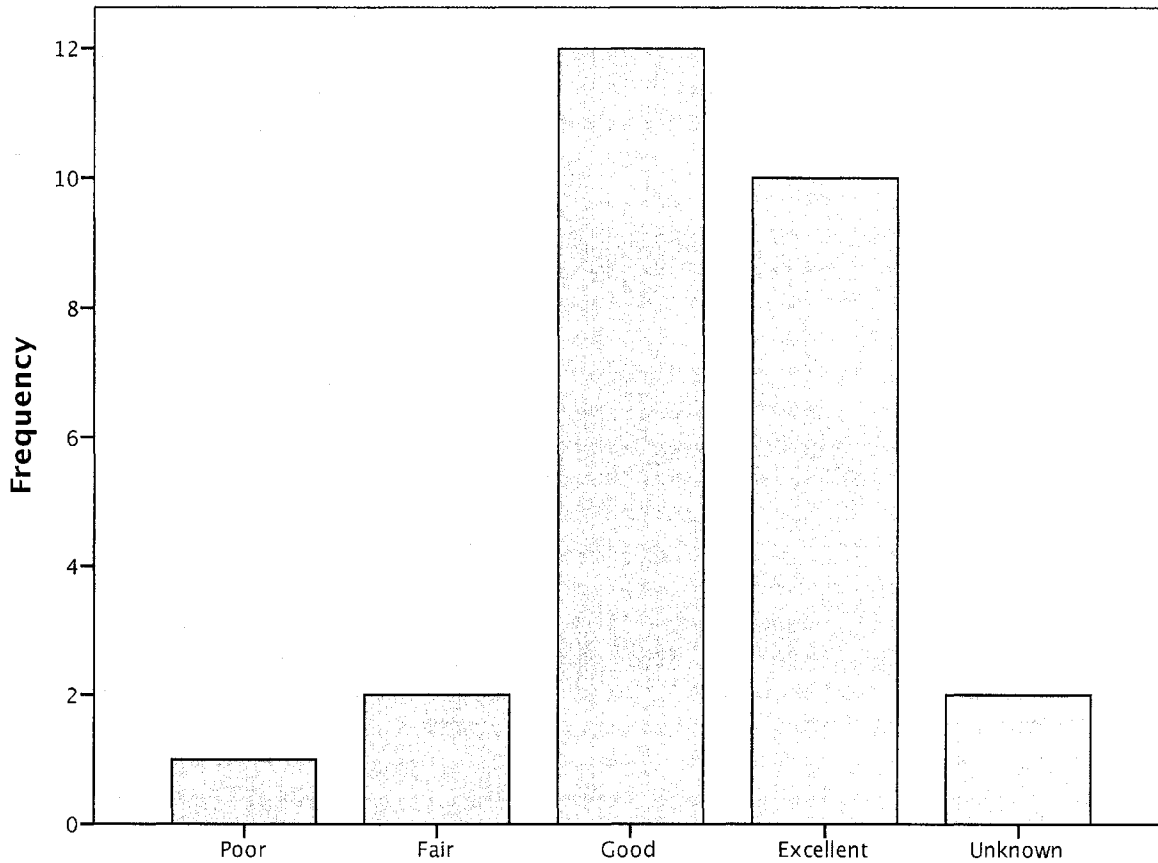
30f. BR-Quality and availability of computer facilities on campus.

N	Valid	27
	Missing	27
Mean		3.37
Median		3.00

30f. BR-Quality and availability of computer facilities on campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	3.7	3.7
	Fair	2	3.7	7.4	11.1
	Good	12	22.2	44.4	55.6
	Excellent	10	18.5	37.0	92.6
	Unknown	2	3.7	7.4	100.0
	Total		27	50.0	100.0
Missing	System	27	50.0		
Total		54	100.0		

30f. BR-Quality and availability of computer facilities on campus.



30f. BR-Quality and availability of computer facilities on campus.

30g. BR-Quality of students in the CJ program.

Statistics

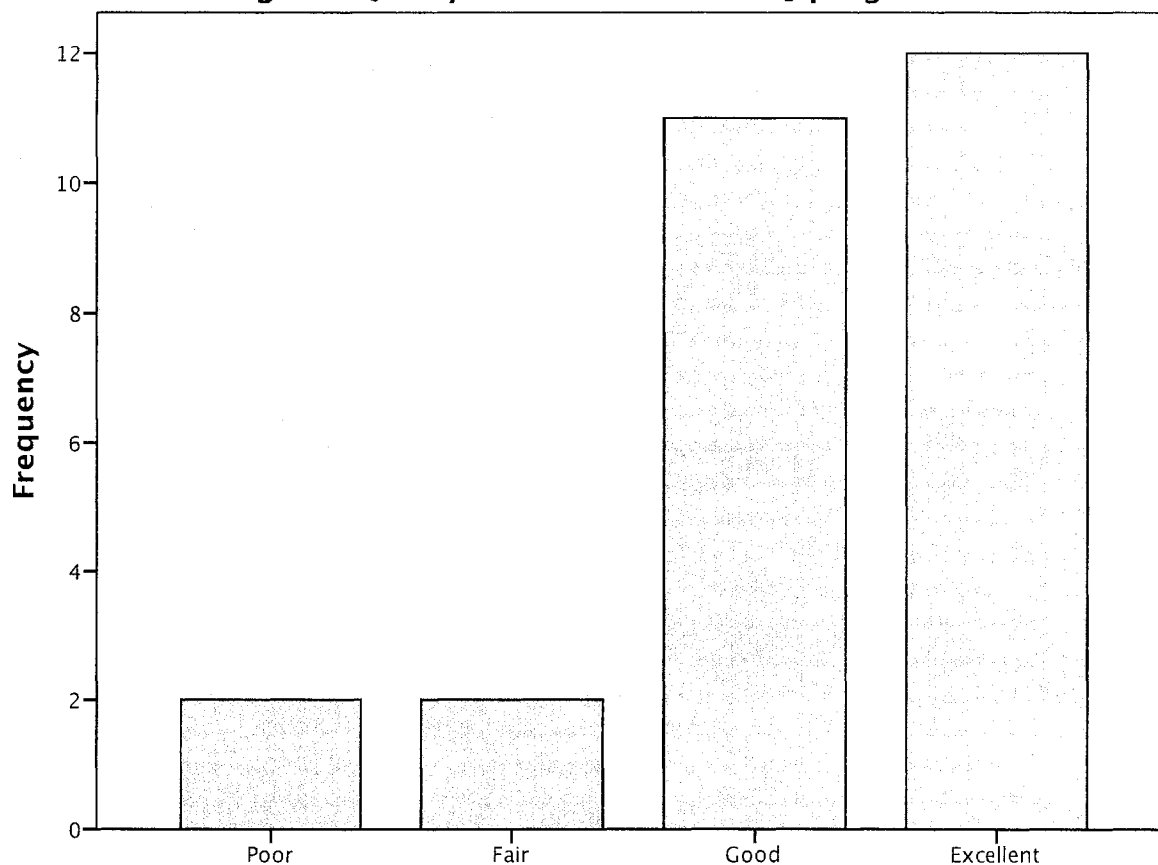
30g. BR-Quality of students in the CJ program.

N	Valid	27
	Missing	27
Mean		3.22
Median		3.00

30g. BR-Quality of students in the CJ program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Poor	2	3.7	7.4	7.4
Fair	2	3.7	7.4	14.8
Good	11	20.4	40.7	55.6
Excellent	12	22.2	44.4	100.0
Total	27	50.0	100.0	
Missing				
System	27	50.0		
Total	54	100.0		

30g. BR-Quality of students in the CJ program.



30g. BR-Quality of students in the CJ program.

30h. BR-Ability to register for courses.

Statistics

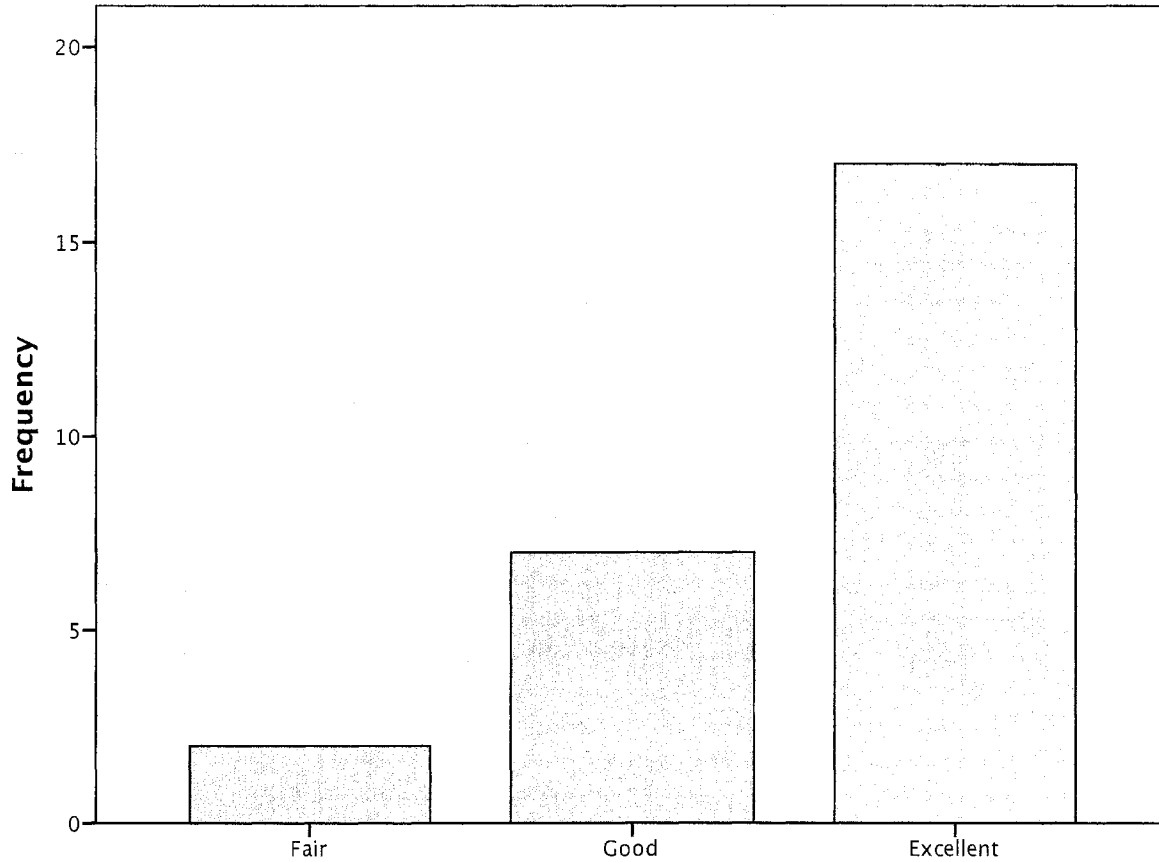
30h. BR-Ability to register for courses.

N	Valid	26
	Missing	28
Mean		3.58
Median		4.00

30h. BR-Ability to register for courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	7.7	7.7
	Good	7	13.0	26.9	34.6
	Excellent	17	31.5	65.4	100.0
	Total	26	48.1	100.0	
Missing	System	28	51.9		
Total		54	100.0		

30h. BR-Ability to register for courses.



30h. BR-Ability to register for courses.

30i. BR-Access to grades online at Ferris.

Statistics

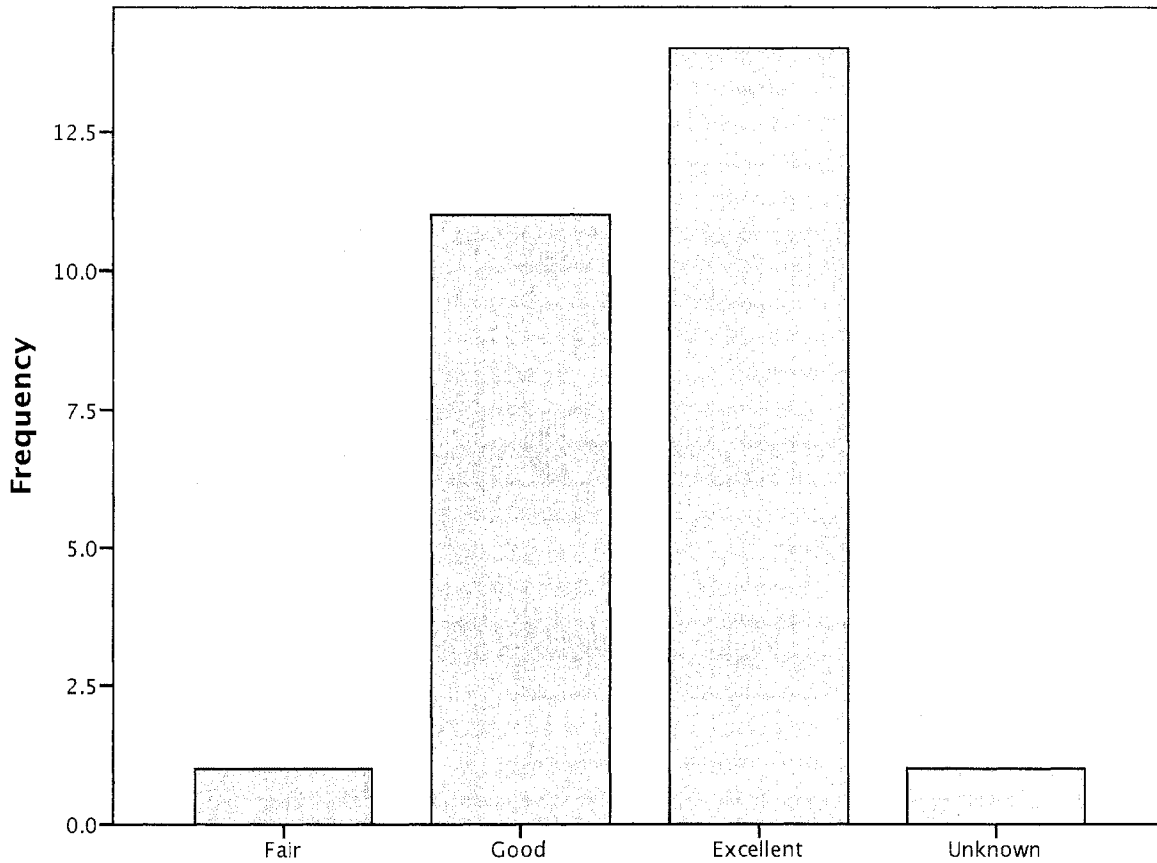
30i. BR-Access to grades online at Ferris.

N	Valid	27
	Missing	27
Mean		3.56
Median		4.00

30i. BR-Access to grades online at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	1.9	3.7	3.7
	Good	11	20.4	40.7	44.4
	Excellent	14	25.9	51.9	96.3
	Unknown	1	1.9	3.7	100.0
	Total	27	50.0	100.0	
Missing	System	27	50.0		
Total		54	100.0		

30i. BR-Access to grades online at Ferris.



30i. BR-Access to grades online at Ferris.

30j. BR-Overall quality of CJ graduate program.

Statistics

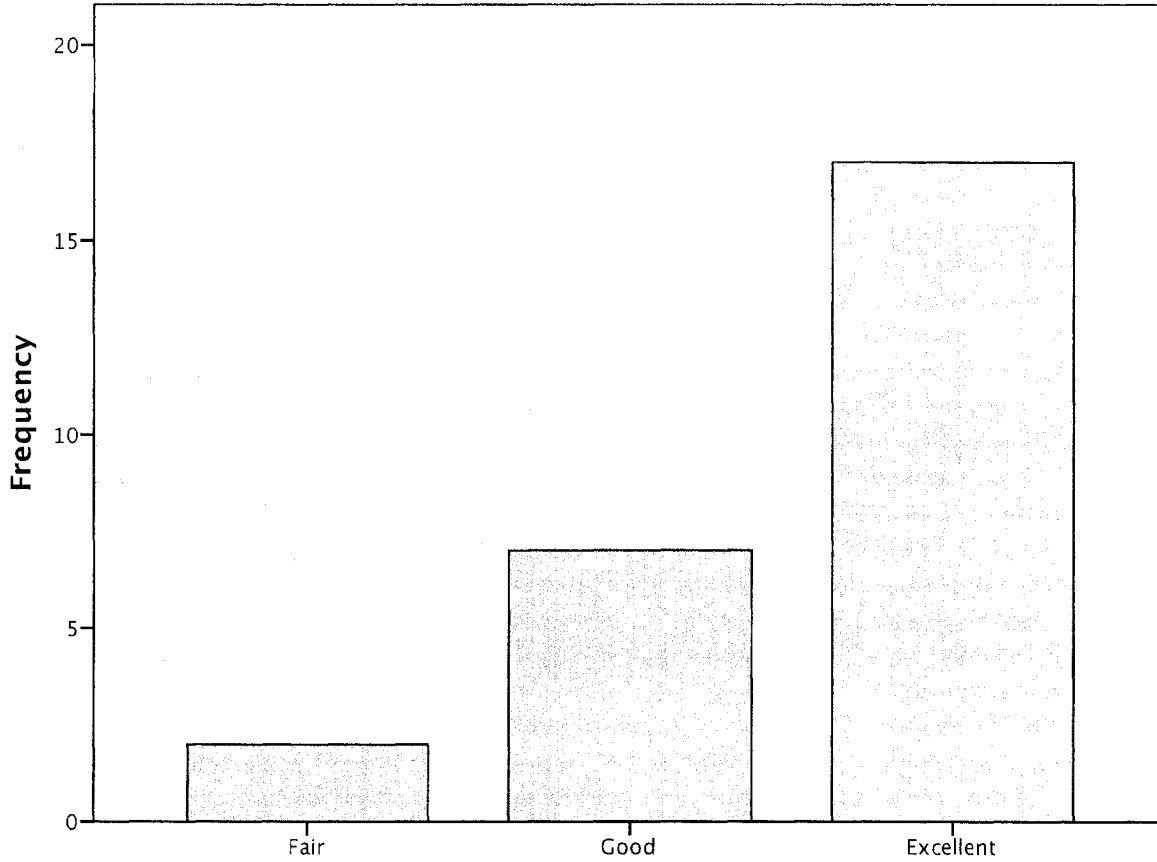
30j. BR-Overall quality of CJ graduate program.

N	Valid	26
	Missing	28
Mean		3.58
Median		4.00

30j. BR-Overall quality of CJ graduate program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	7.7	7.7
	Good	7	13.0	26.9	34.6
	Excellent	17	31.5	65.4	100.0
	Total	26	48.1	100.0	
Missing	System	28	51.9		
Total		54	100.0		

30j. BR-Overall quality of CJ graduate program.



30j. BR-Overall quality of CJ graduate program.

31a. GR-Availabilty of books at the Kendall Bookstore (GR).

Statistics

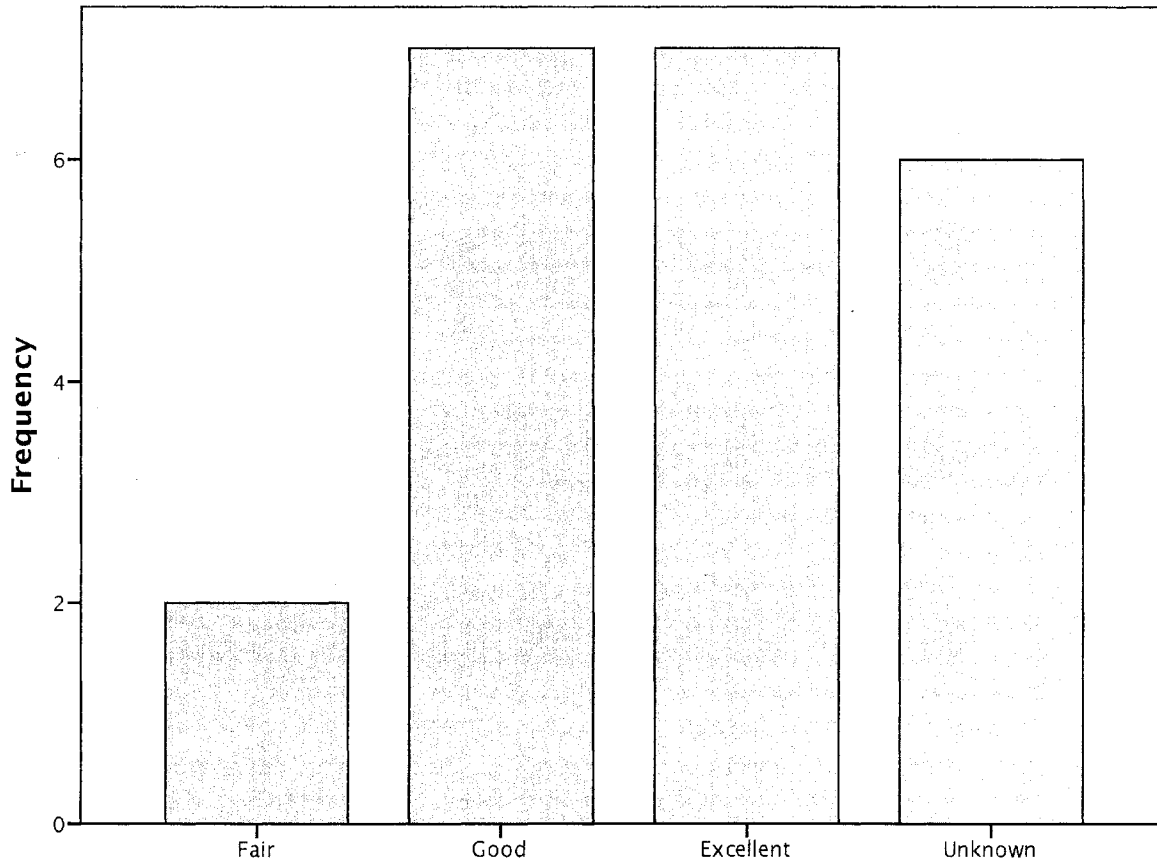
31a. GR-Availabilty of books at the Kendall Bookstore (GR).

N	Valid	22
	Missing	32
Mean		3.77
Median		4.00

31a. GR-Availabilty of books at the Kendall Bookstore (GR).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	9.1	9.1
	Good	7	13.0	31.8	40.9
	Excellent	7	13.0	31.8	72.7
	Unknown	6	11.1	27.3	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31a. GR-Availabilty of books at the Kendall Bookstore (GR).



31a. GR-Availabilty of books at the Kendall Bookstore (GR).

31b. GR-Availability of courses.

Statistics

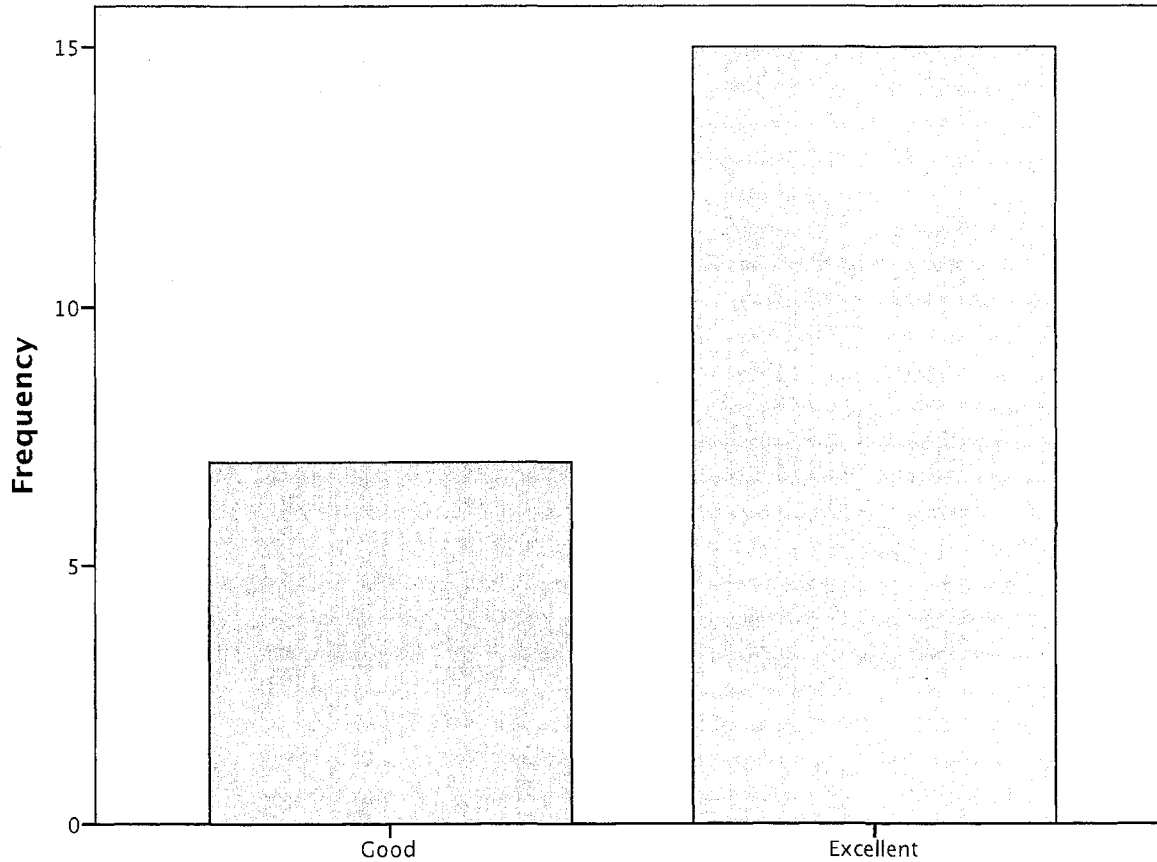
31b. GR-Availability of courses.

N	Valid	22
	Missing	32
Mean		3.68
Median		4.00

31b. GR-Availability of courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	7	13.0	31.8	31.8
	Excellent	15	27.8	68.2	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31b. GR-Availability of courses.



31b. GR-Availability of courses.

31c. GR-Flexibility of course scheduling

Statistics

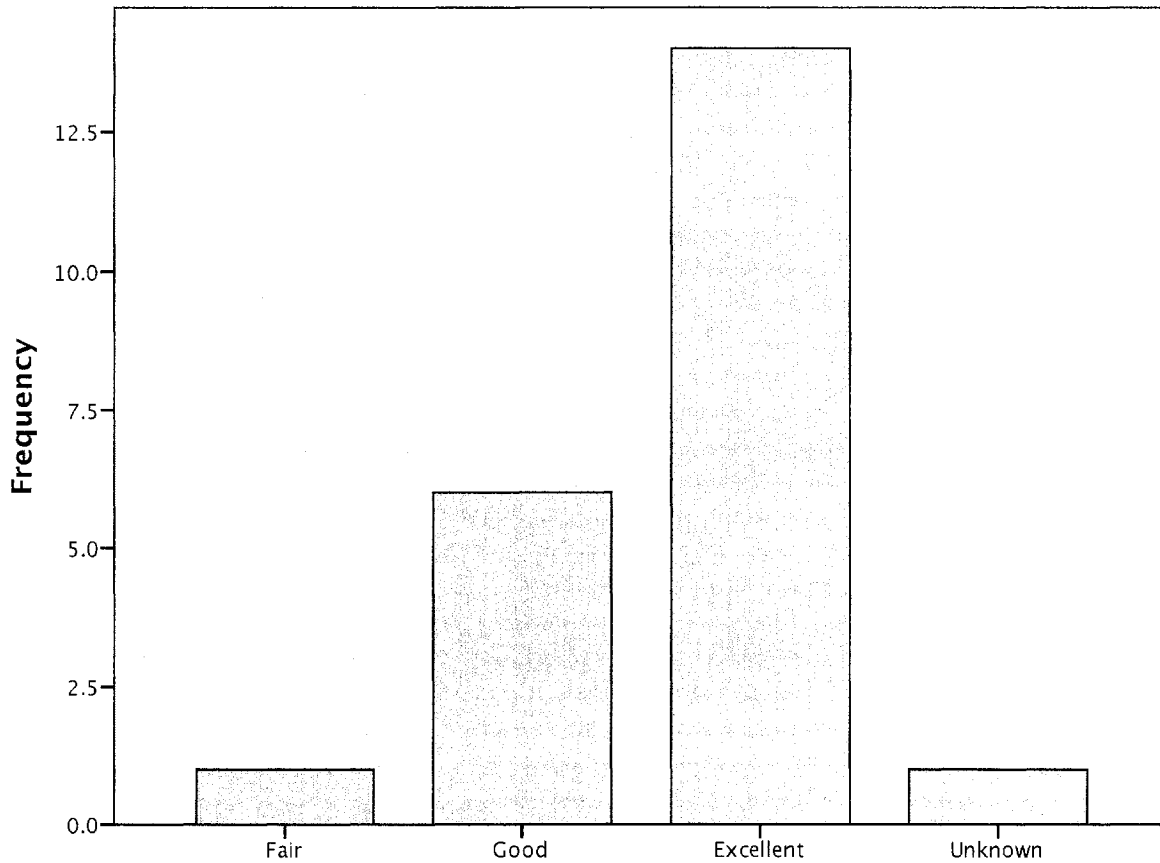
31c. GR-Flexibility of course scheduling

N	Valid	22
	Missing	32
Mean		3.68
Median		4.00

31c. GR-Flexibility of course scheduling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	1.9	4.5	4.5
	Good	6	11.1	27.3	31.8
	Excellent	14	25.9	63.6	95.5
	Unknown	1	1.9	4.5	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31c. GR-Flexibility of course scheduling



31c. GR-Flexibility of course scheduling

31d. GR-Quality and availability of computer facilities on campus.

Statistics

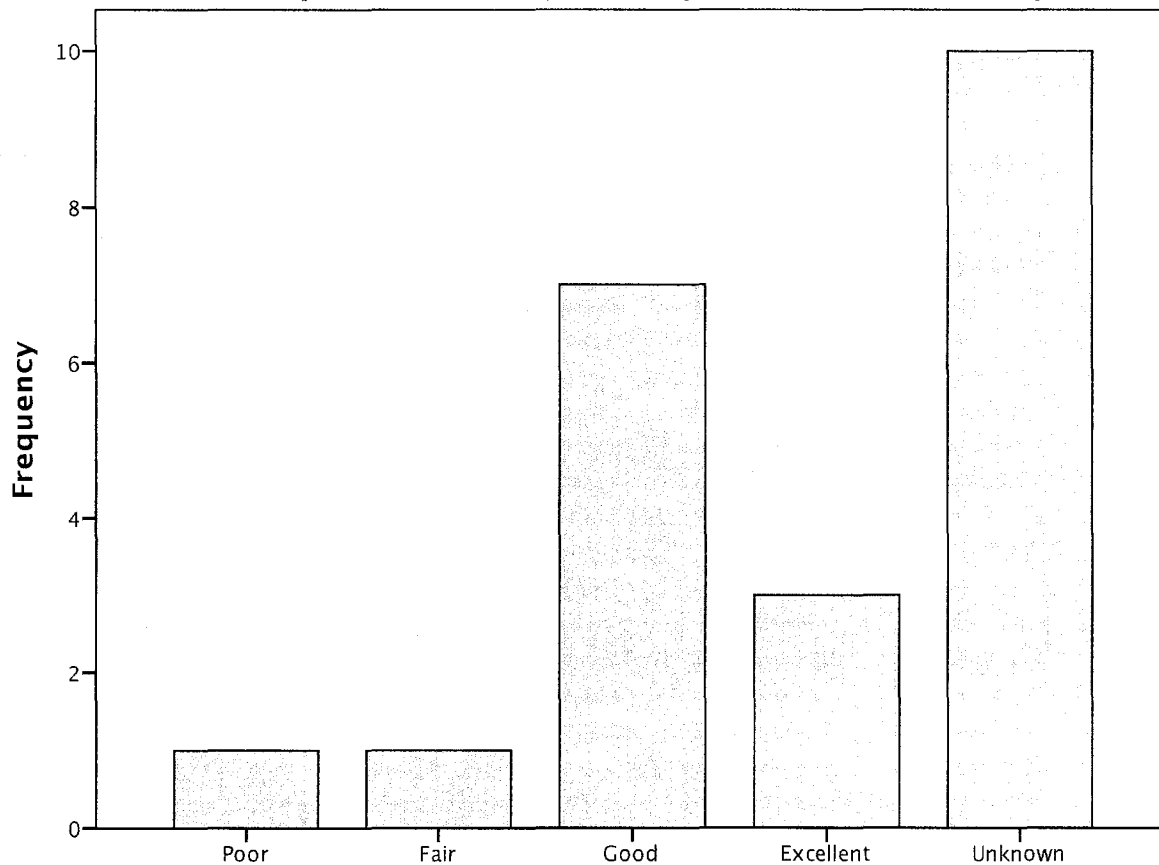
31d. GR-Quality and availability of computer facilities on campus.

N	Valid	22
	Missing	32
Mean		3.91
Median		4.00

31d. GR-Quality and availability of computer facilities on campus.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Poor	1	1.9	4.5	4.5
Fair	1	1.9	4.5	9.1
Good	7	13.0	31.8	40.9
Excellent	3	5.6	13.6	54.5
Unknown	10	18.5	45.5	100.0
Total	22	40.7	100.0	
Missing				
System	32	59.3		
al	54	100.0		

31d. GR-Quality and availability of computer facilities on campus.



31d. GR-Quality and availability of computer facilities on campus.

31e. GR-Availability of Library databases at Ferris

Statistics

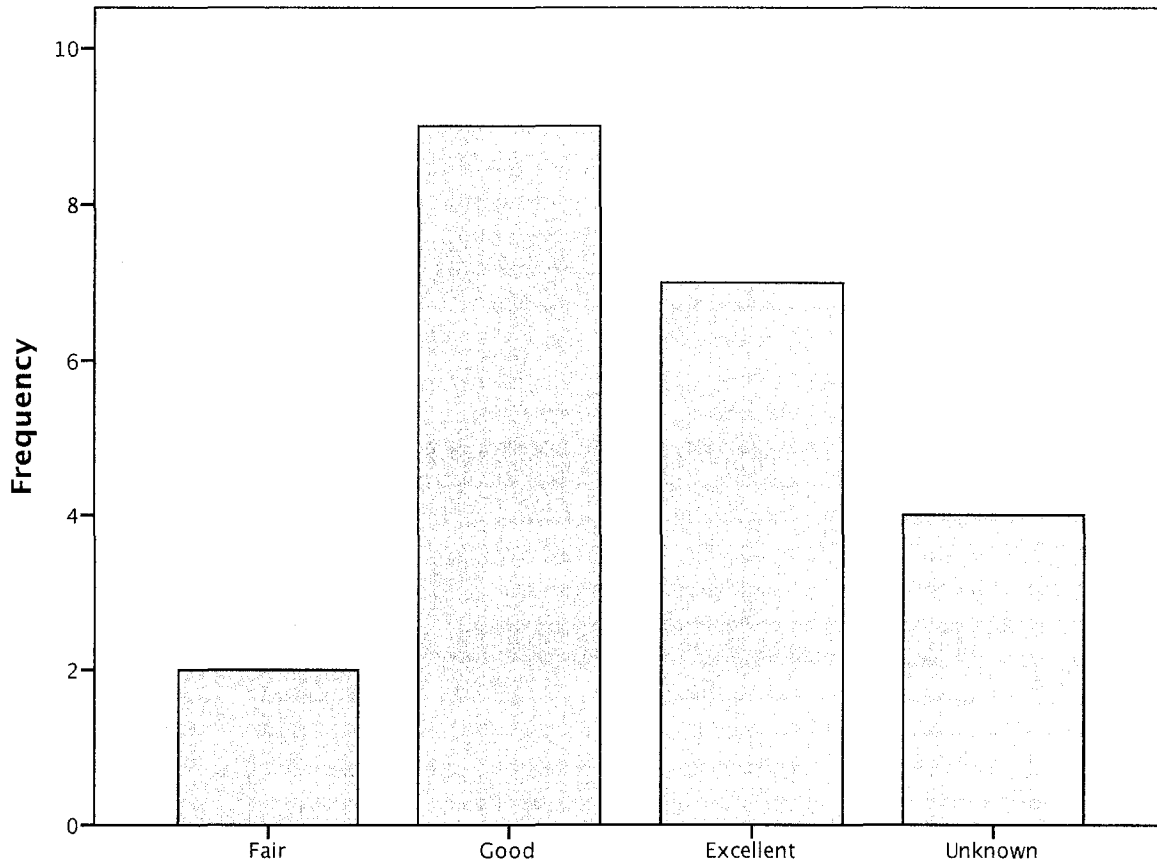
31e. GR-Availability of Library databases at Ferris

N	Valid	22
	Missing	32
Mean		3.59
Median		3.50

31e. GR-Availability of Library databases at Ferris

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	9.1	9.1
	Good	9	16.7	40.9	50.0
	Excellent	7	13.0	31.8	81.8
	Unknown	4	7.4	18.2	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31e.GR-Availability of Library databases at Ferris



31e.GR-Availability of Library databases at Ferris

31f. GR-Quality of library databases at Ferris.

Statistics

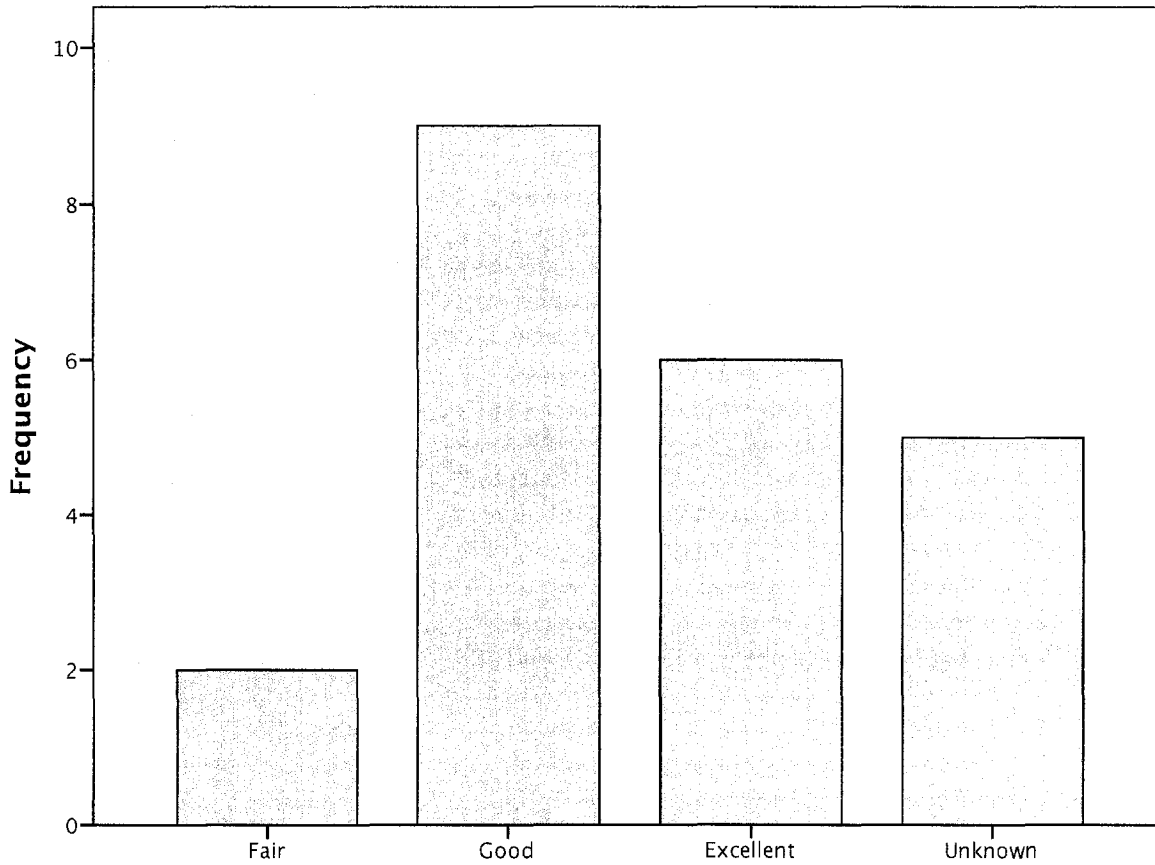
31f. GR-Quality of library databases at Ferris.

N	Valid	22
	Missing	32
Mean		3.64
Median		3.50

31f. GR-Quality of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	9.1	9.1
	Good	9	16.7	40.9	50.0
	Excellent	6	11.1	27.3	77.3
	Unknown	5	9.3	22.7	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31f. GR-Quality of library databases at Ferris.



31f. GR-Quality of library databases at Ferris.

31g. GR-Access to FSU's library databases from GR campus.

Statistics

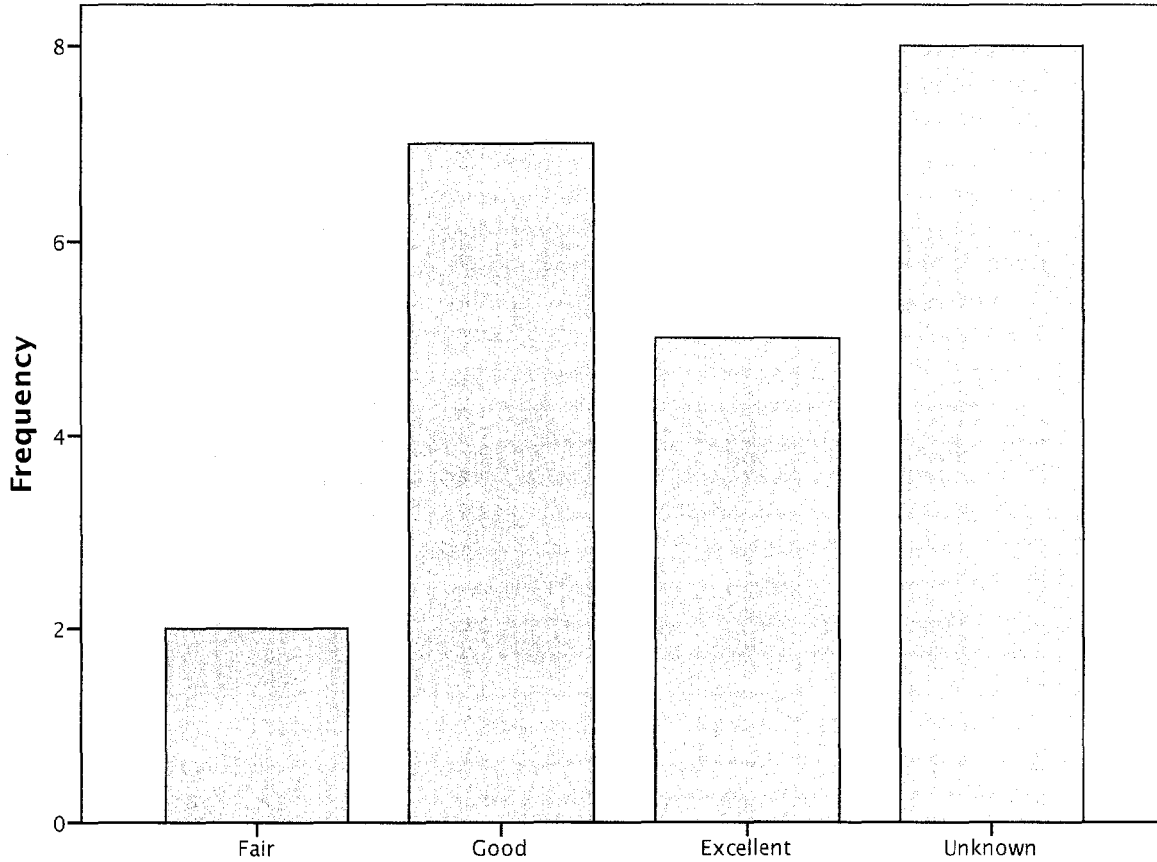
31g. GR-Access to FSU's library databases from GR campus.

N	Valid	22
	Missing	32
Mean		3.86
Median		4.00

31g. GR-Access to FSU's library databases from GR campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	3.7	9.1	9.1
	Good	7	13.0	31.8	40.9
	Excellent	5	9.3	22.7	63.6
	Unknown	8	14.8	36.4	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31g. GR-Access to FSU's library databases from GR campus.



31g. GR-Access to FSU's library databases from GR campus.

31h. GR-Ability to register for classes.

Statistics

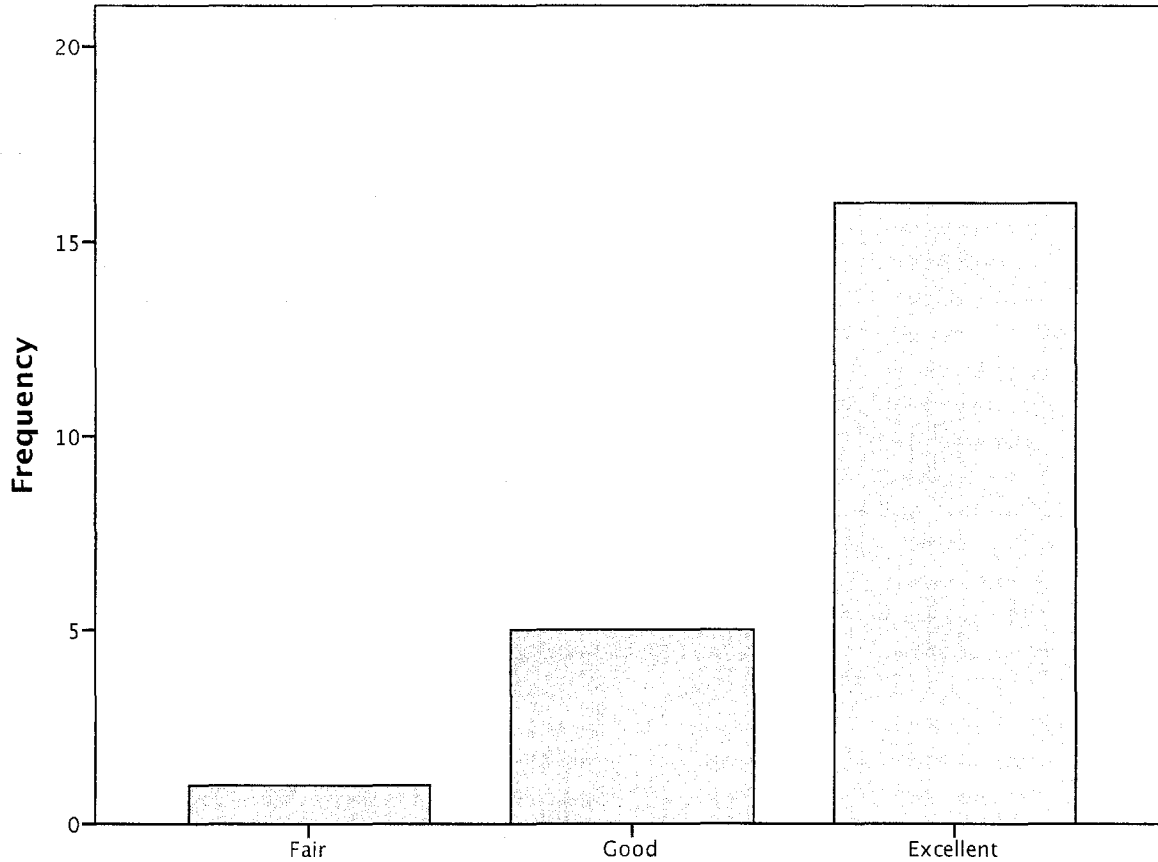
31h. GR-Ability to register for classes.

N	Valid	22
	Missing	32
Mean		3.68
Median		4.00

31h. GR-Ability to register for classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	1	1.9	4.5	4.5
	Good	5	9.3	22.7	27.3
	Excellent	16	29.6	72.7	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31h. GR-Ability to register for classes.



31h. GR-Ability to register for classes.

31i. GR-Access to grades online at Ferris.

Statistics

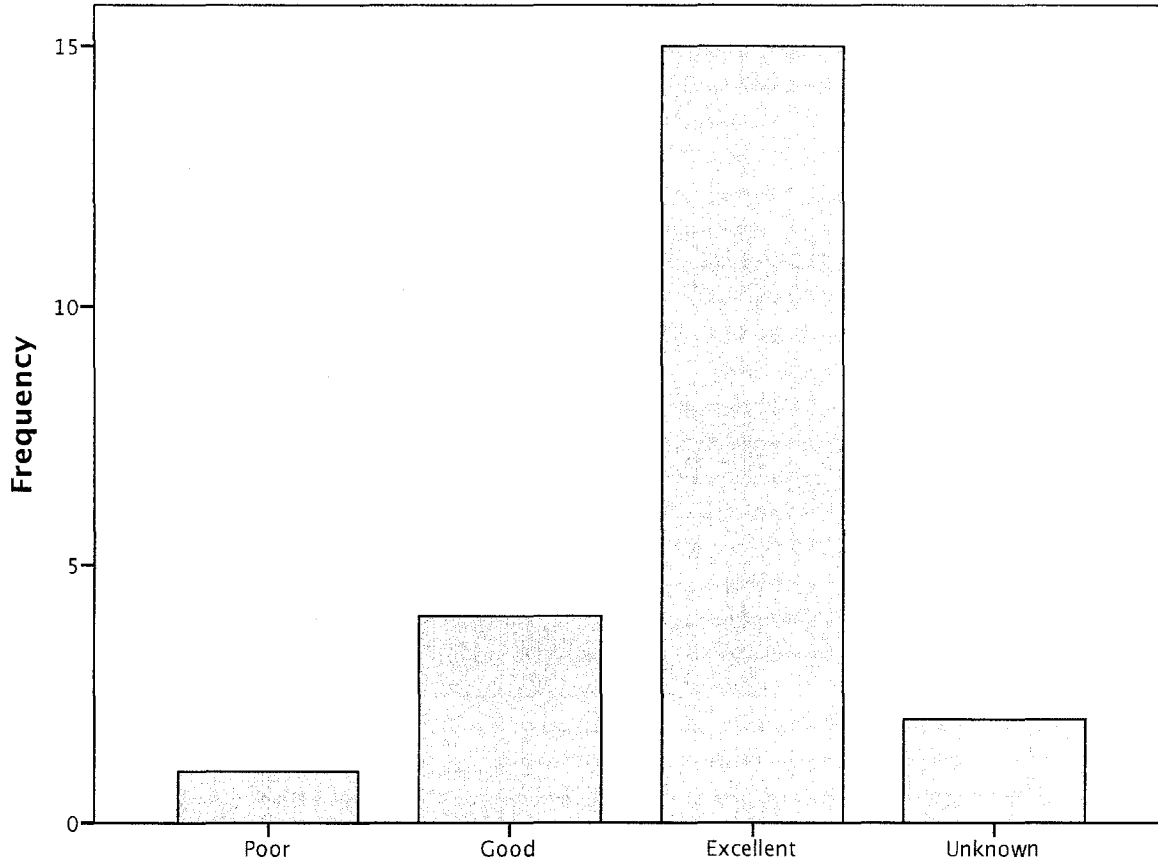
31i. GR-Access to grades online at Ferris.

N	Valid	22
	Missing	32
Mean		3.77
Median		4.00

31i. GR-Access to grades online at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	4.5	4.5
	Good	4	7.4	18.2	22.7
	Excellent	15	27.8	68.2	90.9
	Unknown	2	3.7	9.1	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31i. GR-Access to grades online at Ferris.



31i. GR-Access to grades online at Ferris.

31j. GR-Quality of students in the CJ program.

Statistics

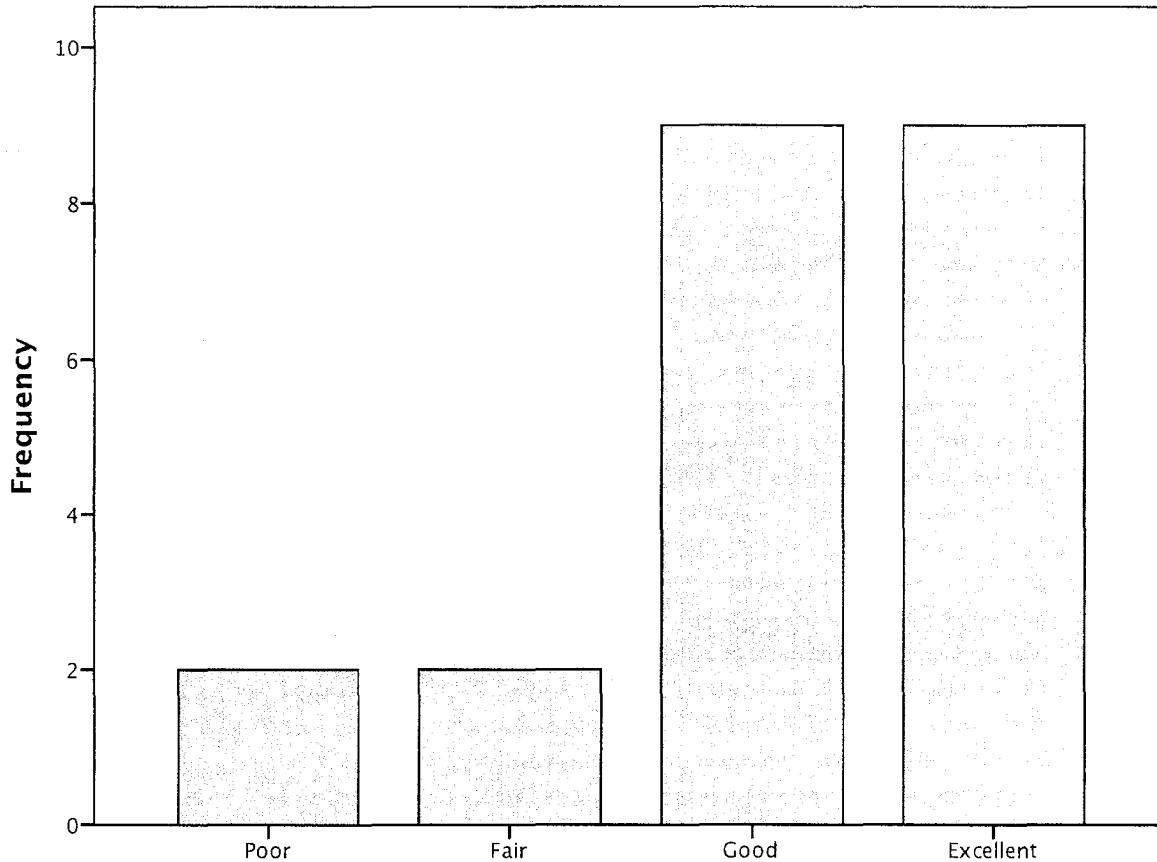
31j. GR-Quality of students in the CJ program.

N	Valid	22
	Missing	32
Mean		3.14
Median		3.00

31j. GR-Quality of students in the CJ program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	3.7	9.1	9.1
	Fair	2	3.7	9.1	18.2
	Good	9	16.7	40.9	59.1
	Excellent	9	16.7	40.9	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31j. GR-Quality of students in the CJ program.



31j. GR-Quality of students in the CJ program.

31k. GR-Overall quality of Graduate program.

Statistics

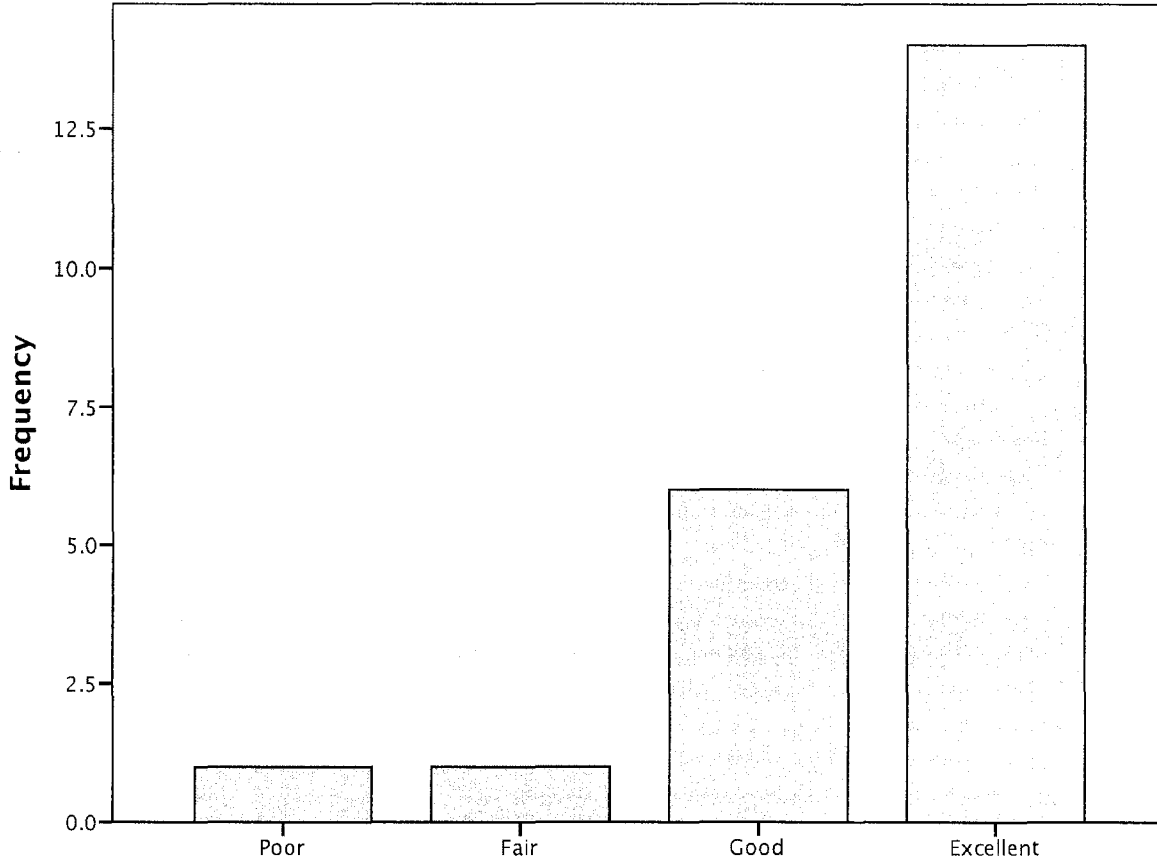
31k. GR-Overall quality of Graduate program.

N	Valid	22
	Missing	32
Mean		3.50
Median		4.00

31k. GR-Overall quality of Graduate program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1.9	4.5	4.5
	Fair	1	1.9	4.5	9.1
	Good	6	11.1	27.3	36.4
	Excellent	14	25.9	63.6	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

31k. GR-Overall quality of Graduate program.



31k. GR-Overall quality of Graduate program.

32. What is your sex

Statistics

32. What is your sex

N	Valid	46
	Missing	8
Mean		1.78
Median		2.00

32. What is your sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	29.6	34.8	34.8
	Female	27	50.0	58.7	93.5
	4	3	5.6	6.5	100.0
	Total	46	85.2	100.0	
Missing	System	8	14.8		
Total		54	100.0		

Statistics

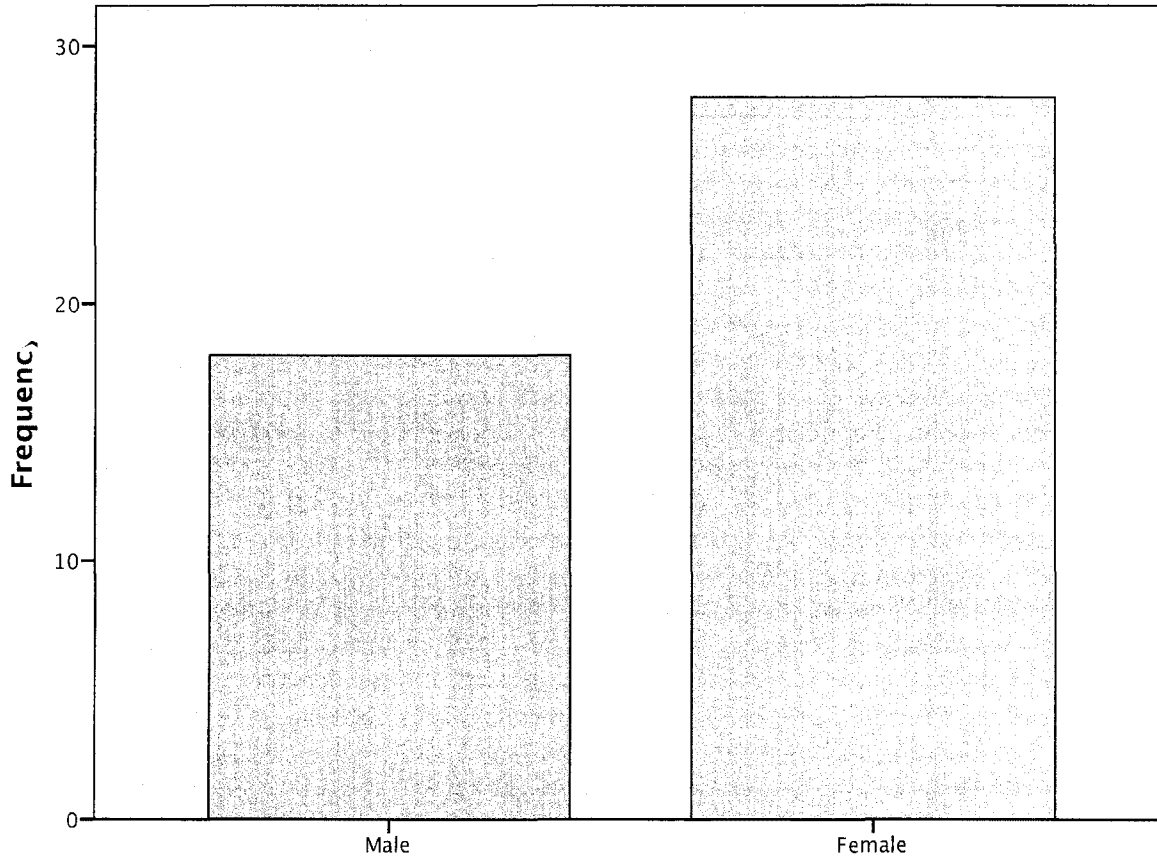
32. What is your sex

N	Valid	46
	Missing	8
	Mean	1.61
	Median	2.00

32. What is your sex

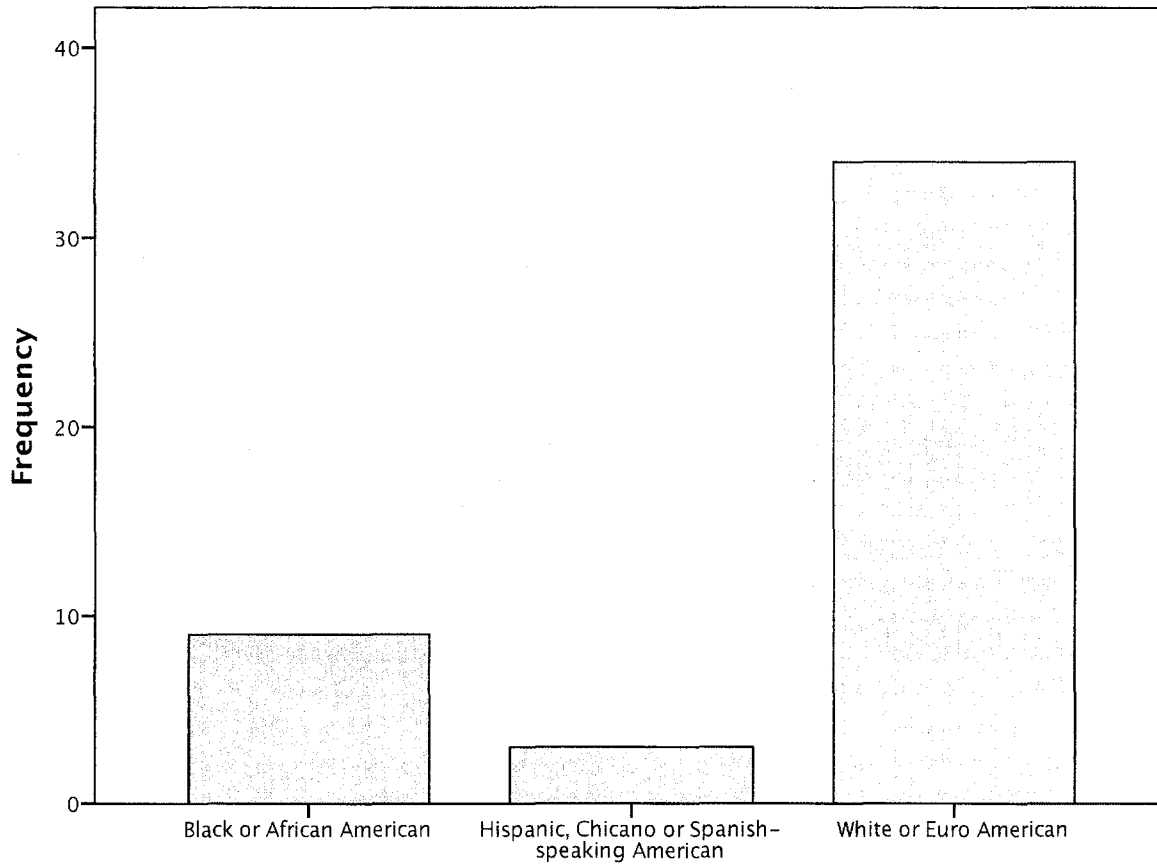
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Male	18	33.3	39.1	39.1
Female	28	51.9	60.9	100.0
Total	46	85.2	100.0	
Missing				
System	8	14.8		
Total	54	100.0		

32. What is your sex



32. What is your sex

33. Your ethnicity is



33. Your ethnicity is

34. Which category best describes the types of community where you work

Statistics

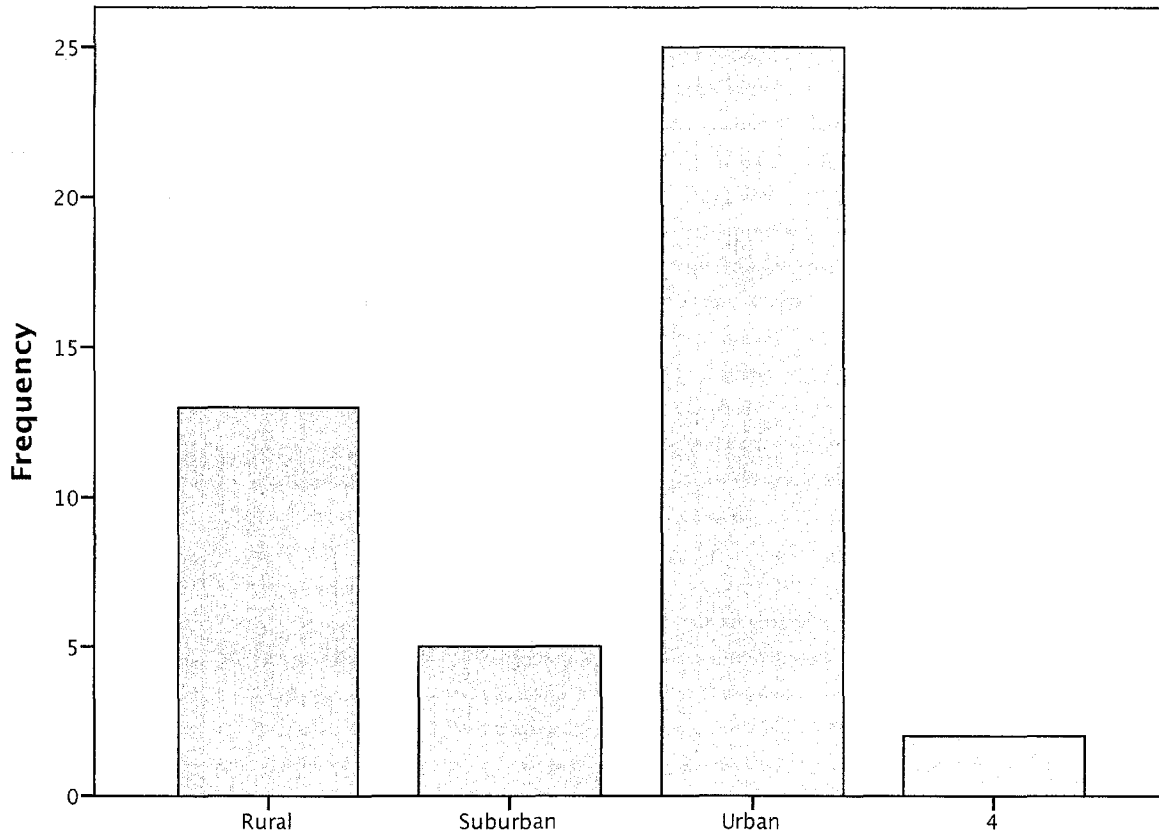
34. Which category best describes the types of community where you work

N	Valid	45
	Missing	9
Mean		2.36
Median		3.00

34. Which category best describes the types of community where you work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	13	24.1	28.9	28.9
	Suburban	5	9.3	11.1	40.0
	Urban	25	46.3	55.6	95.6
	4	2	3.7	4.4	100.0
	Total	45	83.3	100.0	
Missing	System	9	16.7		
Total		54	100.0		

34. Which category best describes the types of community where you work



34. Which category best describes the types of community where you work

35. What is the population of the community where you work

Statistics

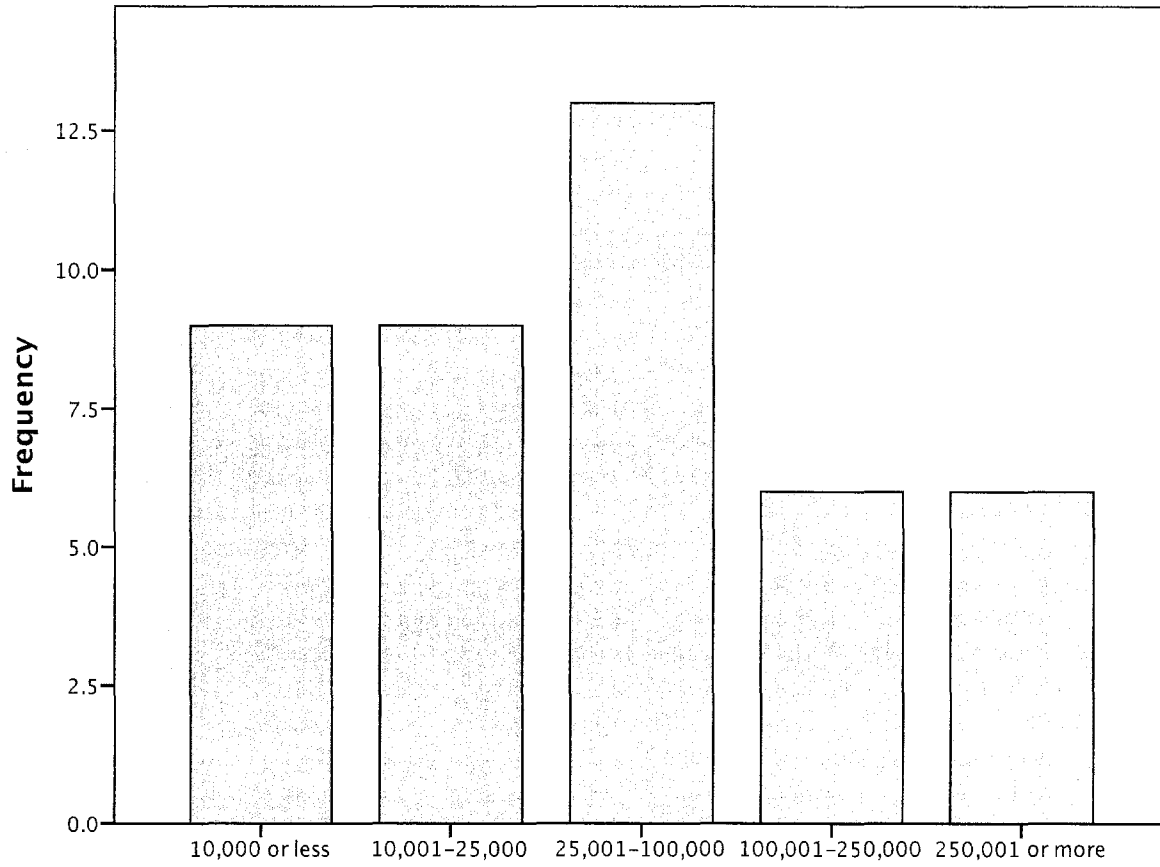
35. What is the population of the community where you work

N	Valid	43
	Missing	11
Mean		2.79
Median		3.00

35. What is the population of the community where you work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10,000 or less	9	16.7	20.9	20.9
	10,001-25,000	9	16.7	20.9	41.9
	25,001-100,000	13	24.1	30.2	72.1
	100,001-250,000	6	11.1	14.0	86.0
	250,001 or more	6	11.1	14.0	100.0
	Total		43	79.6	100.0
Missing	System	11	20.4		
	al	54	100.0		

35. What is the population of the community where you work



35. What is the population of the community where you work

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

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

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

11. Which branch of criminal justice would your agency best fall under?

- Courts Corrections Law Enforcement Security Nonprofit Other

12. Have you heard of Ferris State University's Master's degree in Criminal Justice Administration?

- Yes No

13. If you answered yes to question 12, what is the reputation of the Master's in Criminal Justice Administration?

- Excellent good fair poor

Thank you for your time and participation!

**Please return completed questionnaire in the enclosed self-addressed prepaid envelope or mail to:
FSU, 518 Bishop Hall, Big Rapids, MI 49307**

APPENDIX

D

Frequencies

[DataSet1] /Users/vanderkg/Desktop/Finished APR SPSS Sets/2013 Employer .sav

1. How do you rate the critical thinking skills of graduates from FSU's Master's degree?

Statistics

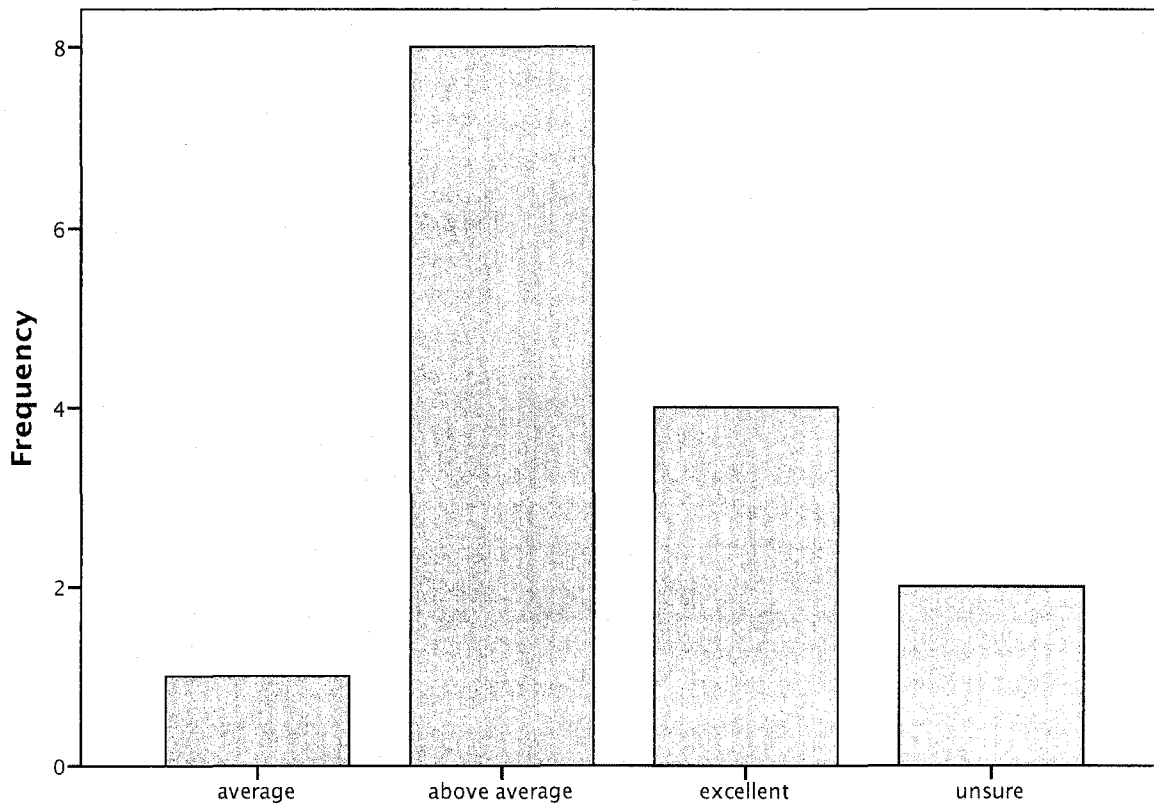
1. How do you rate the critical thinking skills of graduates from FSU's Master's degree?

N	Valid	15
	Missing	0
Mean		4.47
Median		4.00

1. How do you rate the critical thinking skills of graduates from FSU's Master's degree?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	1	6.7	6.7	6.7
above average	8	53.3	53.3	60.0
excellent	4	26.7	26.7	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

1. How do you rate the critical thinking skills of graduates from FSU's Master's degree?



1. How do you rate the critical thinking skills of graduates from FSU's Master's degree?

2. How do you rate the decision making abilities of graduates from FSU's Master's degree?

Statistics

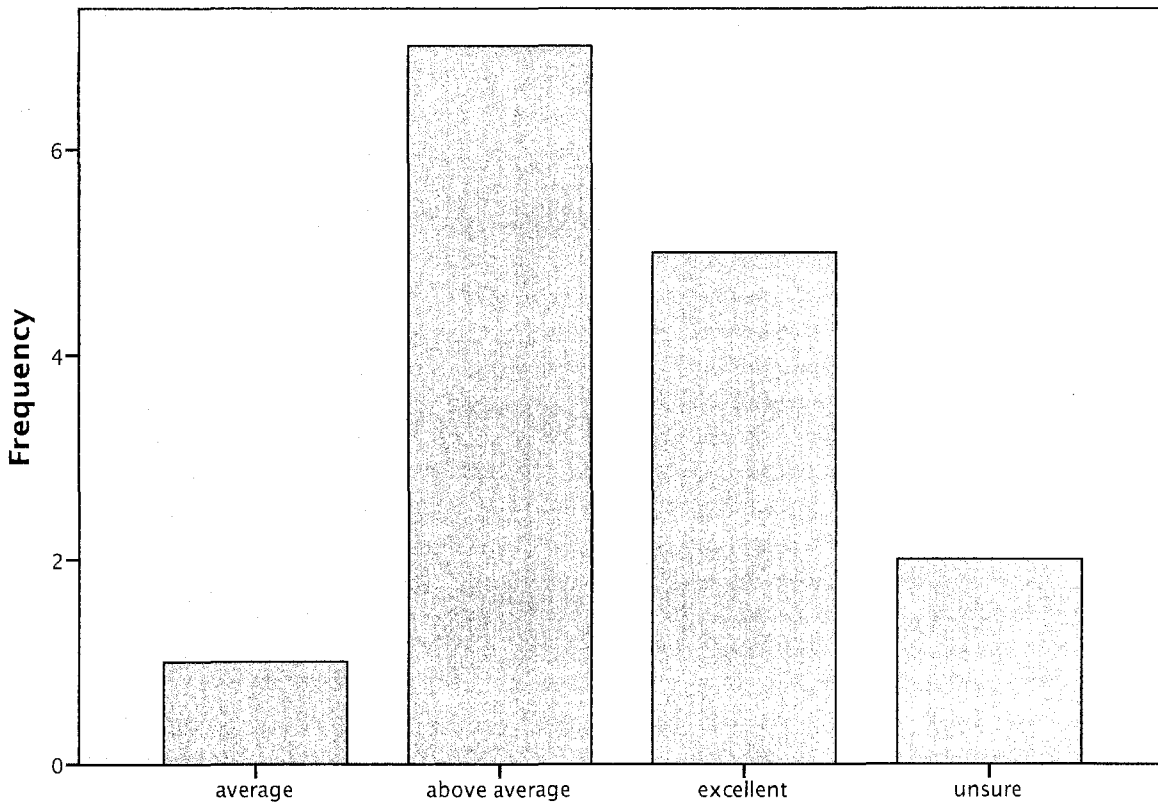
2. How do you rate the decision making abilities of graduates from FSU's Master's degree?

N	Valid	15
	Missing	0
Mean		4.53
Median		4.00

2. How do you rate the decision making abilities of graduates from FSU's Master's degree?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	1	6.7	6.7	6.7
above average	7	46.7	46.7	53.3
excellent	5	33.3	33.3	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

2. How do you rate the decision making abilities of graduates from FSU's Master's degree?



2. How do you rate the decision making abilities of graduates from FSU's Master's degree?

3. How do you rate the knowledge of graduates from FSU's Master's degree?

Statistics

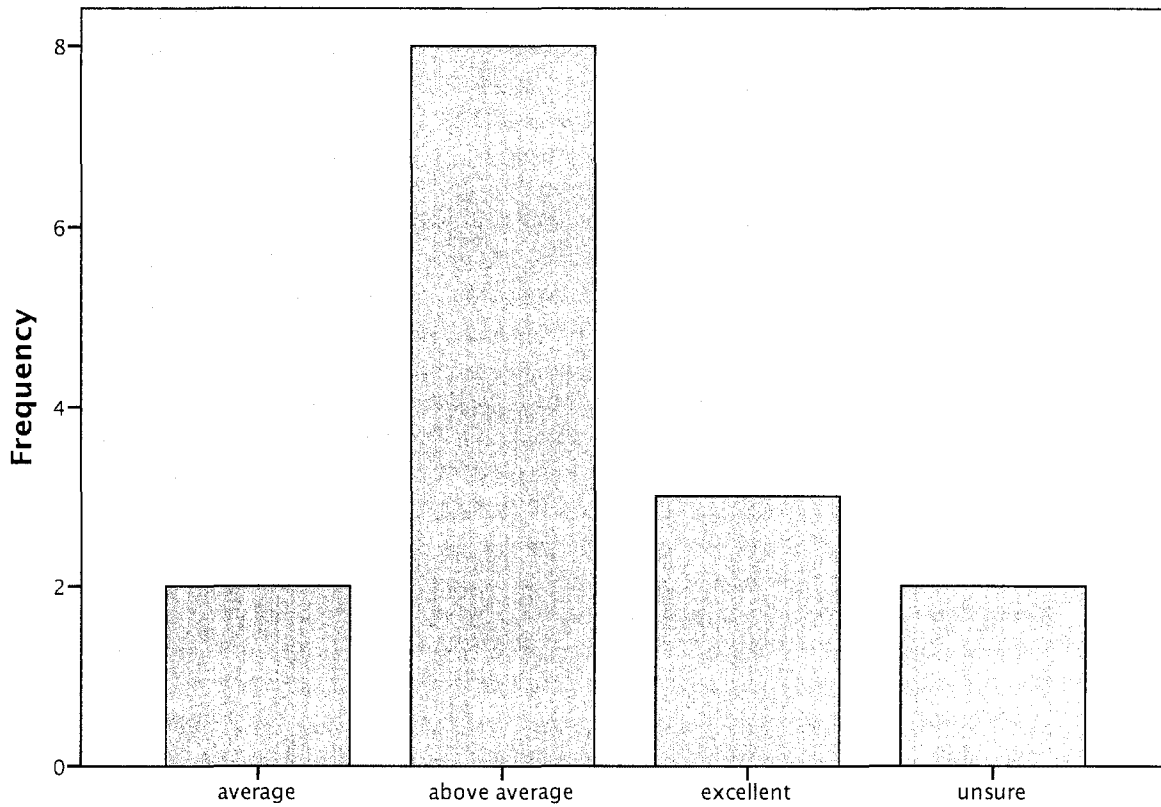
3. How do you rate the knowledge of graduates from FSU's Master's degree?

N	Valid	15
	Missing	0
Mean		4.33
Median		4.00

3. How do you rate the knowledge of graduates from FSU's Master's degree?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	2	13.3	13.3	13.3
above average	8	53.3	53.3	66.7
excellent	3	20.0	20.0	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

3. How do you rate the knowledge of graduates from FSU's Master's degree?



3. How do you rate the knowledge of graduates from FSU's Master's degree?

4. How do you rate the communication skills of graduates from FSU's Master's degree?

Statistics

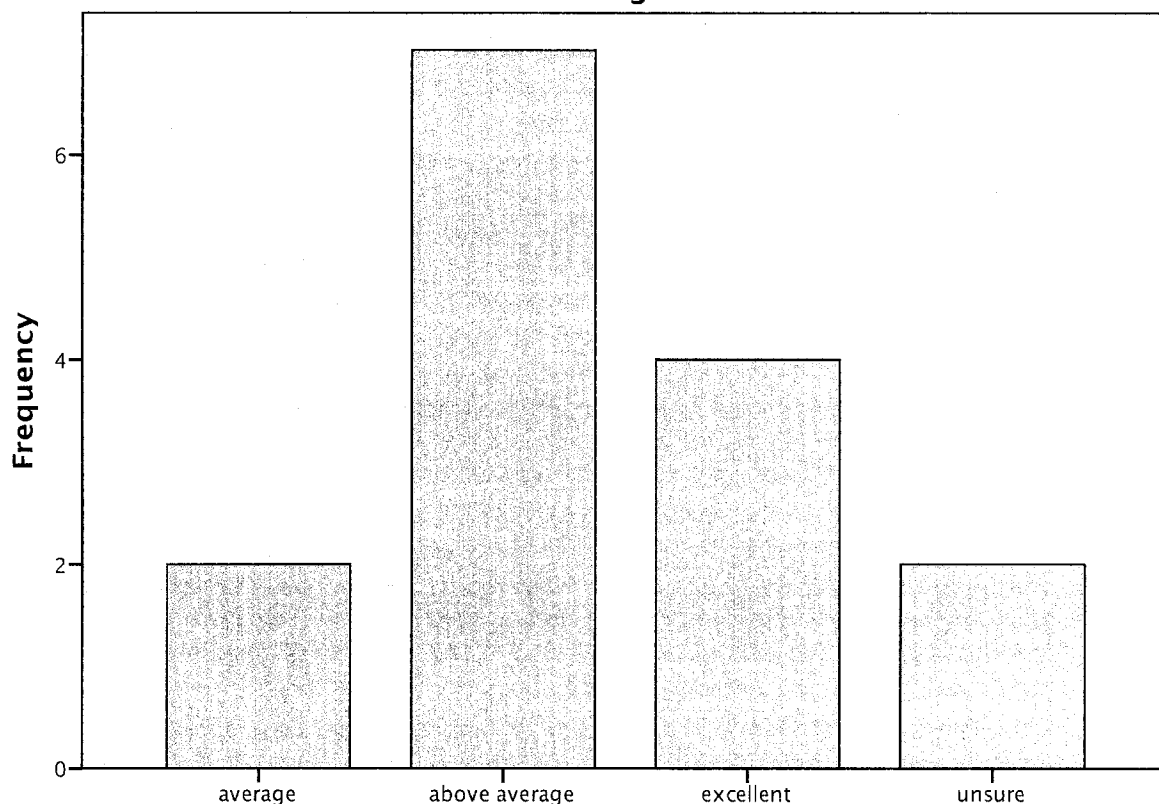
4. How do you rate the communication skills of graduates from FSU's Master's degree?

N	Valid	15
	Missing	0
Mean		4.40
Median		4.00

4. How do you rate the communication skills of graduates from FSU's Master's degree?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	2	13.3	13.3	13.3
above average	7	46.7	46.7	60.0
excellent	4	26.7	26.7	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

4. How do you rate the communication skills of graduates from FSU's Master's degree?



4. How do you rate the communication skills of graduates from FSU's Master's degree?

5. How do you rate the managerial skills of graduates from FSU's Master's degree?

Statistics

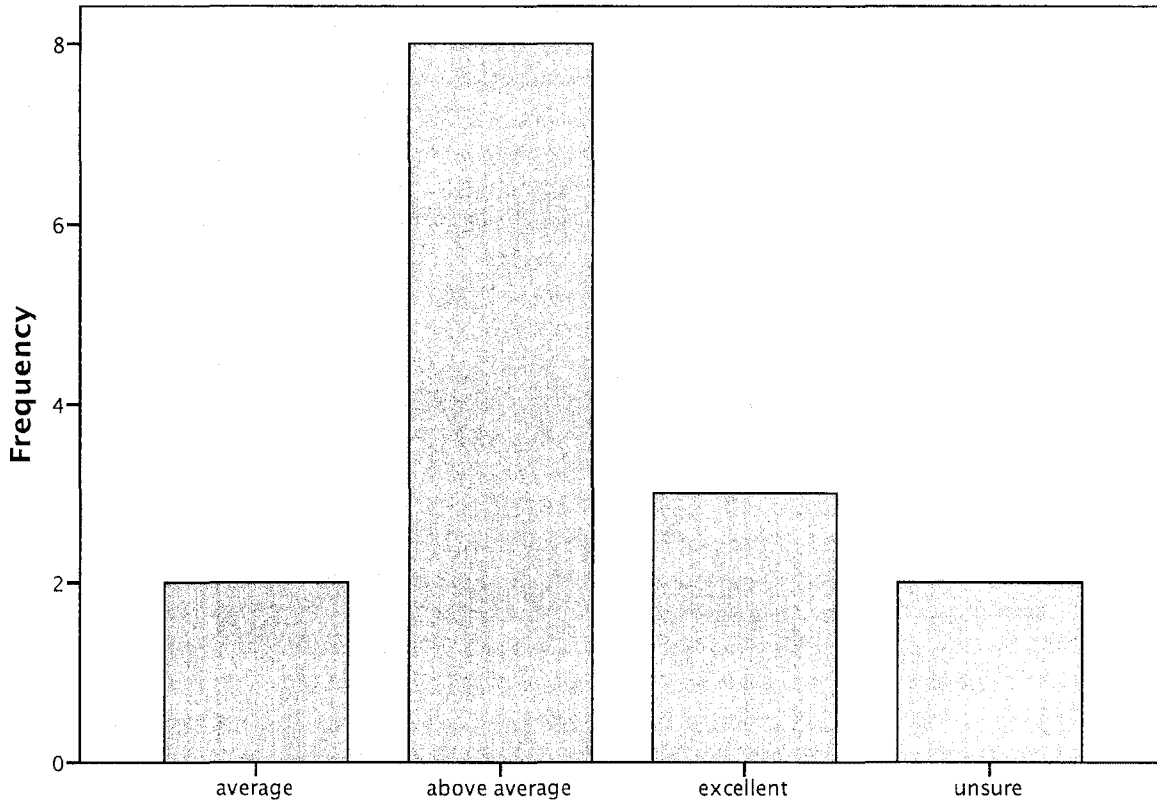
5. How do you rate the managerial skills of graduates from FSU's Master's degree?

N	Valid	15
	Missing	0
Mean		4.33
Median		4.00

5. How do you rate the managerial skills of graduates from FSU's Master's degree?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	2	13.3	13.3	13.3
above average	8	53.3	53.3	66.7
excellent	3	20.0	20.0	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

5. How do you rate the managerial skills of graduates from FSU's Master's degree?



5. How do you rate the managerial skills of graduates from FSU's Master's degree?

6. How do you rate the importance of a graduate degree in your field?

Statistics

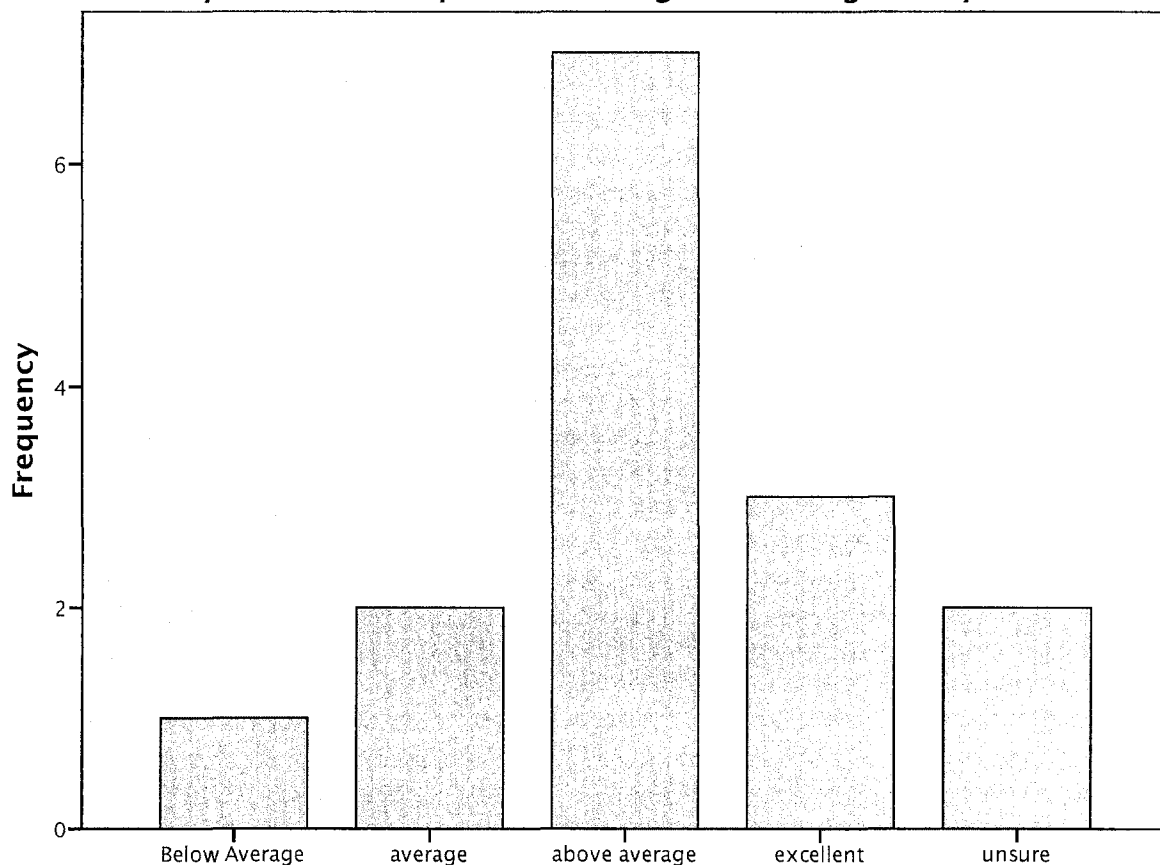
6. How do you rate the importance of a graduate degree in your field?

N	Valid	15
	Missing	0
Mean		4.20
Median		4.00

6. How do you rate the importance of a graduate degree in your field?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below Average	1	6.7	6.7	6.7
average	2	13.3	13.3	20.0
above average	7	46.7	46.7	66.7
excellent	3	20.0	20.0	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

6. How do you rate the importance of a graduate degree in your field?



6. How do you rate the importance of a graduate degree in your field?

7. Does possession of a Masters degree enhance the chances for promotion?

Statistics

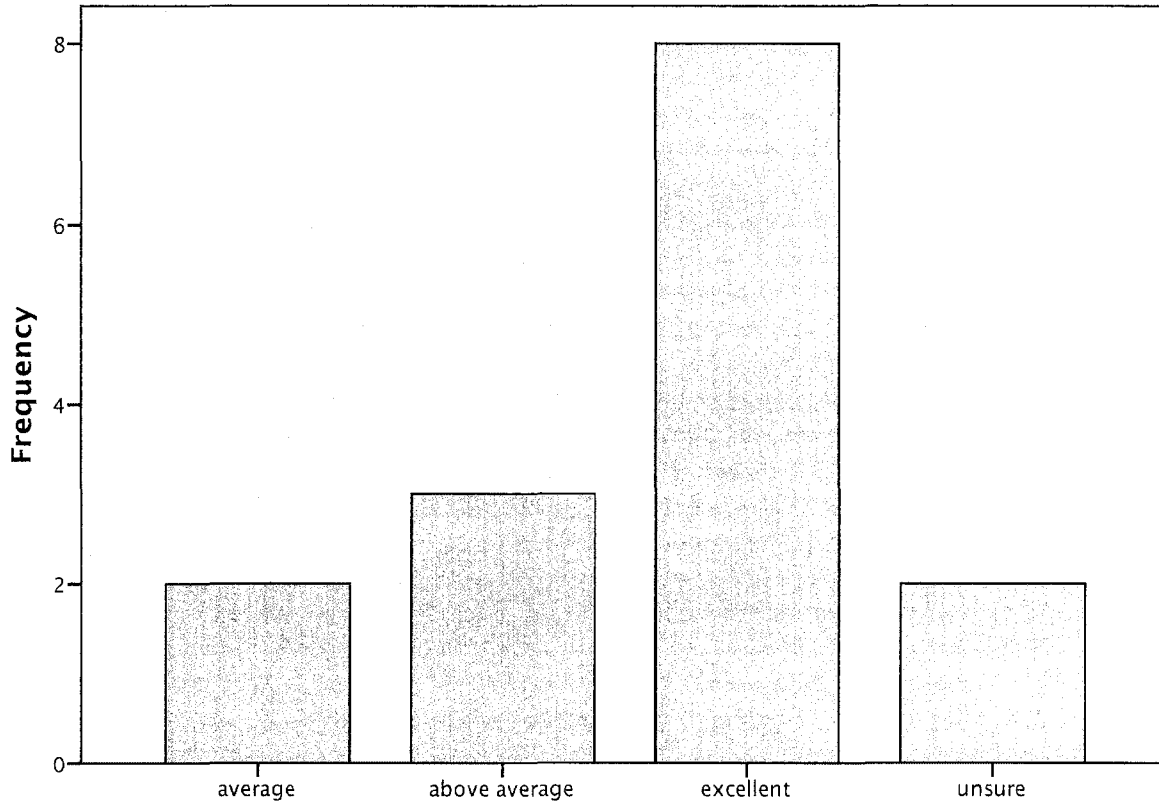
7. Does possession of a Masters degree enhance the chances for promotion?

N	Valid	15
	Missing	0
Mean		4.67
Median		5.00

7. Does possession of a Masters degree enhance the chances for promotion?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	2	13.3	13.3	13.3
above average	3	20.0	20.0	33.3
excellent	8	53.3	53.3	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

7. Does possession of a Masters degree enhance the chances for promotion?



7. Does possession of a Masters degree enhance the chances for promotion?

8. Is knowledge of program evaluation important to your agency?

Statistics

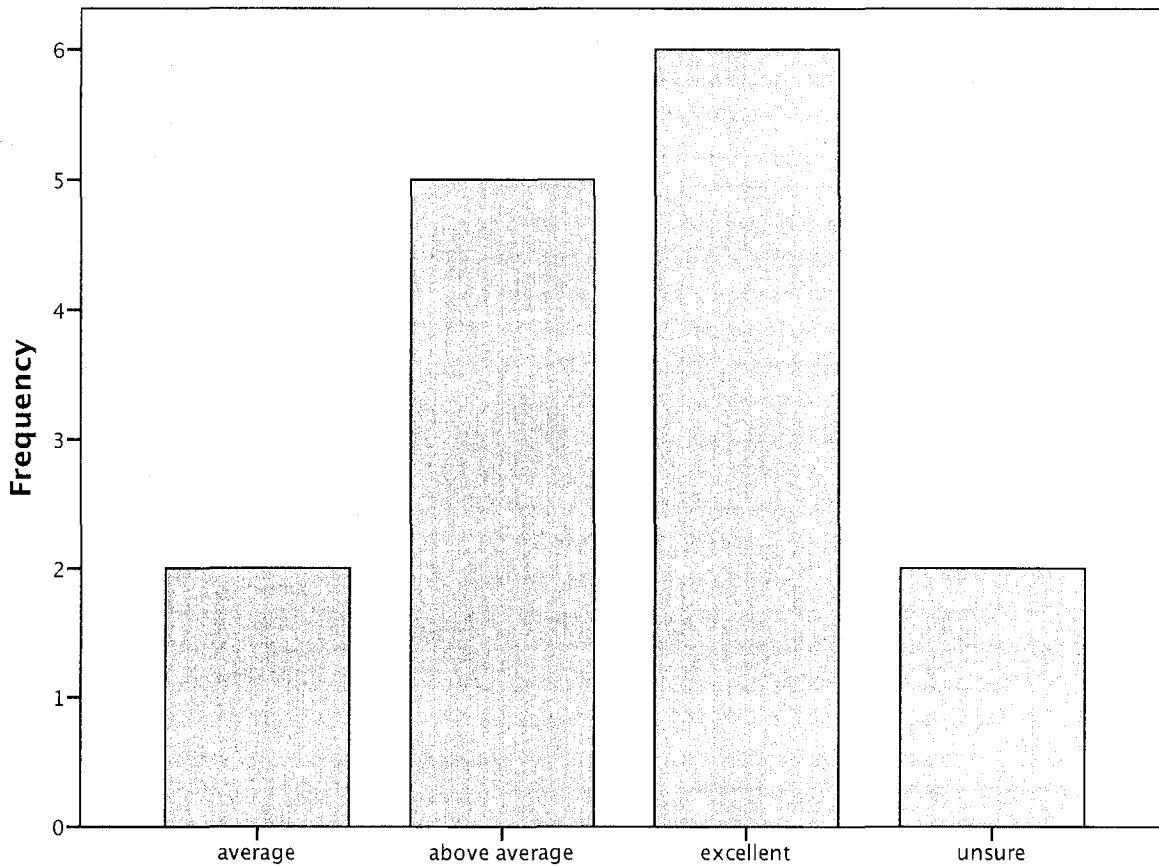
8. Is knowledge of program evaluation important to your agency?

N	Valid	15
	Missing	0
Mean		4.53
Median		5.00

8. Is knowledge of program evaluation important to your agency?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	2	13.3	13.3	13.3
above average	5	33.3	33.3	46.7
excellent	6	40.0	40.0	86.7
unsure	2	13.3	13.3	100.0
Total	15	100.0	100.0	

8. Is knowledge of program evaluation important to your agency?



8. Is knowledge of program evaluation important to your agency?

9. Are you more likely to hire someone who possesses a Masters degree?

Statistics

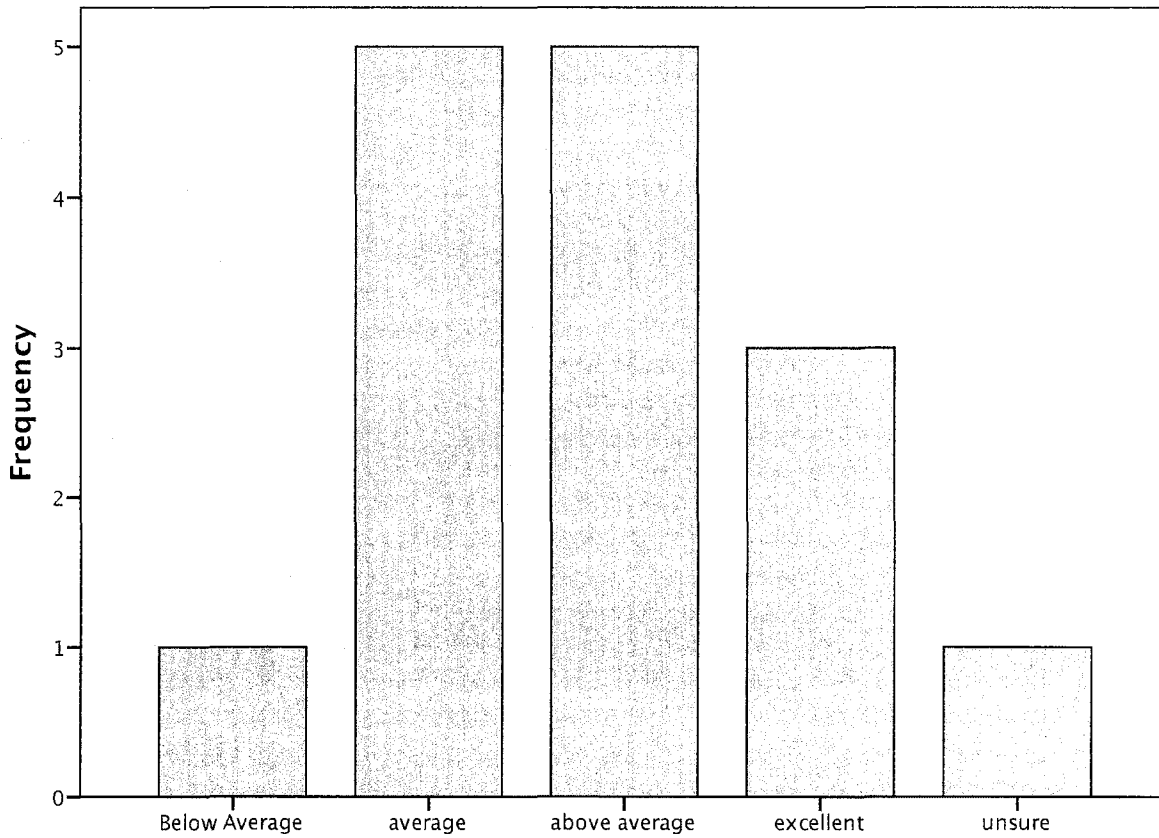
9. Are you more likely to hire someone who possesses a Masters degree?

N	Valid	15
	Missing	0
Mean		3.87
Median		4.00

9. Are you more likely to hire someone who possesses a Masters degree?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below Average	1	6.7	6.7	6.7
average	5	33.3	33.3	40.0
above average	5	33.3	33.3	73.3
excellent	3	20.0	20.0	93.3
unsure	1	6.7	6.7	100.0
Total	15	100.0	100.0	

9. Are you more likely to hire someone who possesses a Masters degree?



9. Are you more likely to hire someone who possesses a Masters degree?

10. Would you recommend other employees pursue a Masters degree?

Statistics

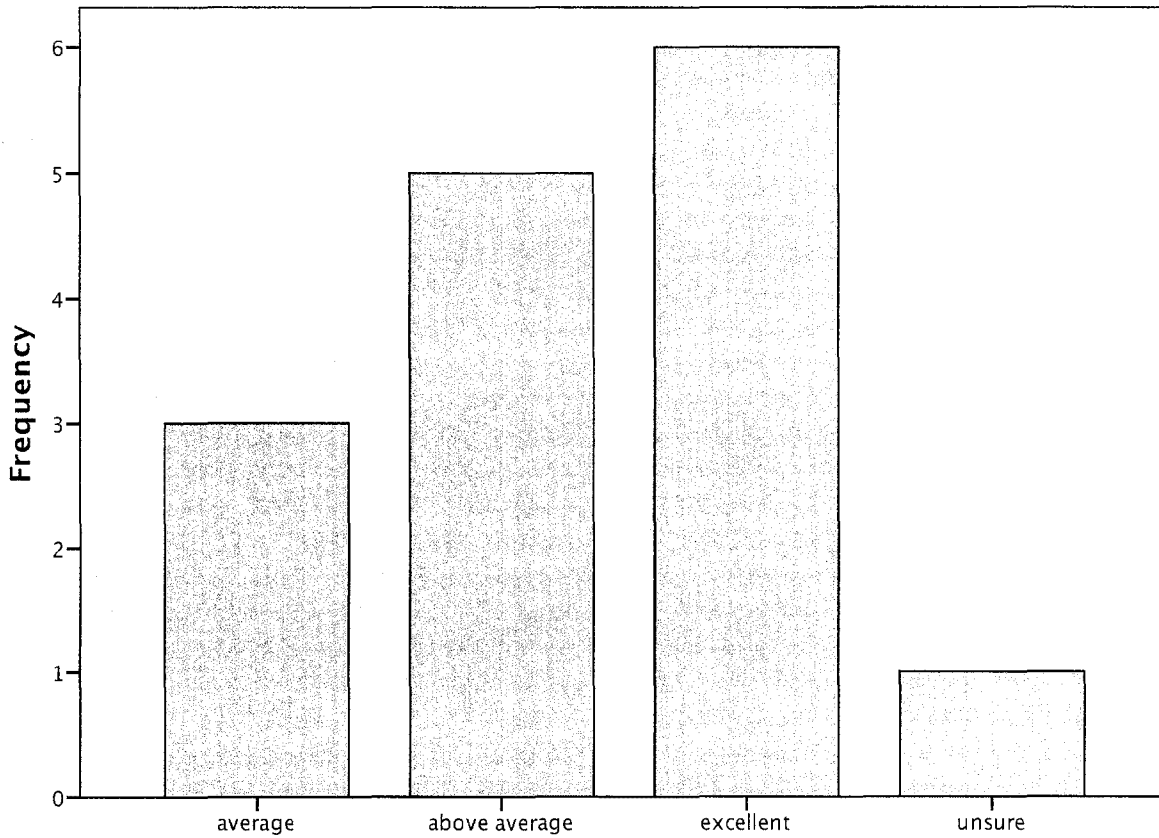
10. Would you recommend other employees pursue a Masters degree?

N	Valid	15
	Missing	0
Mean		4.33
Median		4.00

10. Would you recommend other employees pursue a Masters degree?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	3	20.0	20.0	20.0
above average	5	33.3	33.3	53.3
excellent	6	40.0	40.0	93.3
unsure	1	6.7	6.7	100.0
Total	15	100.0	100.0	

10. Would you recommend other employees pursue a Masters degree?



10. Would you recommend other employees pursue a Masters degree?

11. Which branch of CJ would your agency best fall under?

Statistics

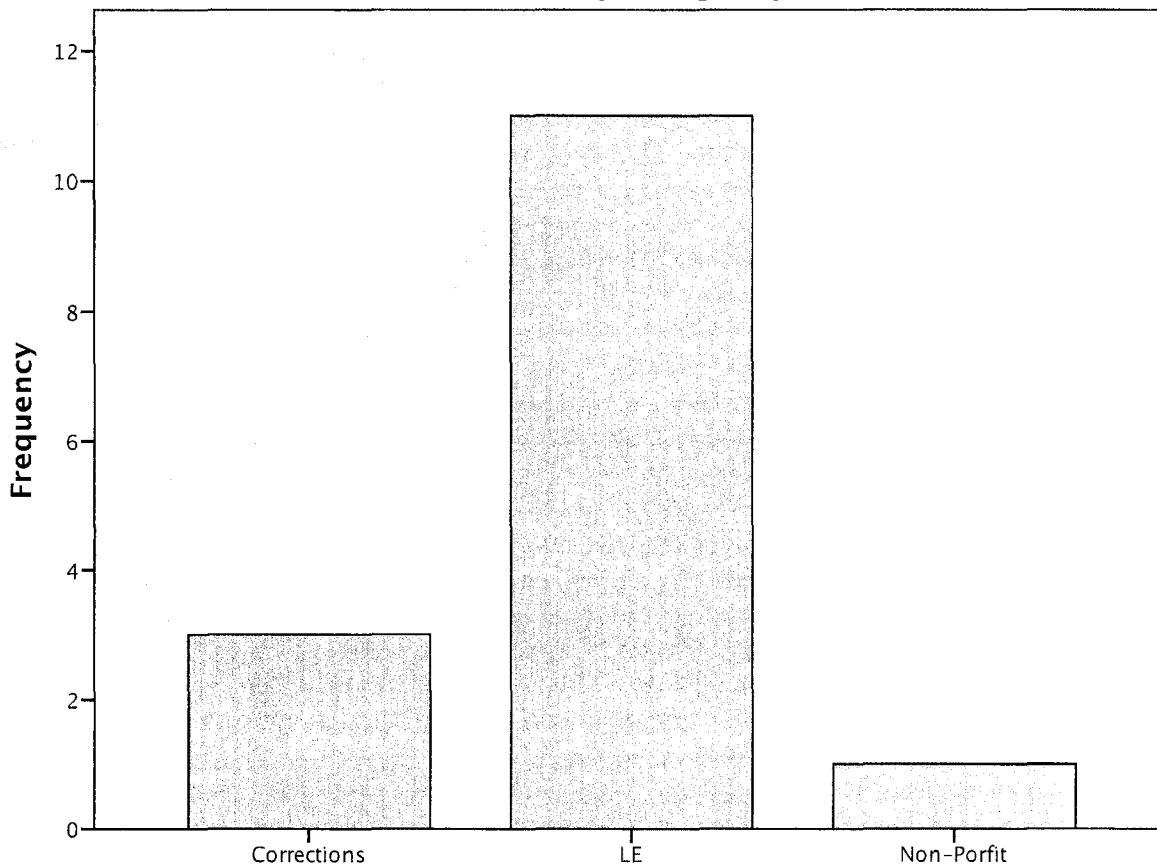
11. Which branch of CJ would your agency best fall under?

N	Valid	15
	Missing	0
Mean		2.93
Median		3.00

11. Which branch of CJ would your agency best fall under?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Corrections	3	20.0	20.0	20.0
LE	11	73.3	73.3	93.3
Non-Profit	1	6.7	6.7	100.0
Total	15	100.0	100.0	

11. Which branch of CJ would your agency best fall under?



11. Which branch of CJ would your agency best fall under?

12. Have you heard of Ferris's Master's degree in Criminal Justice Administration?

Statistics

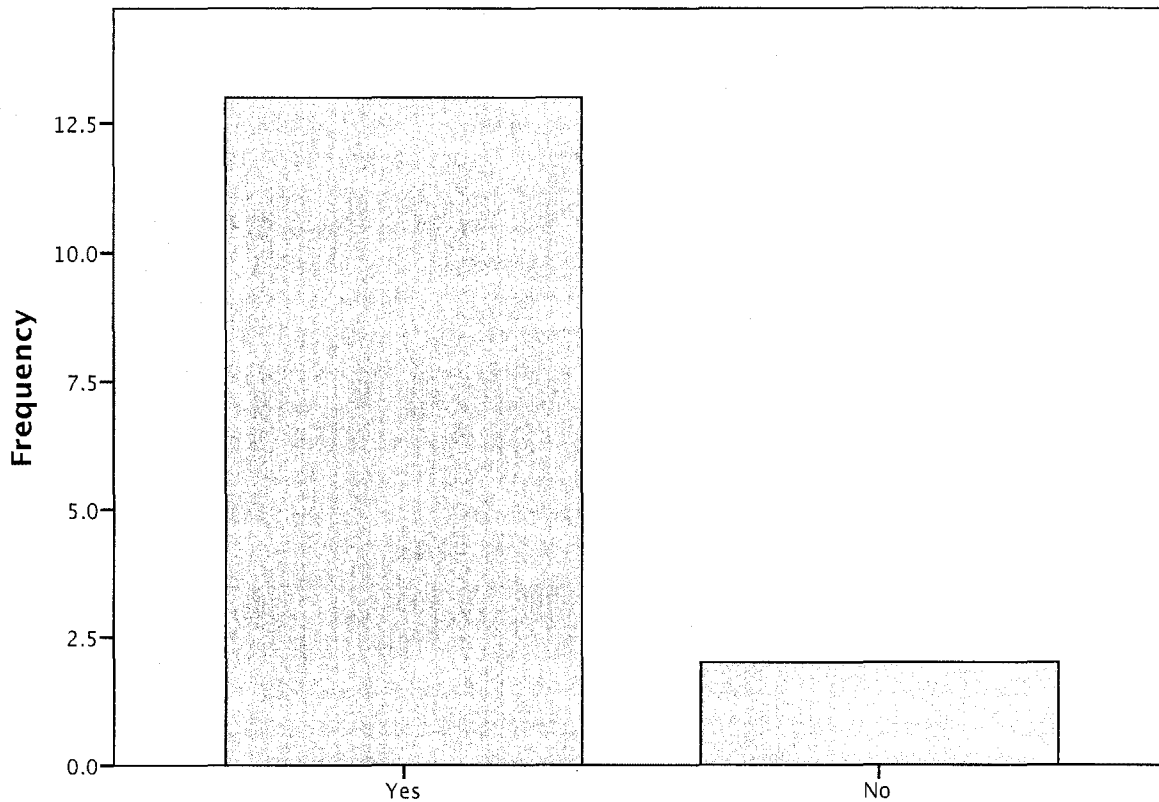
12. Have you heard of Ferris's Master's degree in Criminal Justice Administration?

N	Valid	15
	Missing	0
Mean		1.13
Median		1.00

12. Have you heard of Ferris's Master's degree in Criminal Justice Administration?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	86.7	86.7	86.7
	No	2	13.3	13.3	100.0
Total		15	100.0	100.0	

12. Have you heard of Ferris's Master's degree in Criminal Justice Administration?



12. Have you heard of Ferris's Master's degree in Criminal Justice Administration?

13. If you answered yes to question 12, what is reputation of the Masters in Criminal Justice Administration

Statistics

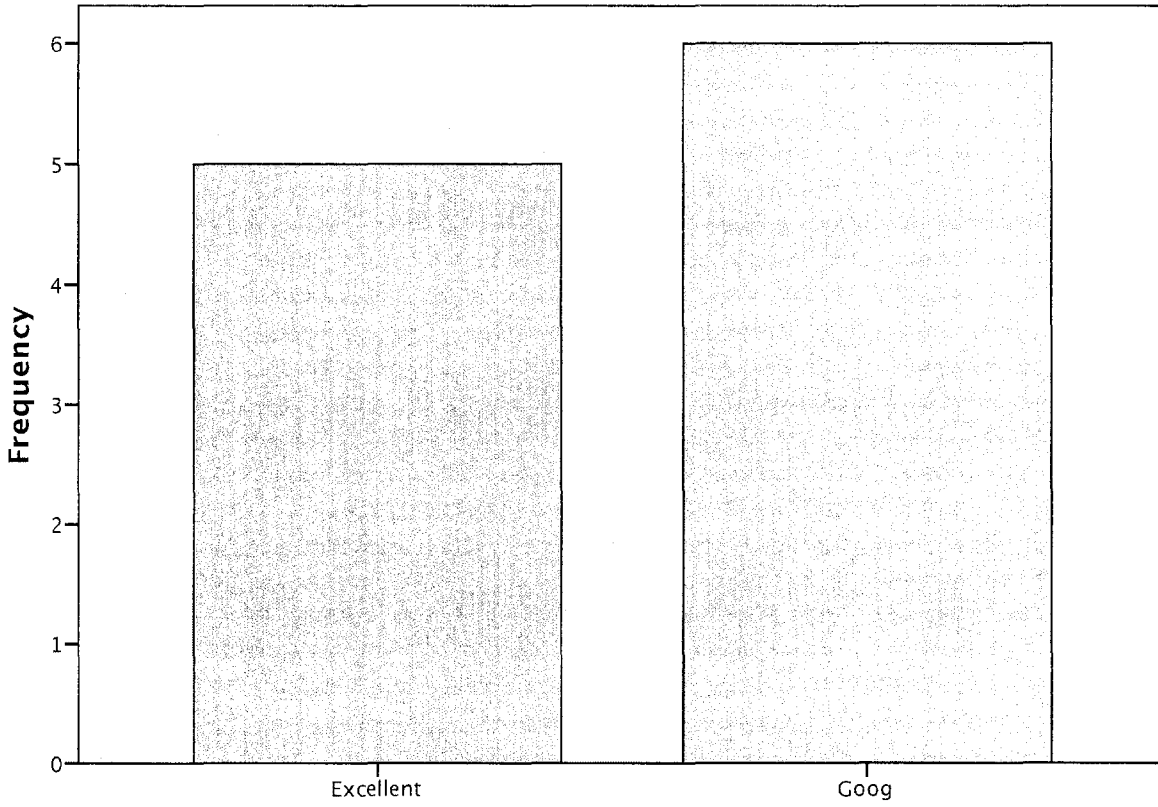
13. If you answered yes to question 12, what is reputation of the Masters in Criminal Justice Administration

N	Valid	11
	Missing	4
Mean		1.55
Median		2.00

13. If you answered yes to question 12, what is reputation of the Masters in Criminal Justice Administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	33.3	45.5	45.5
	Good	6	40.0	54.5	100.0
	Total	11	73.3	100.0	
Missing	System	4	26.7		
Total		15	100.0		

13. If you answered yes to question 12, what is reputation of the Masters in Criminal Justice Administration



13. If you answered yes to question 12, what is reputation of the Masters in Criminal Justice Administration

APPENDIX

E

CRIMINAL JUSTICE ADMINISTRATION CURRENT GRADUATE STUDENT SURVEY

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

1. Most of the time while attending FSU, have you been a part-time or full-time graduate student?

- Part-time
- Full-time

2. What proportion of your graduate school expenses at FSU are being funded by financial aid?

- None
- Some, but less than half
- More than half

3. What proportion of your graduate school expenses at FSU are being funded by your employer?

- None
- Some, but less than half
- More than half

4. What proportion of your graduate school expenses at FSU are being funded by you?

- None
- Some, but less than half
- More than half

5. What was your undergraduate grade point average?

- Less than a 2.30
- 2.31 - 2.59
- 2.60 -2.99
- 3.00 - 3.39
- 3.40 or above

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

- Less than 3.0
- 3.01 – 3.25
- 3.26 – 3.50
- 3.51 – 3.75
- 3.76 – 4.00
- first semester (no gpa)

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

- Every semester
- Most semesters
- Occasionally
- Never

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

- Definitely yes
- Probably yes
- Uncertain
- Probably no
- Definitely no

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

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

- I am not working
- 1 to 9 hours/week
- 10 to 19 hours/week
- 20 to 29 hours/week
- 30 to 39 hours/week
- employed full time

11. Where do you attend class most often?

- Big Rapids campus
- Grand Rapids campus
- Howell campus

12. What is your current occupation?

- Full time Student
- Law enforcement (state or local)
- Corrections
- Probation/parole
- Courts
- Federal law enforcement agency (please identify)_____
- Other _____

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

- Required courses only (30 credit program)
- Academic reputation of the criminal justice program
- Advice of colleagues, friends, or professors
- Cost
- Location
- Admission standards of FSU
- Flexibility of course offerings
- Possible completion of program in one year
- Other (Please explain)_____

14. Did you attend FSU for undergraduate studies?

- Yes
- No

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

16. What is your ethnicity?

- Asian, Pacific Islander or Filipino
- Black or African-American
- Hispanic, Chicano or Spanish-speaking American
- White or Euro-American
- Native American
- other

17. What is your sex?

- Male
- Female

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

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

Methods Courses are Research Methods & Evaluation

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

	Excellent	Good	Fair	Poor	Unknown
18. Overall quality courses in the master's program.	1	2	3	4	5
19. Quality of Criminal Justice courses.	1	2	3	4	5
20. Quality of Management courses.	1	2	3	4	5
21. Quality of Methods courses.	1	2	3	4	5
22. Rigorous expectations in criminal justice courses.	1	2	3	4	5
23. Rigorous expectations in management courses.	1	2	3	4	5
24. Rigorous expectations in the methods courses.	1	2	3	4	5
25. Relevance of criminal justice courses to criminal justice field.	1	2	3	4	5
26. Relevance of management courses to criminal justice field.	1	2	3	4	5
27. Relevance of methods courses to criminal justice field.	1	2	3	4	5
28. Fairness of grading in criminal justice courses.	1	2	3	4	5
29. Fairness of grading in management courses.	1	2	3	4	5
30. Fairness of grading in methods courses.	1	2	3	4	5
31. Quality of instruction in criminal justice courses.	1	2	3	4	5
32. Quality of instruction in management courses.	1	2	3	4	5
33. Quality of instruction in methods courses.	1	2	3	4	5
34. Opportunities for interaction with faculty.	1	2	3	4	5
35. Professional competence of criminal justice faculty.	1	2	3	4	5

	Excellent	Good	Fair	Poor	Unknown
36. Quality of textbooks used in criminal justice courses.	1	2	3	4	5
37. Quality of textbooks used in management courses.	1	2	3	4	5
38. Quality of textbooks used in methods courses.	1	2	3	4	5
39. Helpfulness of criminal justice office staff.	1	2	3	4	5
40. Clarity of degree requirements for completing MS.	1	2	3	4	5
41. Opportunities for formal student evaluation of instruction.	1	2	3	4	5
42. Quality of criminal justice holdings in criminal justice at FLITE.	1	2	3	4	5
43. Off campus access to library holdings at Ferris State University.	1	2	3	4	5
44. Access on campus to library holdings at Ferris State University.	1	2	3	4	5

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

	Excellent	Good	Fair	Poor	Unknown
45. Availability of library databases at Ferris.	1	2	3	4	5
46. Quality of library databases at Ferris.	1	2	3	4	5
47. Availability of books at the Lundberg Bookstore	1	2	3	4	5
48. Availability of courses.	1	2	3	4	5
49. Quality of criminal justice classroom facilities.	1	2	3	4	5
50. Quality and availability of computer facilities on campus.	1	2	3	4	5
51. Quality of students in the criminal justice program.	1	2	3	4	5
52. Ability to register for courses.	1	2	3	4	5
53. Access to grades online at Ferris.	1	2	3	4	5
54. Overall quality of criminal justice graduate program.	1	2	3	4	5

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

	Excellent	Good	Fair	Poor	Unknown
55. Availability of books at the Kendall Bookstore (GR)	1	2	3	4	5
56. Availability of courses.	1	2	3	4	5
57. Quality of classrooms at facilities in GR	1	2	3	4	5
58. Quality and availability of computer facilities at GR.	1	2	3	4	5
59. Availability of library databases at Ferris.	1	2	3	4	5
60. Quality of library databases at Ferris.	1	2	3	4	5
61. Access to Ferris State University's library databases from Grand Rapids campus.	1	2	3	4	5
62. Ability to register for classes.	1	2	3	4	5
63. Access to grades online at Ferris State University.	1	2	3	4	5
64. Quality of students in the criminal justice program.	1	2	3	4	5
65. Overall quality of the graduate program.	1	2	3	4	5

Howell campus students only, please answer the following questions:

66. Availability of books at the MBS online store	1	2	3	4	5
67. Quality of classrooms at M-tec.	1	2	3	4	5
68. Availability of courses.	1	2	3	4	5
69. Quality and availability of computer facilities at M-tec.	1	2	3	4	5
70. Availability of library databases at Ferris.	1	2	3	4	5
71. Quality of library databases at Ferris.	1	2	3	4	5

	Excellent	Good	Fair	Poor	Unknown
72. Access to Ferris State University's library databases From Howell campus.	1	2	3	4	5
73. Ability to register for classes.	1	2	3	4	5
74. Access to grades online at Ferris State University.	1	2	3	4	5
75. Quality of students in the criminal justice program.	1	2	3	4	5
76. Overall quality of the graduate program.	1	2	3	4	5

ALL STUDENTS PLEASE ANSWER

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

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

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

Thank you for your participation.

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

Frequencies

Graduate Survey current students .sav

SurveyID#

1. Most of the time while attending FSU, have you been a part-time or full-time graduate student?

Statistics

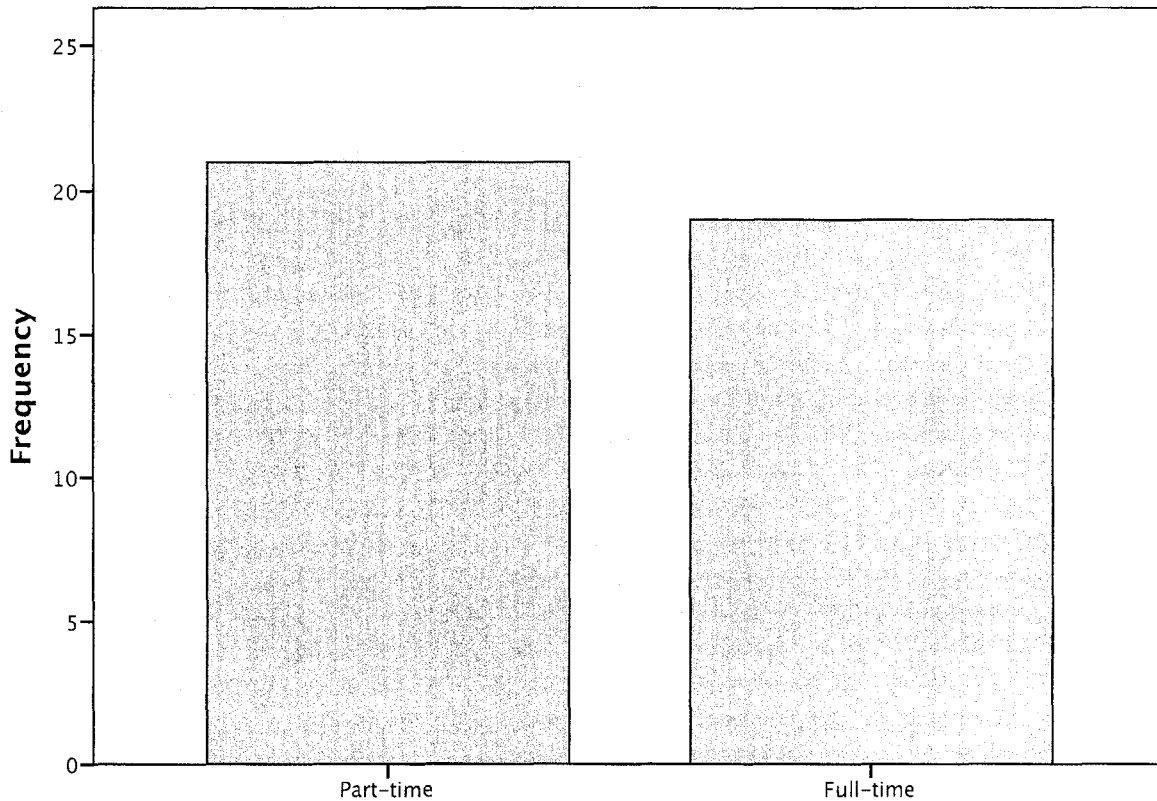
1. Most of the time while attending FSU, have you been a part-time or full-time graduate student?

N	Valid	40
	Missing	15
Mean		1.48
Median		1.00

1. Most of the time while attending FSU, have you been a part-time or full-time graduate student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time	21	38.2	52.5	52.5
	Full-time	19	34.5	47.5	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

1. Most of the time while attending FSU, have you been a part-time or full-time graduate student?



1. Most of the time while attending FSU, have you been a part-time or full-time graduate student?

2. What proportion of your graduate school expenses at FSU are being funded by financial aid?

Statistics

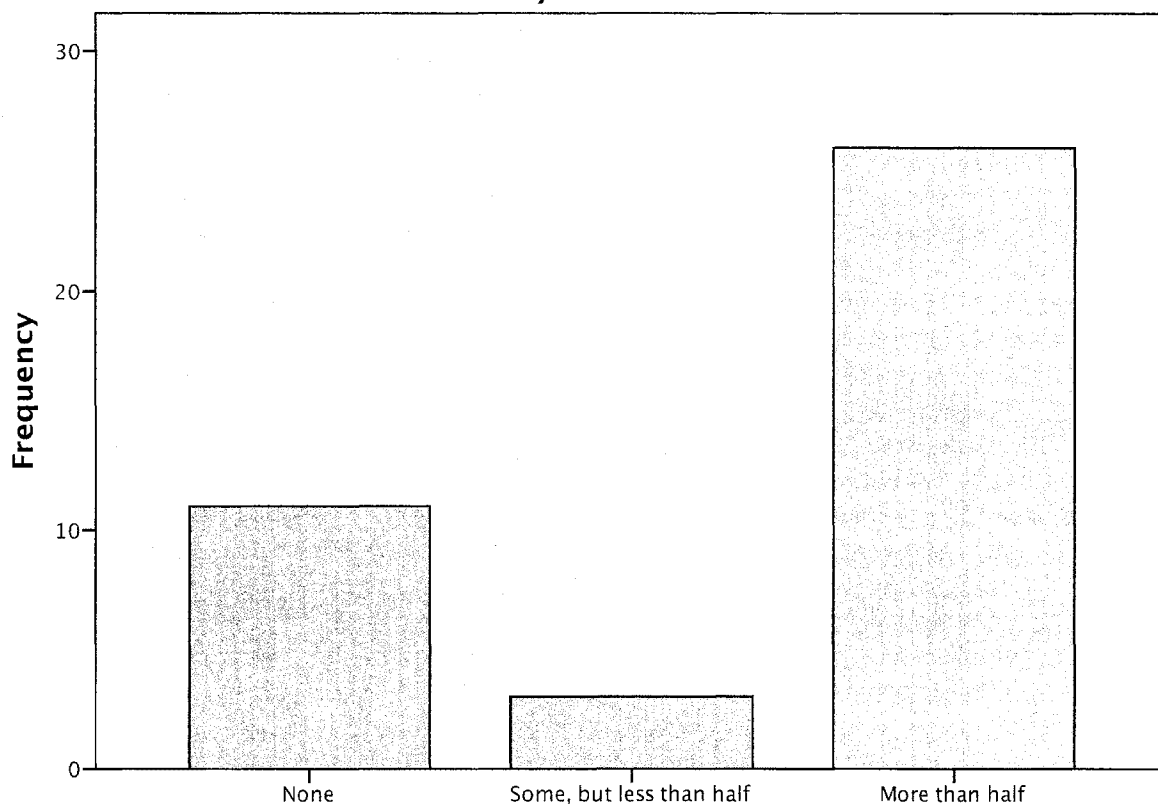
2. What proportion of your graduate school expenses at FSU are being funded by financial aid?

N	Valid	40
	Missing	15
Mean		2.38
Median		3.00

2. What proportion of your graduate school expenses at FSU are being funded by financial aid?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	11	20.0	27.5	27.5
	Some, but less than half	3	5.5	7.5	35.0
	More than half	26	47.3	65.0	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

2. What proportion of your graduate school expenses at FSU are being funded by financial aid?



2. What proportion of your graduate school expenses at FSU are being funded by financial aid?

3. What proportion of your graduate school expenses at FSU are being funded by your employer?

Statistics

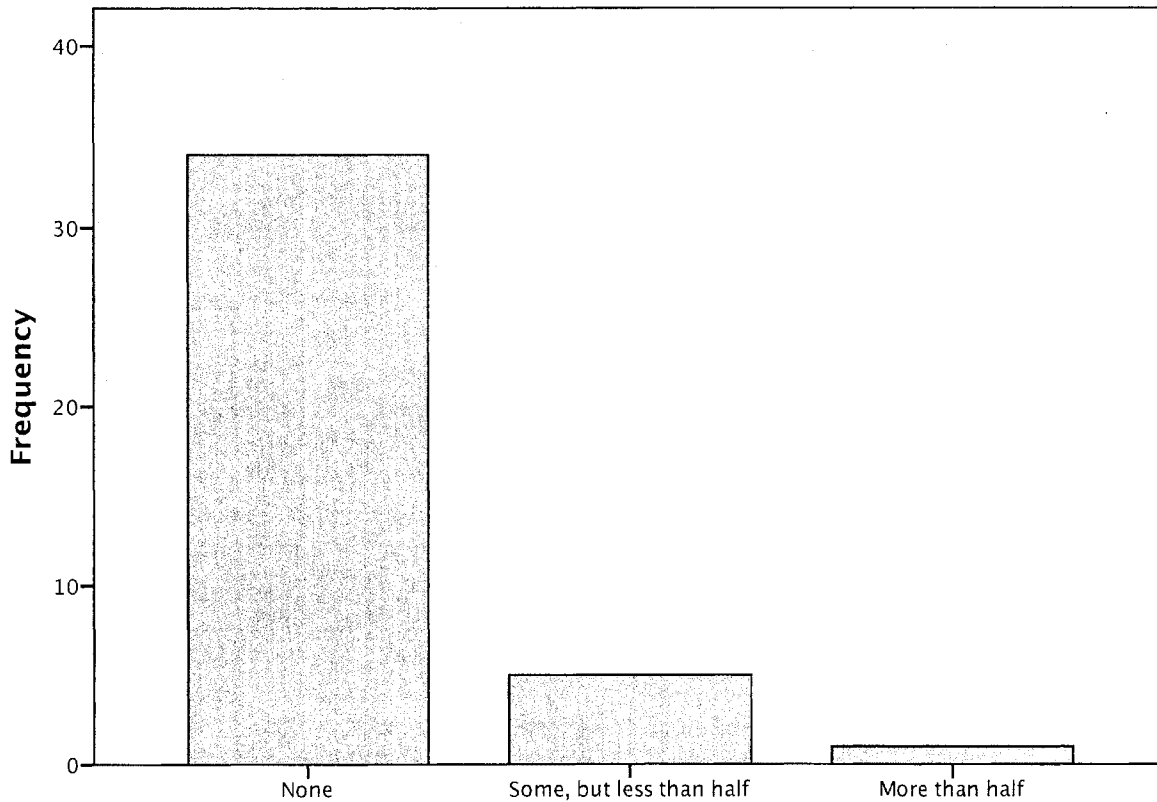
3. What proportion of your graduate school expenses at FSU are being funded by your employer?

N	Valid	40
	Missing	15
Mean		1.18
Median		1.00

3. What proportion of your graduate school expenses at FSU are being funded by your employer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	34	61.8	85.0	85.0
	Some, but less than half	5	9.1	12.5	97.5
	More than half	1	1.8	2.5	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

3. What proportion of your graduate school expenses at FSU are being funded by your employer?



3. What proportion of your graduate school expenses at FSU are being funded by your employer?

4. What proportion of your graduate school expenses at FSU are being funded by you?

Statistics

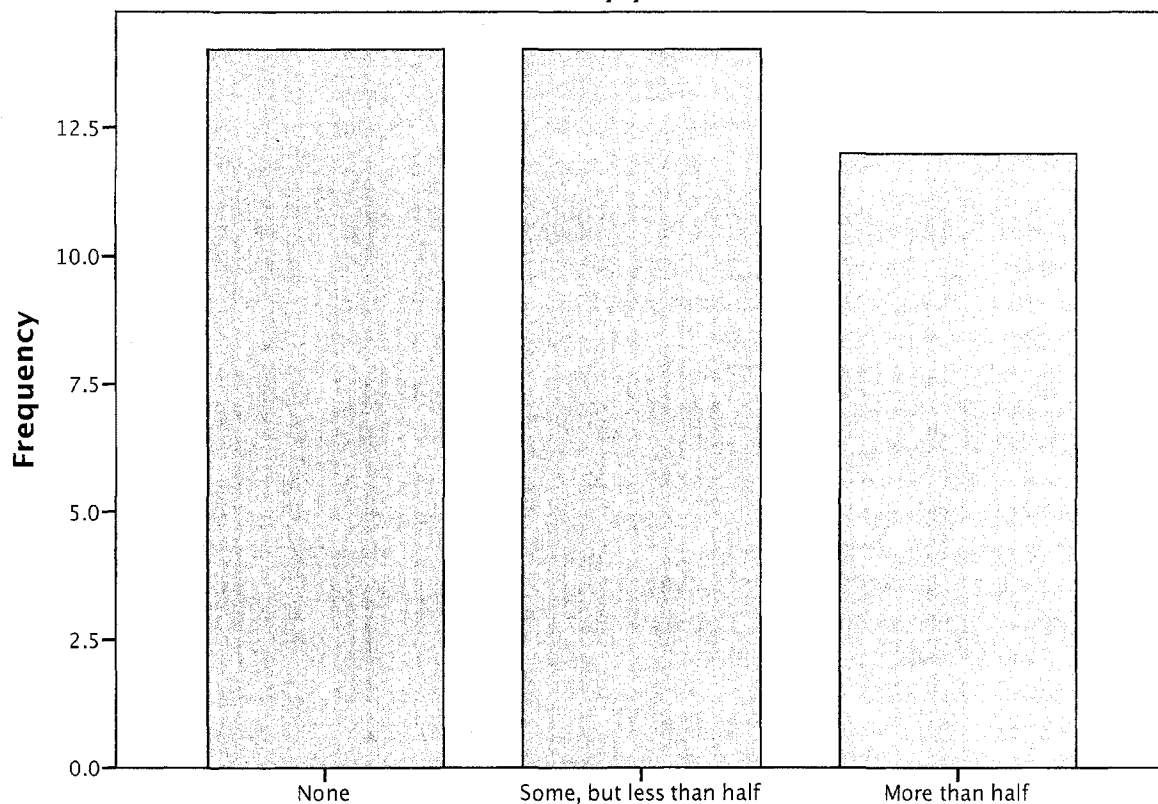
4. What proportion of your graduate school expenses at FSU are being funded by you?

N	Valid	40
	Missing	15
Mean		1.95
Median		2.00

4. What proportion of your graduate school expenses at FSU are being funded by you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	14	25.5	35.0	35.0
	Some, but less than half	14	25.5	35.0	70.0
	More than half	12	21.8	30.0	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

4. What proportion of your graduate school expenses at FSU are being funded by you?



4. What proportion of your graduate school expenses at FSU are being funded by you?

5. What was your undergrad grade point average?

Statistics

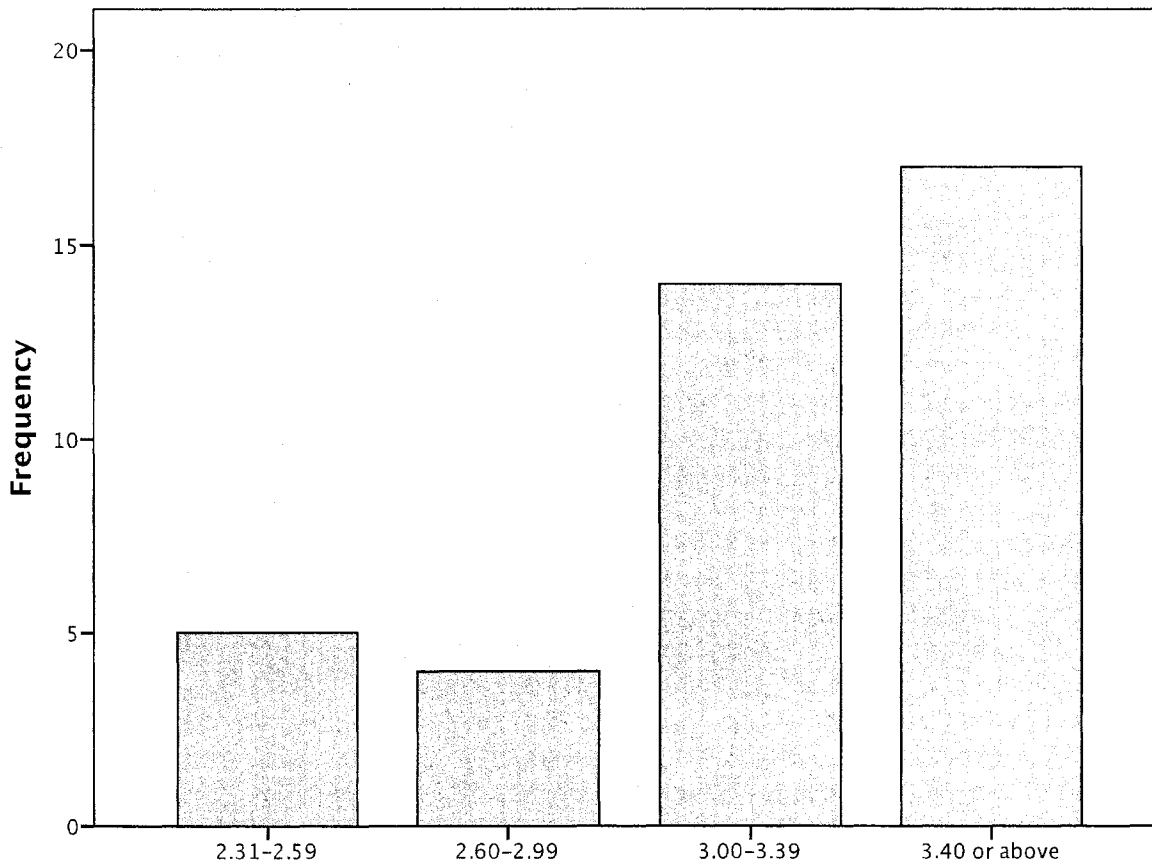
5. What was your undergrad grade point average?

N	Valid	40
	Missing	15
Mean		4.08
Median		4.00

5. What was your undergrad grade point average?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.31-2.59	5	9.1	12.5	12.5
	2.60-2.99	4	7.3	10.0	22.5
	3.00-3.39	14	25.5	35.0	57.5
	3.40 or above	17	30.9	42.5	100.0
Total		40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

5. What was your undergrad grade point average?



5. What was your undergrad grade point average?

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

Statistics

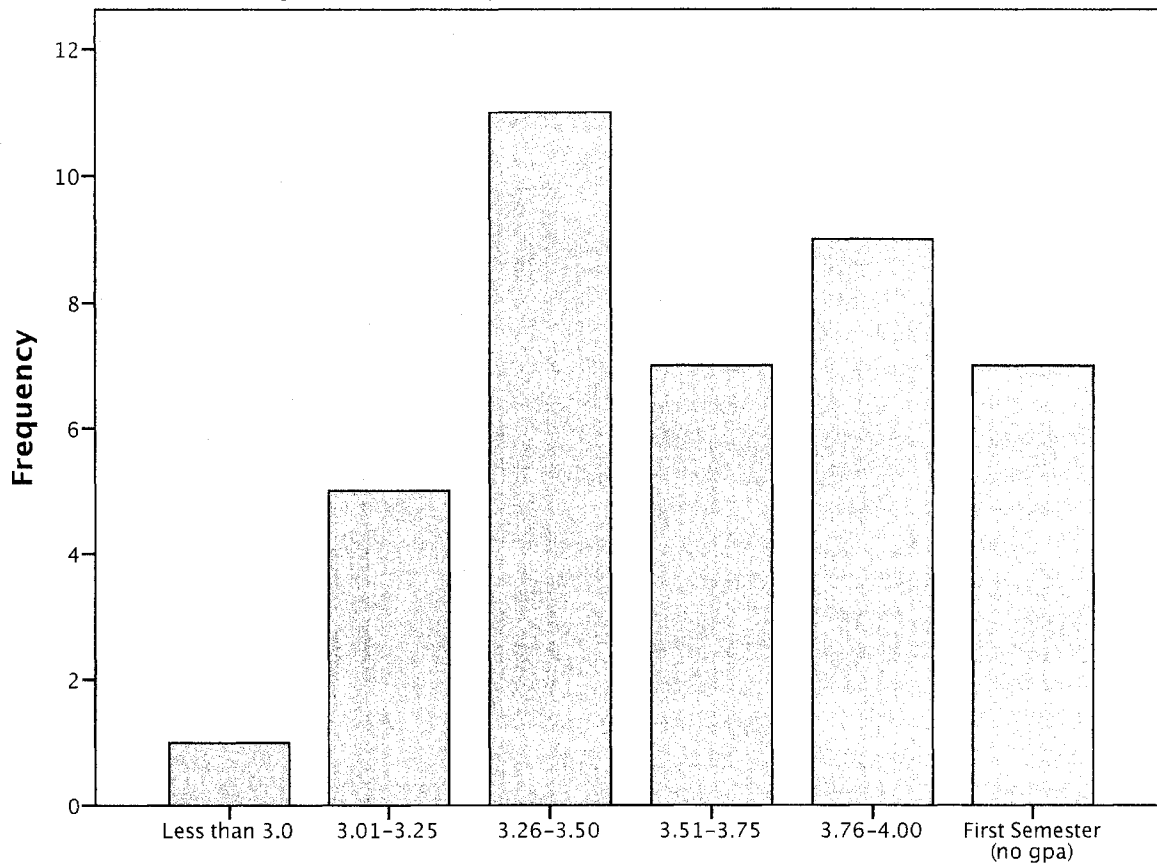
6. What is your current graduate level grade point average?

N	Valid	40
	Missing	15
Mean		3.98
Median		4.00

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3.0	1	1.8	2.5	2.5
	3.01-3.25	5	9.1	12.5	15.0
	3.26-3.50	11	20.0	27.5	42.5
	3.51-3.75	7	12.7	17.5	60.0
	3.76-4.00	9	16.4	22.5	82.5
	First Semester (no gpa)	7	12.7	17.5	100.0
Total		40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

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



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

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

Statistics

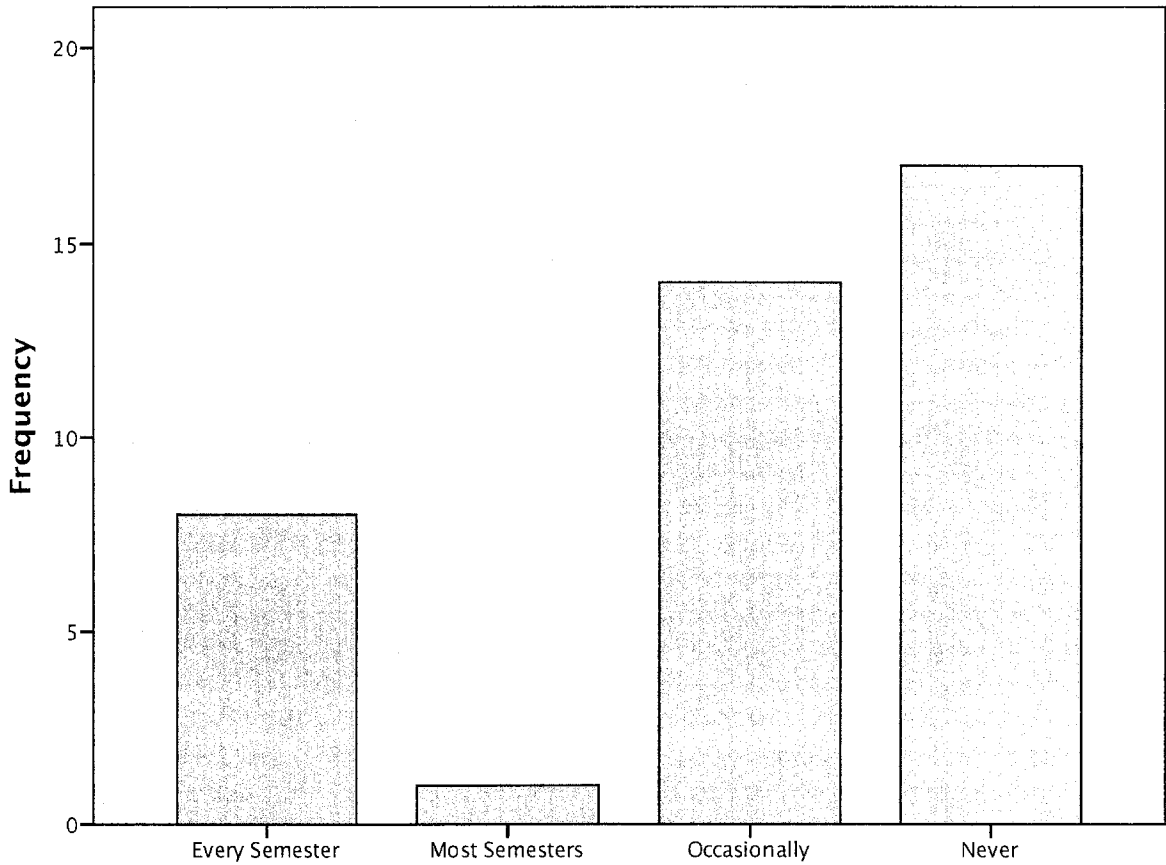
7. How often do you talk with your CJ advisor for advising?

N	Valid	40
	Missing	15
Mean		3.00
Median		3.00

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every Semester	8	14.5	20.0	20.0
	Most Semesters	1	1.8	2.5	22.5
	Occasionally	14	25.5	35.0	57.5
	Never	17	30.9	42.5	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

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



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

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

Statistics

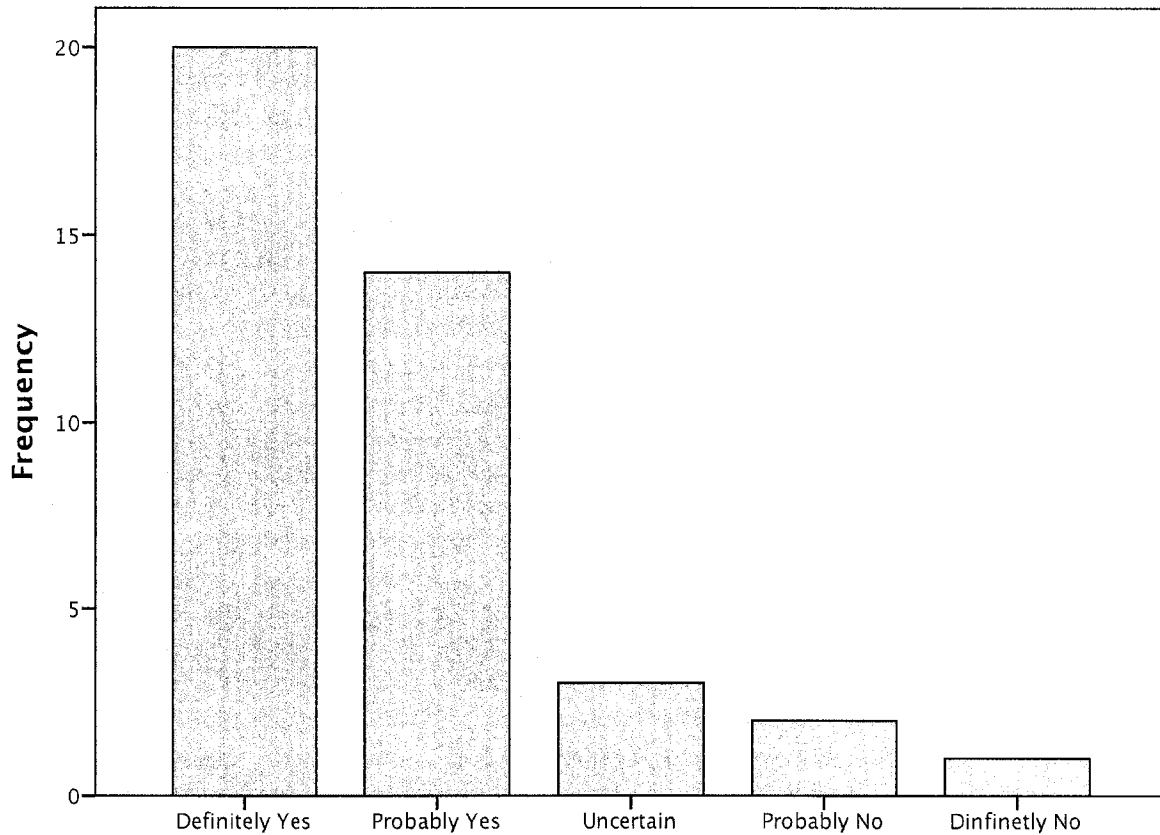
8. If you could start graduate school over, would you choose to attend FSU?

N	Valid	40
	Missing	15
Mean		1.75
Median		1.50

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely Yes	20	36.4	50.0	50.0
	Probably Yes	14	25.5	35.0	85.0
	Uncertain	3	5.5	7.5	92.5
	Probably No	2	3.6	5.0	97.5
	Definitely No	1	1.8	2.5	100.0
	Total		40	72.7	100.0
Missing	System	15	27.3		
Total		55	100.0		

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



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

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

Statistics

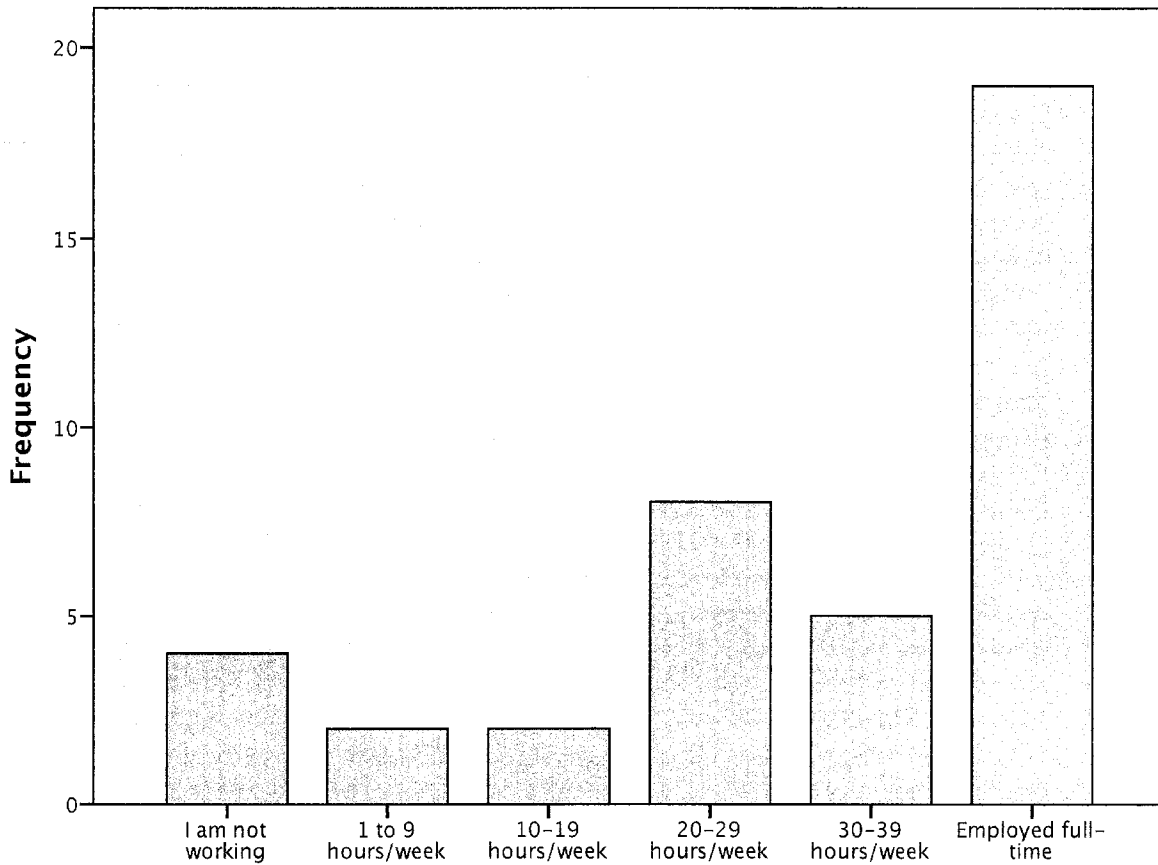
10. How many hours are you currently working at a job this term?

N	Valid	40
	Missing	15
Mean		4.63
Median		5.00

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
I am not working	4	7.3	10.0	10.0
1 to 9 hours/week	2	3.6	5.0	15.0
10-19 hours/week	2	3.6	5.0	20.0
20-29 hours/week	8	14.5	20.0	40.0
30-39 hours/week	5	9.1	12.5	52.5
Employed full-time	19	34.5	47.5	100.0
Total	40	72.7	100.0	
Missing				
System	15	27.3		
Total	55	100.0		

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



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

11. Where do you attend class most often?

Statistics

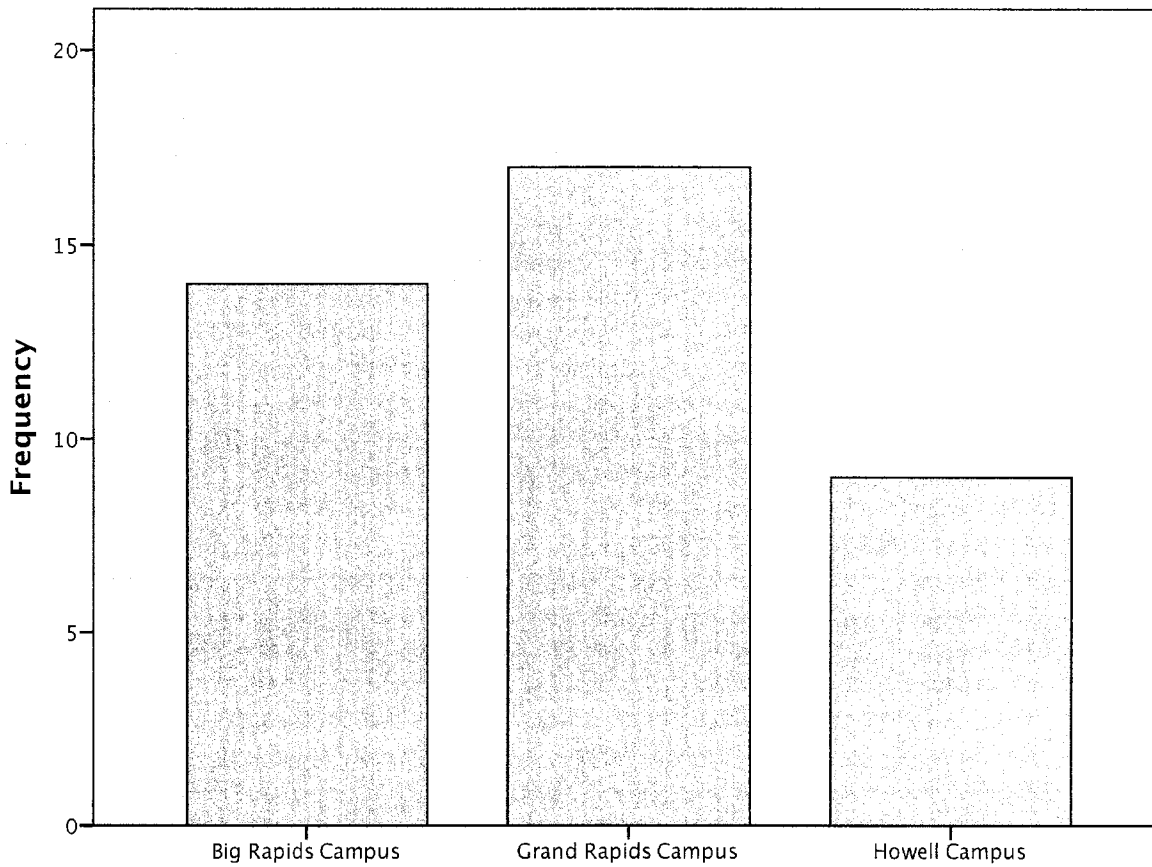
11. Where do you attend class most often?

N	Valid	40
	Missing	15
Mean		1.88
Median		2.00

11. Where do you attend class most often?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Big Rapids Campus	14	25.5	35.0	35.0
	Grand Rapids Campus	17	30.9	42.5	77.5
	Howell Campus	9	16.4	22.5	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

11. Where do you attend class most often?



11. Where do you attend class most often?

12. What is your current occupation?

Statistics

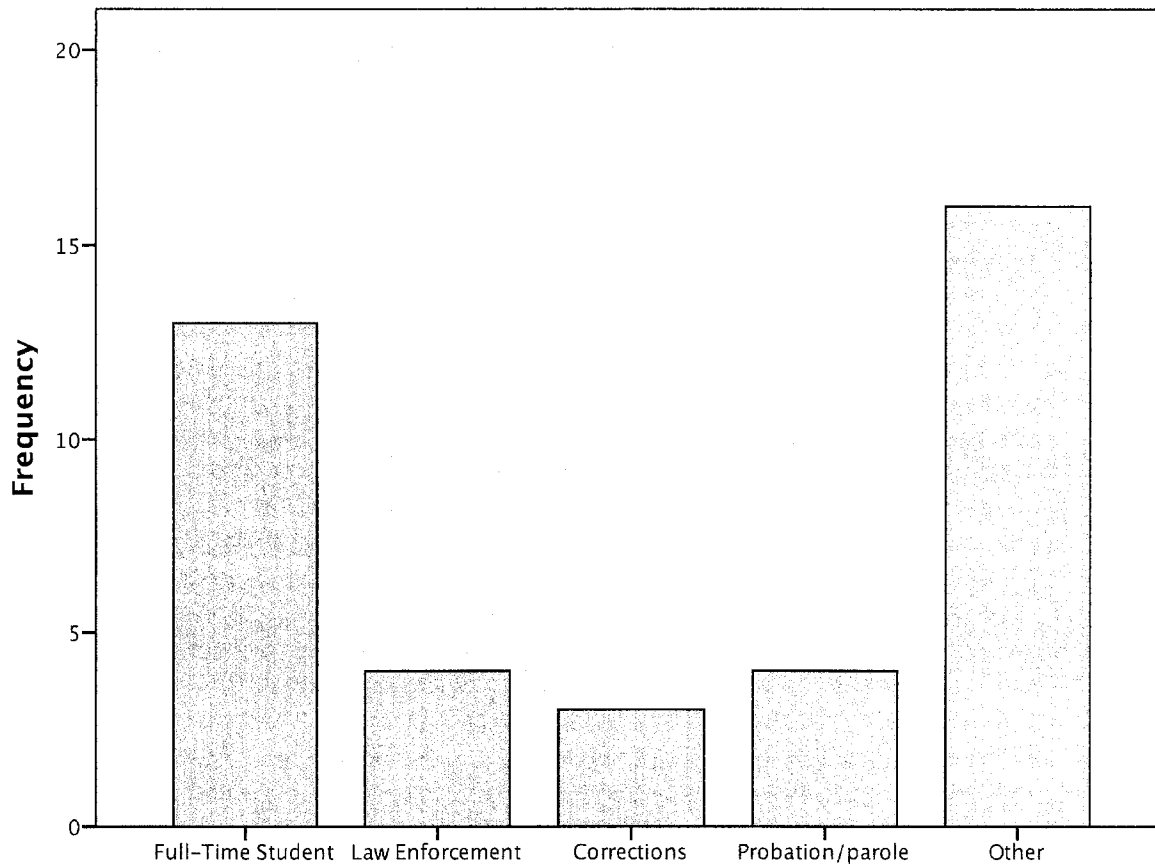
12. What is your current occupation?

N	Valid	40
	Missing	15
Mean		3.95
Median		3.50

12. What is your current occupation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-Time Student	13	23.6	32.5	32.5
	Law Enforcement	4	7.3	10.0	42.5
	Corrections	3	5.5	7.5	50.0
	Probation/parole	4	7.3	10.0	60.0
	Other	16	29.1	40.0	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

12. What is your current occupation?



12. What is your current occupation?

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

Statistics

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

N	Valid	0
	Missing	55

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

	Frequency	Percent
Missing System	55	100.0

13a. Required courses only (30 credit program)

Statistics

13a. Required courses only
(30 credit program)

N	Valid	5
	Missing	50
Mean		1.00
Median		1.00

13a. Required courses only (30 credit program)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Required courses only 30 credits	5	9.1	100.0	100.0
Missing	System	50	90.9		
Total		55	100.0		

13b. Academic reputation

Statistics

13b. Academic reputation

N	Valid	16
	Missing	39
Mean		2.00
Median		2.00

13b. Academic reputation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic reputation	16	29.1	100.0	100.0
Missing	System	39	70.9		
Total		55	100.0		

13c. Advice of colleagues, friends, or professors

Statistics

13c. Advice of colleagues,
friends, or professors

N	Valid	5
	Missing	50
Mean		3.00
Median		3.00

13c. Advice of colleagues, friends, or professors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	advice of colleagues, friends, or professors	5	9.1	100.0	100.0
Missing	System	50	90.9		
Total		55	100.0		

13d. Cost

Statistics

13d. Cost

N	Valid	3
	Missing	52
Mean		4.00
Median		4.00

13d. Cost

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Cost	3	5.5	100.0	100.0
Missing System	52	94.5		
Total	55	100.0		

13e. Location

Statistics

13e. Location

N	Valid	9
	Missing	46
Mean		5.00
Median		5.00

13e. Location

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Location	9	16.4	100.0	100.0
Missing System	46	83.6		
Total	55	100.0		

13f. Admission standards of FSU

Statistics

13f. Admission standards of FSU

N	Valid	1
	Missing	54
Mean		6.00
Median		6.00

13f. Admission standards of FSU

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Admission standards of FSU	1	1.8	100.0	100.0
Missing System	54	98.2		
Total	55	100.0		

13g. Flexibility of course offerings

Statistics

13g. Flexibility of course offerings

N	Valid	2
	Missing	53
Mean		7.00
Median		7.00

13g. Flexibility of course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Flexibility of course offerings	2	3.6	100.0	100.0
Missing	System	53	96.4		
Total		55	100.0		

13h. Possible completion in one year

Statistics

13h. Possible completion in one year

N	Valid	6
	Missing	49
Mean		8.00
Median		8.00

13h. Possible completion in one year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Possible completion in one year	6	10.9	100.0	100.0
Missing	System	49	89.1		
Total		55	100.0		

13i. Other

Statistics

13i. Other

N	Valid	1
	Missing	54
Mean		9.00
Median		9.00

13i. Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	1	1.8	100.0	100.0
Missing	System	54	98.2		
Total		55	100.0		

13j. Did you attend FSU for undergrad studies?

Statistics

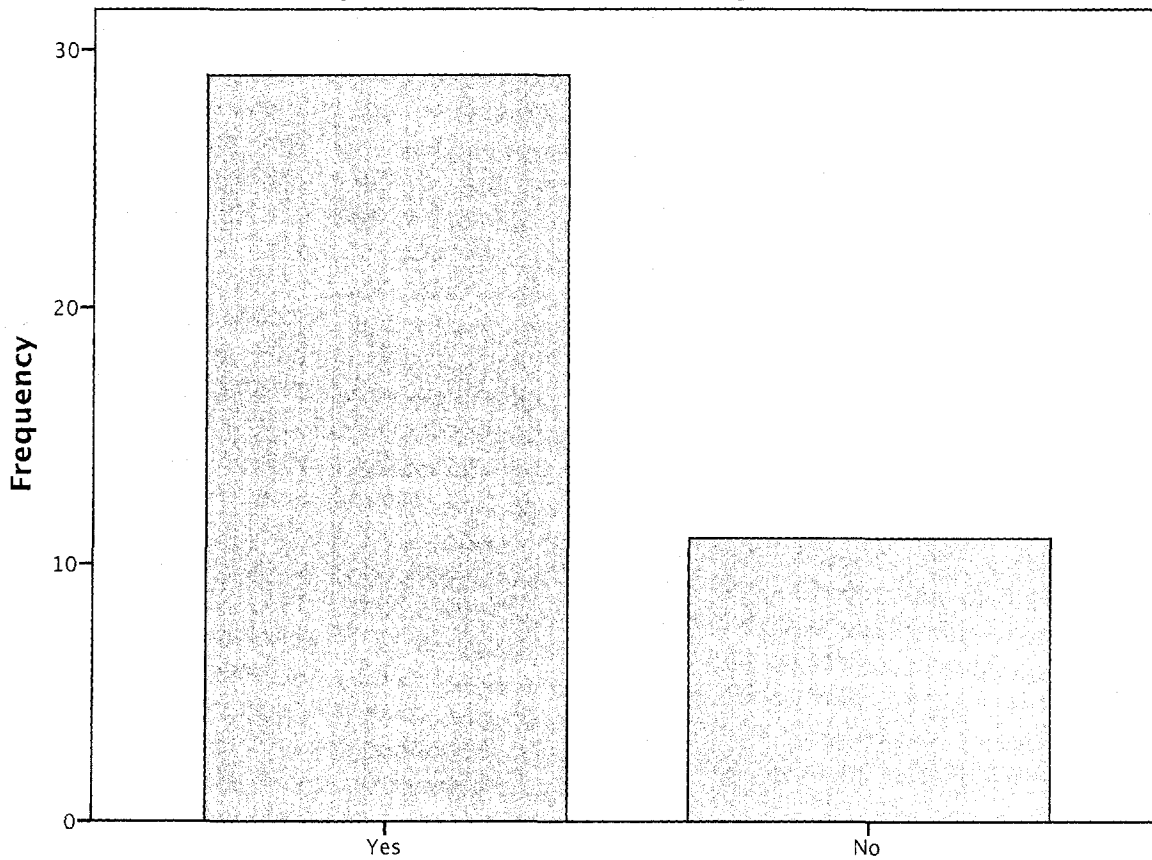
14. Did you attend FSU for undergrad studies?

N	Valid	40
	Missing	15
Mean		1.27
Median		1.00

14. Did you attend FSU for undergrad studies?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	52.7	72.5	72.5
	No	11	20.0	27.5	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

14. Did you attend FSU for undergrad studies?



14. Did you attend FSU for undergrad studies?

16. What is your ethnicity?

Statistics

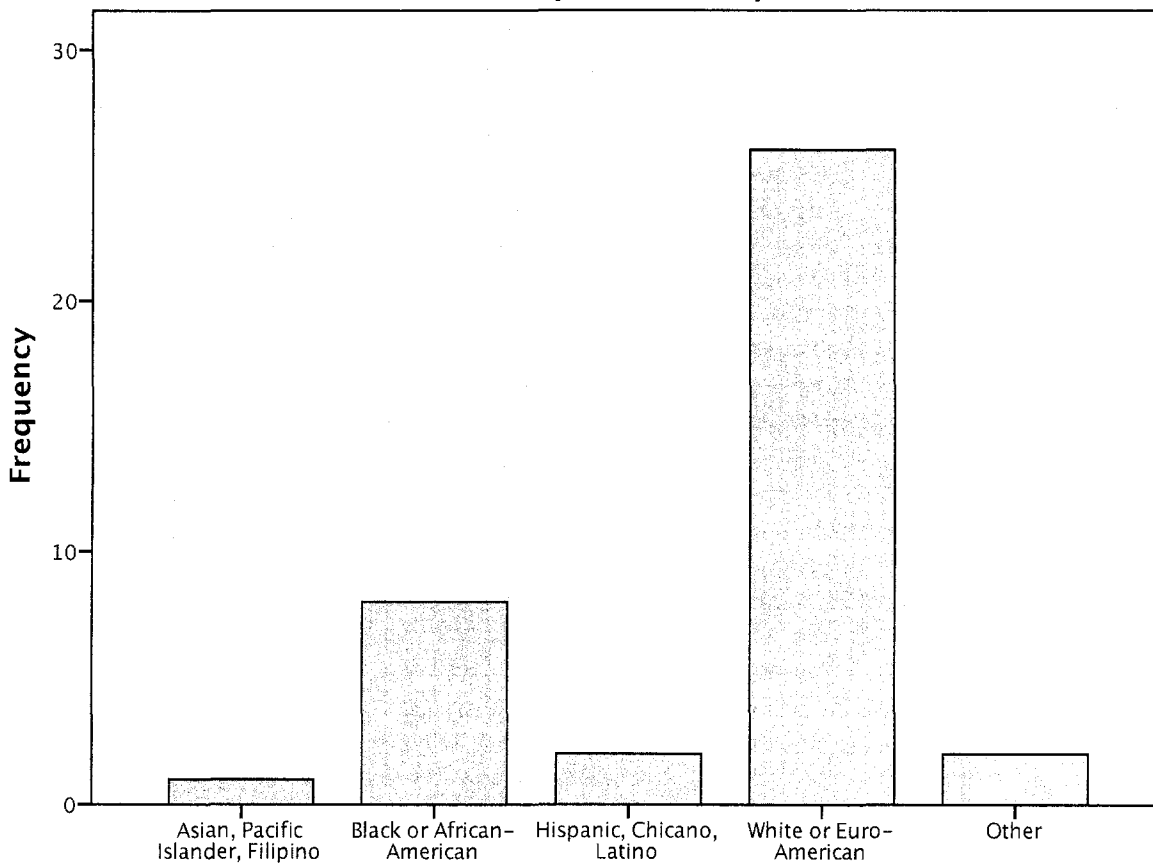
16. What is your ethnicity?

N	Valid	39
	Missing	16
an		3.56
Median		4.00

16. What is your ethnicity?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian, Pacific Islander, Filipino	1	1.8	2.6	2.6
	Black or African-American	8	14.5	20.5	23.1
	Hispanic, Chicano, Latino	2	3.6	5.1	28.2
	White or Euro-American	26	47.3	66.7	94.9
	Other	2	3.6	5.1	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

16. What is your ethnicity?



16. What is your ethnicity?

17. What is your sex?

Statistics

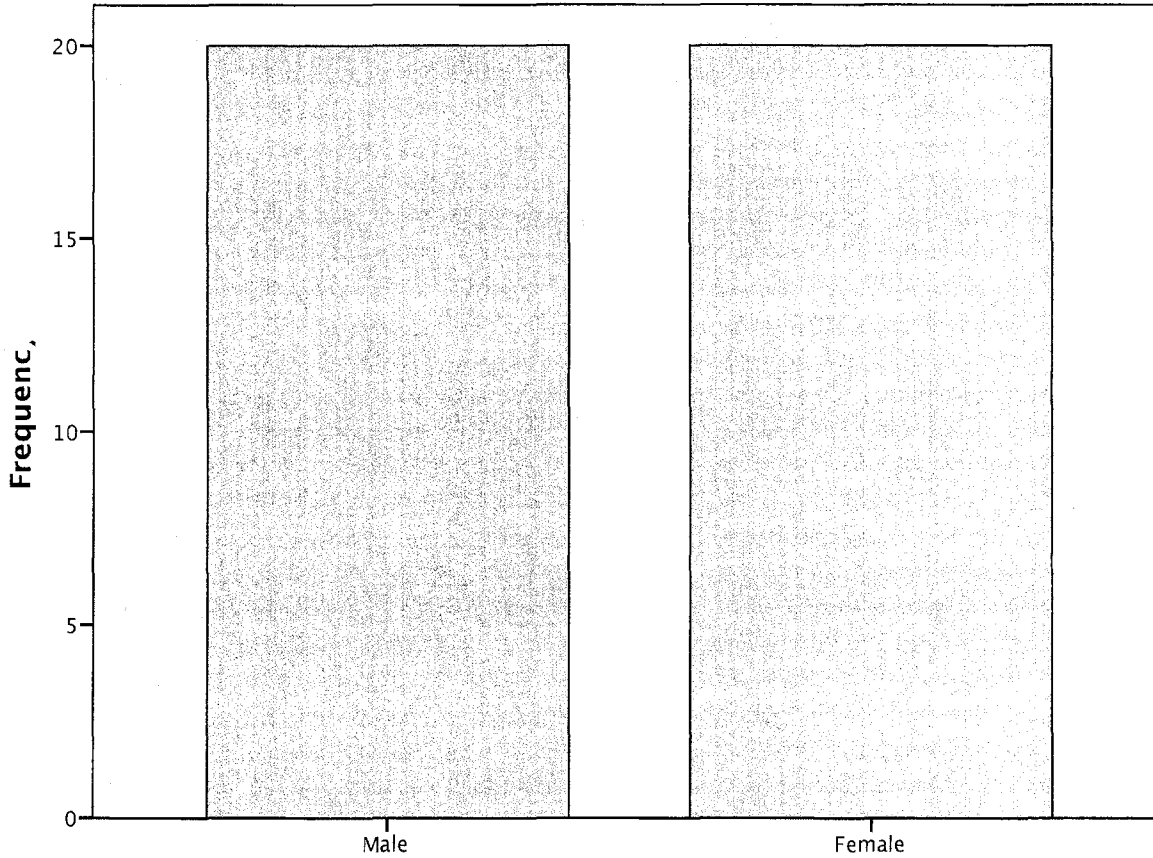
17. What is your sex?

N	Valid	40
	Missing	15
an		1.50
Median		1.50

17. What is your sex?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	36.4	50.0	50.0
	Female	20	36.4	50.0	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

17. What is your sex?



17. What is your sex?

18. Overall quality of courses in the Master's program.

Statistics

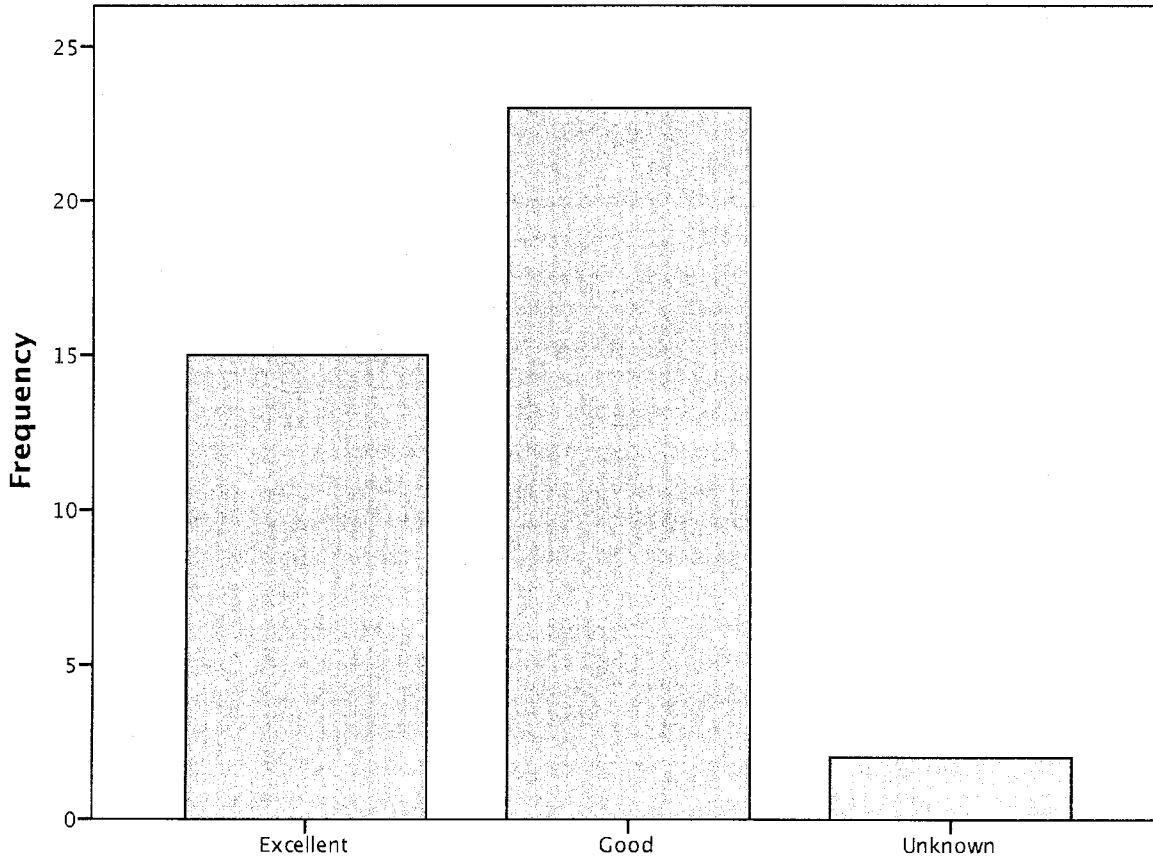
18. Overall quality of courses in the Master's program.

N	Valid	40
	Missing	15
Mean		1.78
Median		2.00

18. Overall quality of courses in the Master's program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	15	27.3	37.5	37.5
	Good	23	41.8	57.5	95.0
	Unknown	2	3.6	5.0	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

18. Overall quality of courses in the Master's program.



18. Overall quality of courses in the Master's program.

19. Quality of Criminal Justice courses.

Statistics

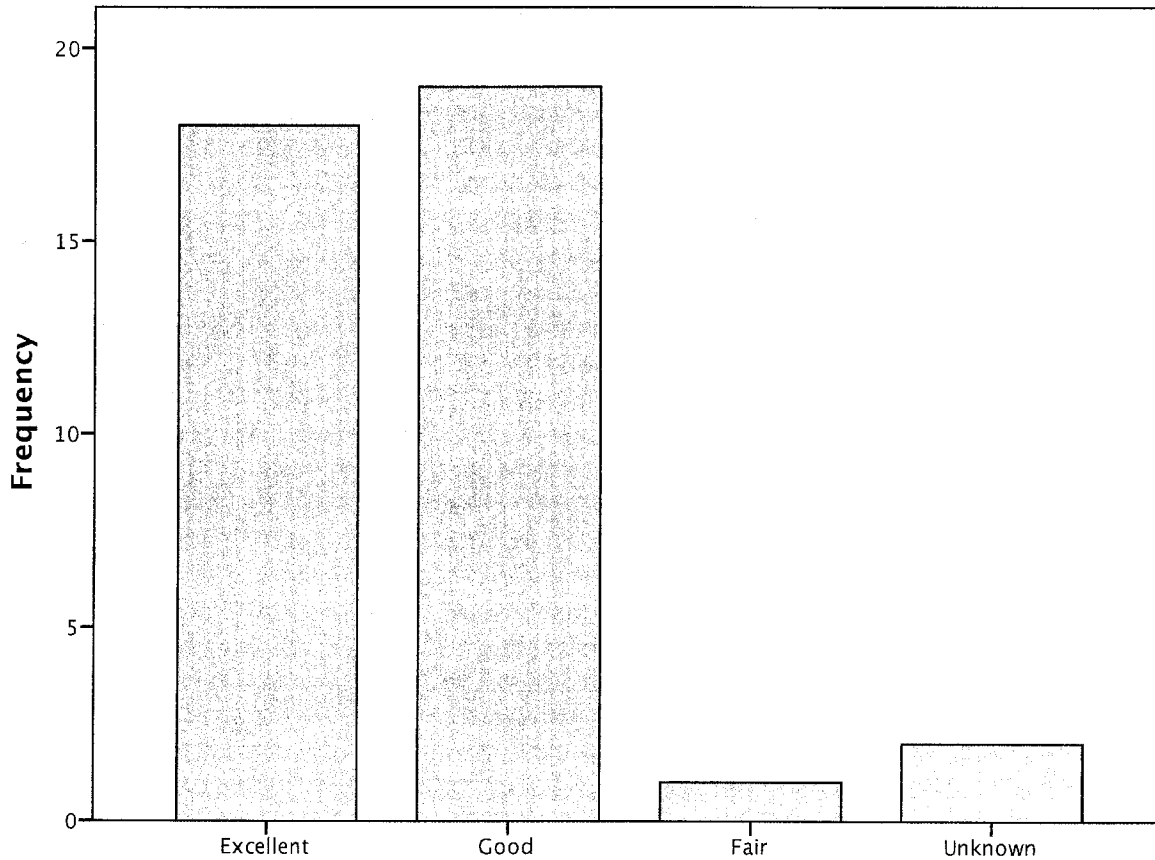
19. Quality of Criminal Justice courses.

N	Valid	40
	Missing	15
Mean		1.73
Median		2.00

19. Quality of Criminal Justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	18	32.7	45.0	45.0
	Good	19	34.5	47.5	92.5
	Fair	1	1.8	2.5	95.0
	Unknown	2	3.6	5.0	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

19. Quality of Criminal Justice courses.



19. Quality of Criminal Justice courses.

20. Quality of Management courses.

Statistics

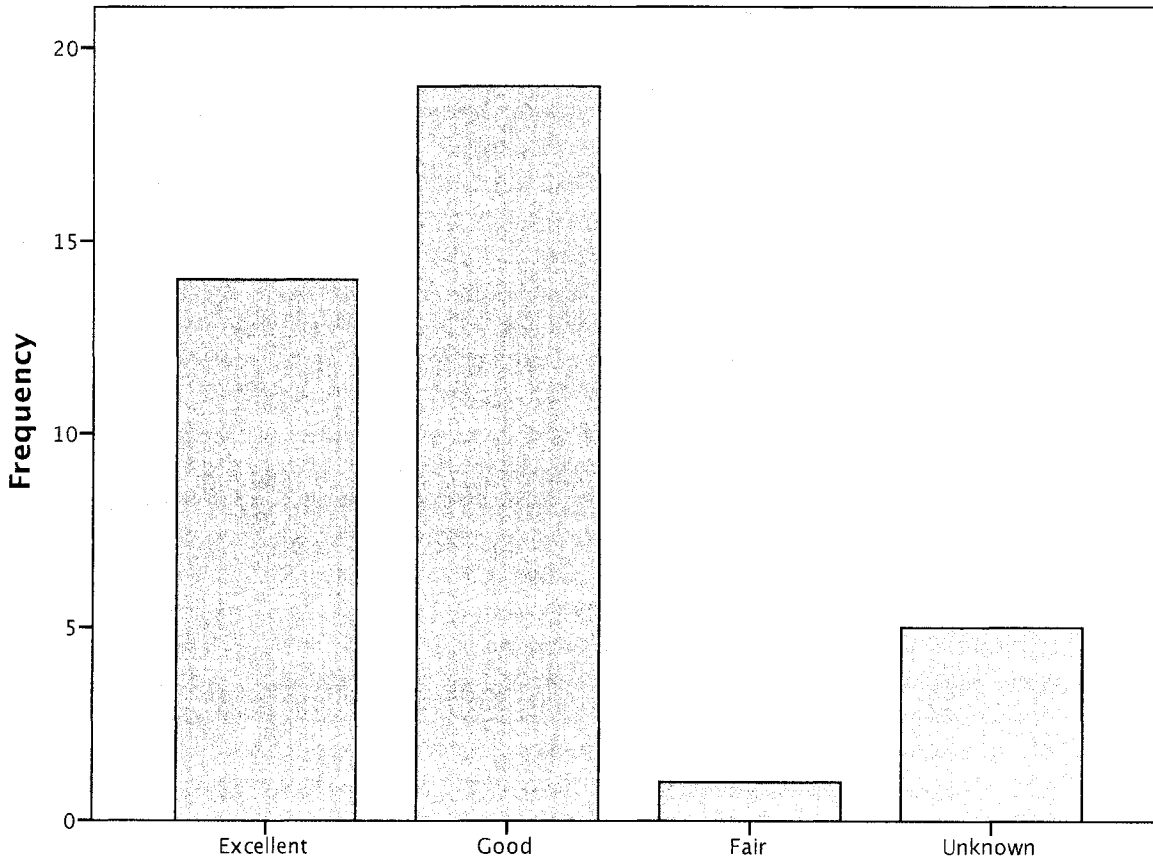
20. Quality of Management courses.

N	Valid	39
	Missing	16
Mean		2.05
Median		2.00

20. Quality of Management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	14	25.5	35.9	35.9
	Good	19	34.5	48.7	84.6
	Fair	1	1.8	2.6	87.2
	Unknown	5	9.1	12.8	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

20. Quality of Management courses.



20. Quality of Management courses.

21. Quality of Methods courses.

Statistics

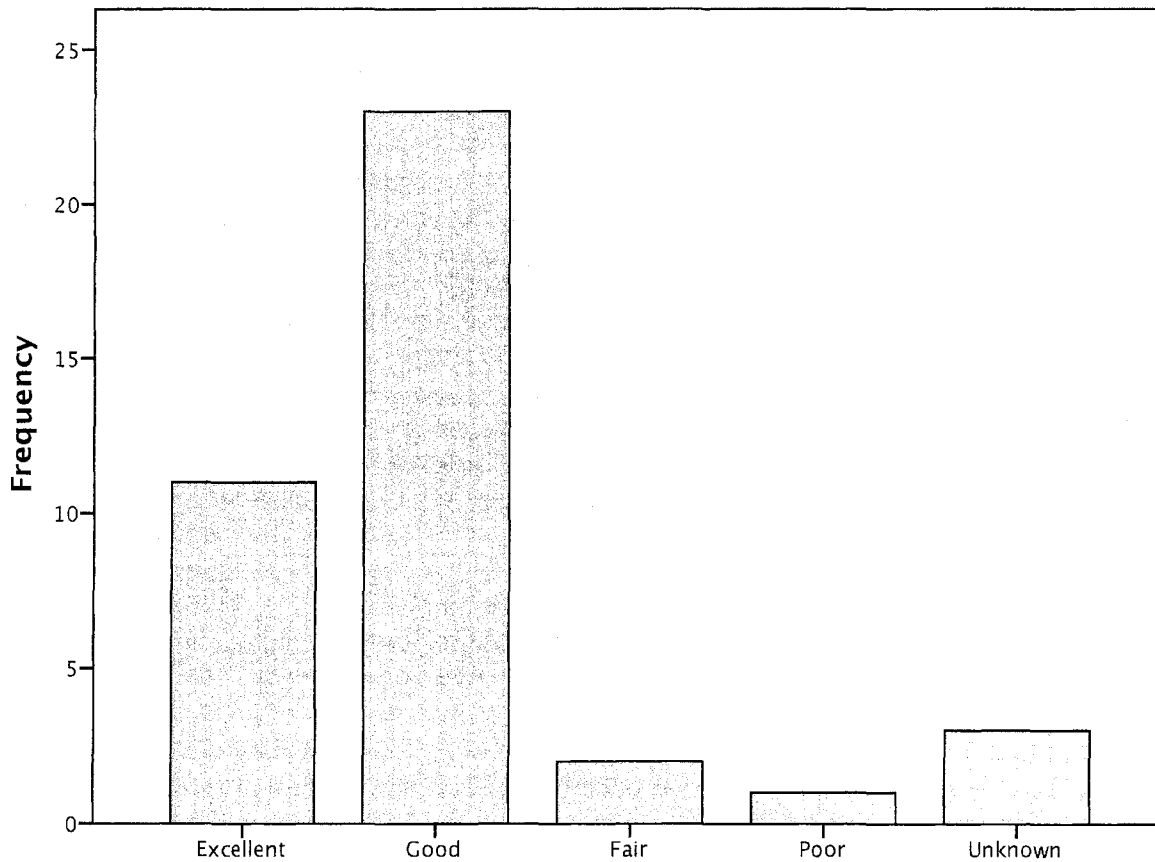
21. Quality of Methods courses.

N	Valid	40
	Missing	15
mean		2.05
Median		2.00

21. Quality of Methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	11	20.0	27.5	27.5
	Good	23	41.8	57.5	85.0
	Fair	2	3.6	5.0	90.0
	Poor	1	1.8	2.5	92.5
	Unknown	3	5.5	7.5	100.0
	Total		40	72.7	100.0
Missing	System	15	27.3		
Total		55	100.0		

21. Quality of Methods courses.



21. Quality of Methods courses.

27 **Rigorous expectations in criminal justice courses.**

Statistics

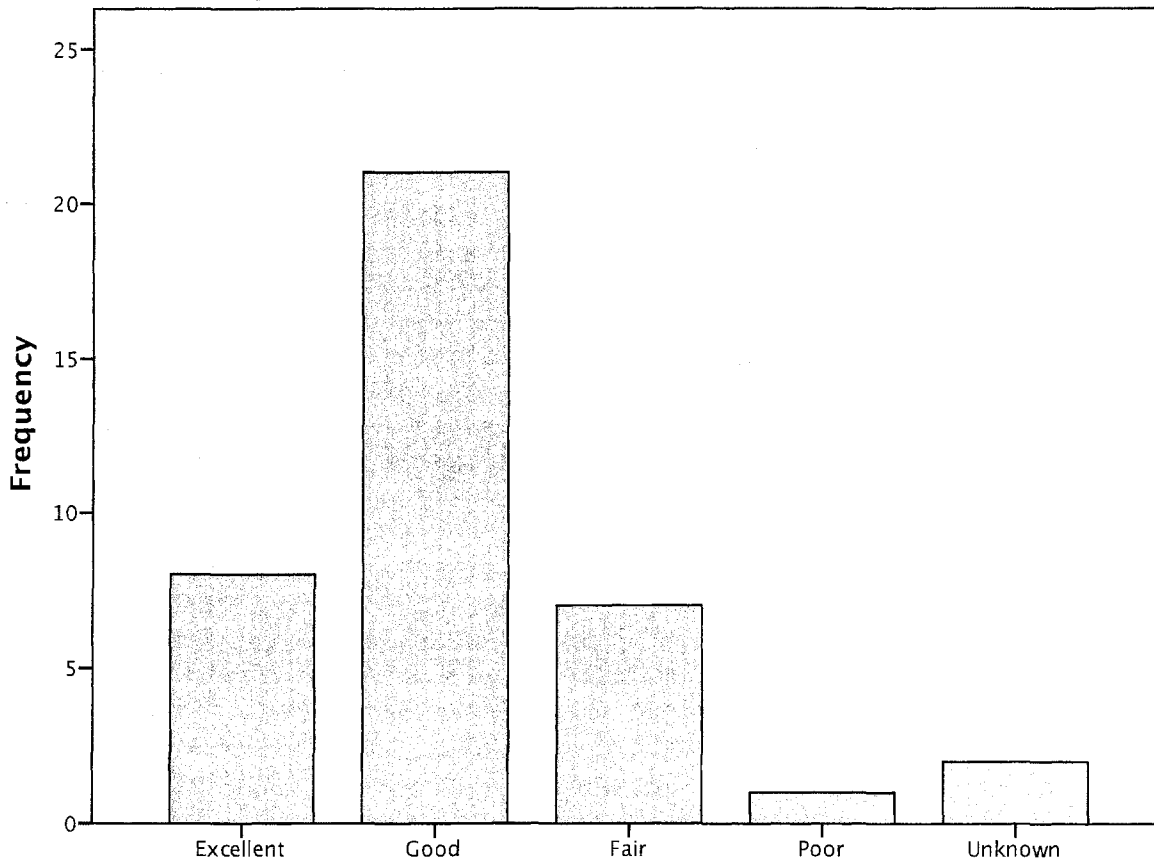
22. Rigorous expectations in criminal justice courses.

N	Valid	39
	Missing	16
mean		2.18
Median		2.00

22. Rigorous expectations in criminal justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	20.5	20.5
	Good	21	38.2	53.8	74.4
	Fair	7	12.7	17.9	92.3
	Poor	1	1.8	2.6	94.9
	Unknown	2	3.6	5.1	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

22. Rigorous expectations in criminal justice courses.



22. Rigorous expectations in criminal justice courses.

27 Rigorous expectations in management courses.

Statistics

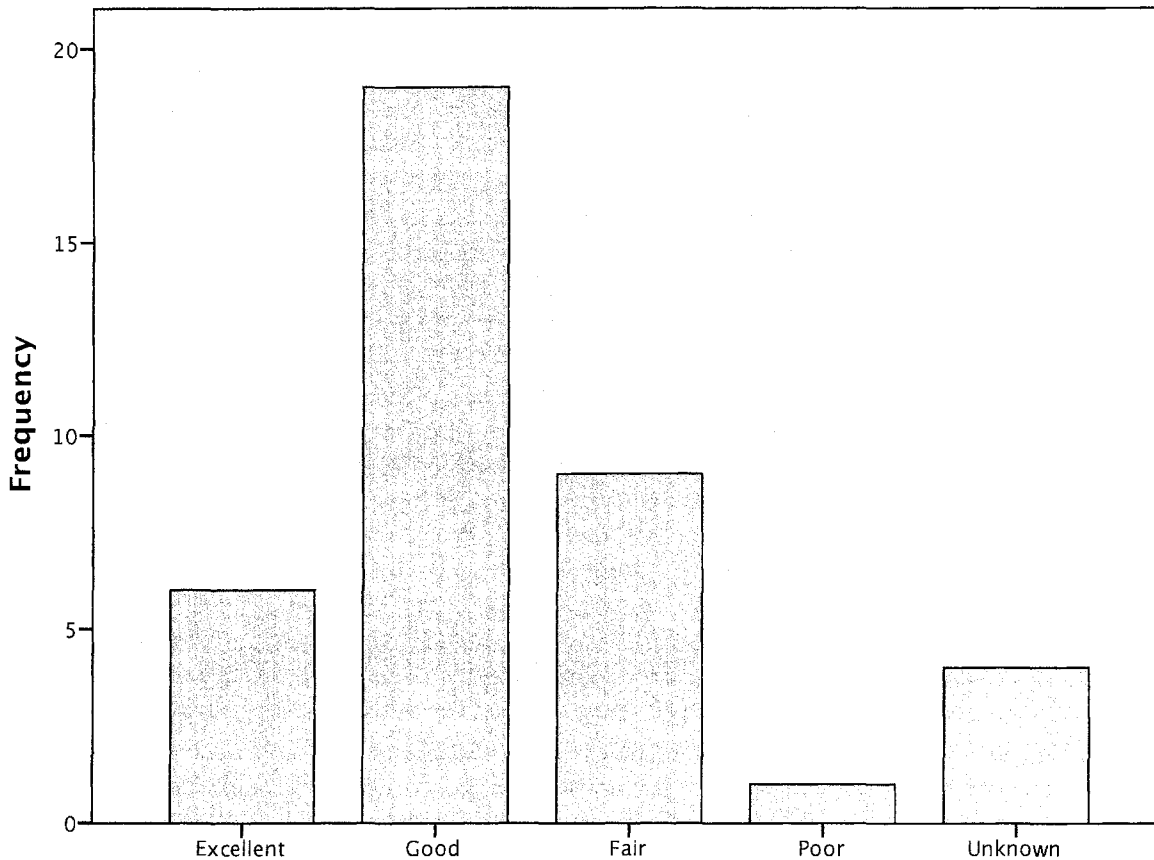
23. Rigorous expectations in management courses.

N	Valid	39
	Missing	16
mean		2.44
Median		2.00

23. Rigorous expectations in management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	10.9	15.4	15.4
	Good	19	34.5	48.7	64.1
	Fair	9	16.4	23.1	87.2
	Poor	1	1.8	2.6	89.7
	Unknown	4	7.3	10.3	100.0
	Total		39	70.9	100.0
Missing	System	16	29.1		
Total		55	100.0		

23. Rigorous expectations in management courses.



23. Rigorous expectations in management courses.

2 Rigorous expectations in methods courses.

Statistics

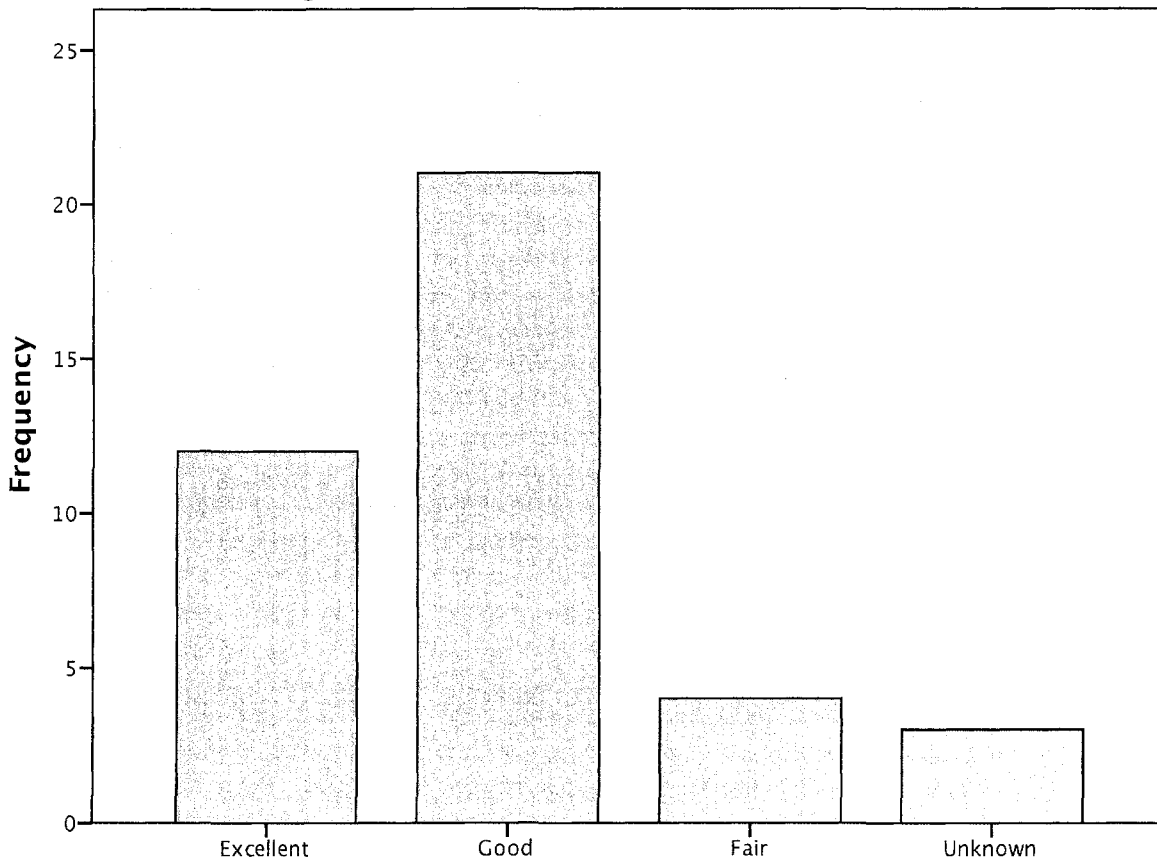
24. Rigorous expectations in methods courses.

N	Valid	40
	Missing	15
Mean		2.03
Median		2.00

24. Rigorous expectations in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	12	21.8	30.0	30.0
	Good	21	38.2	52.5	82.5
	Fair	4	7.3	10.0	92.5
	Unknown	3	5.5	7.5	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

24. Rigorous expectations in methods courses.



24. Rigorous expectations in methods courses.

25. Relevance of criminal justice courses to criminal justice field.

Statistics

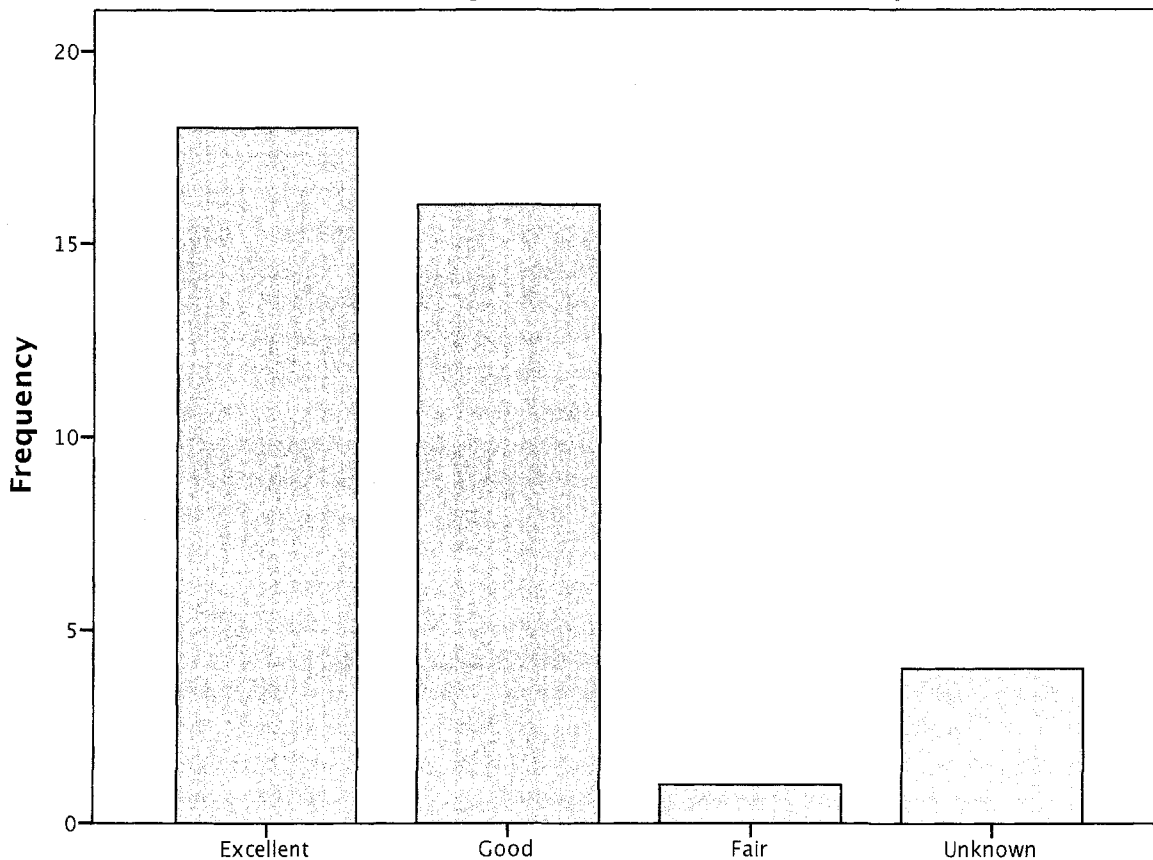
25. Relevance of criminal justice courses to criminal justice field.

N	Valid	39
	Missing	16
Mean		1.87
Median		2.00

25. Relevance of criminal justice courses to criminal justice field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	18	32.7	46.2	46.2
	Good	16	29.1	41.0	87.2
	Fair	1	1.8	2.6	89.7
	Unknown	4	7.3	10.3	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

25. Relevance of criminal justice courses to criminal justice field.



25. Relevance of criminal justice courses to criminal justice field.

26 Relevance of management courses to criminal justice field.

Statistics

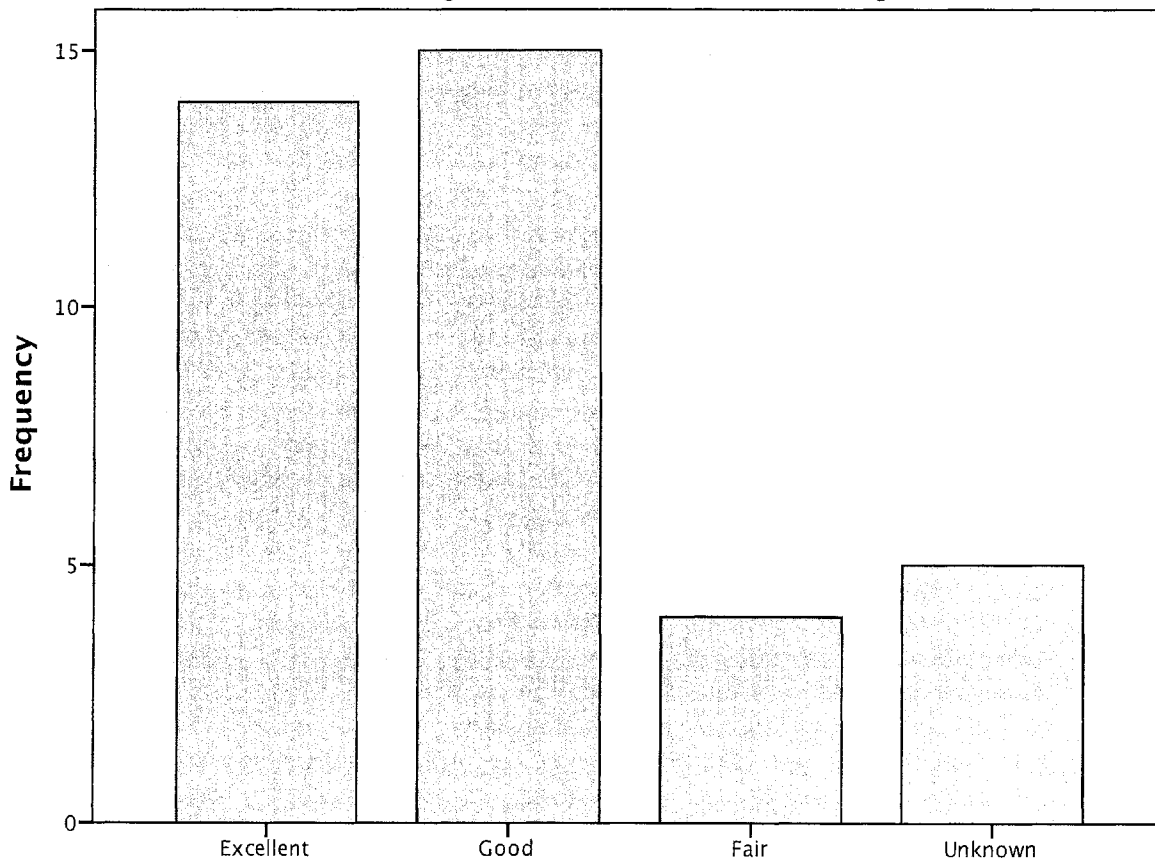
26. Relevance of management courses to criminal justice field.

N	Valid	38
	Missing	17
Mean		2.13
Median		2.00

26. Relevance of management courses to criminal justice field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	14	25.5	36.8	36.8
	Good	15	27.3	39.5	76.3
	Fair	4	7.3	10.5	86.8
	Unknown	5	9.1	13.2	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

26. Relevance of management courses to criminal justice field.



26. Relevance of management courses to criminal justice field.

27 Relevance of methods courses to criminal justice field.

Statistics

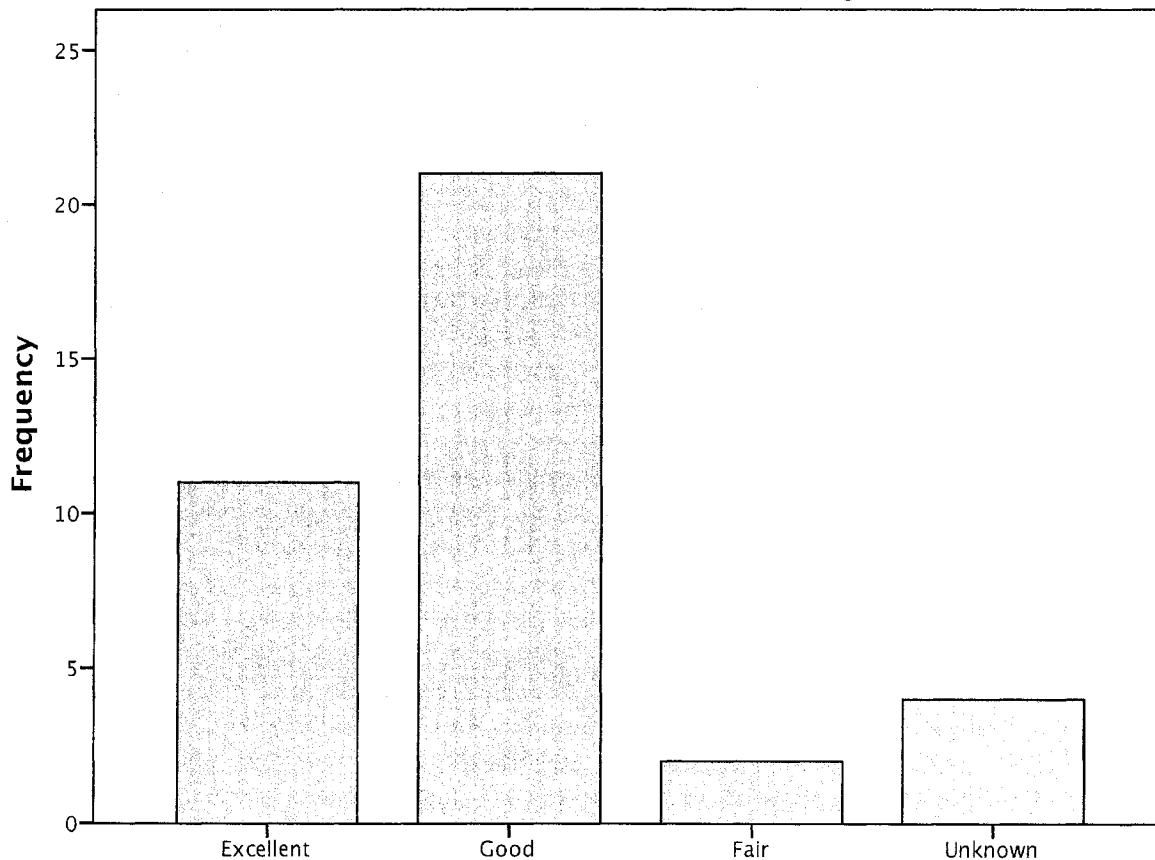
27. Relevance of methods courses to criminal justice field.

N	Valid	38
	Missing	17
Mean		2.08
Median		2.00

27. Relevance of methods courses to criminal justice field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	11	20.0	28.9	28.9
	Good	21	38.2	55.3	84.2
	Fair	2	3.6	5.3	89.5
	Unknown	4	7.3	10.5	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

27. Relevance of methods courses to criminal justice field.



27. Relevance of methods courses to criminal justice field.

2^o Fairness of grading in criminal justice courses.

Statistics

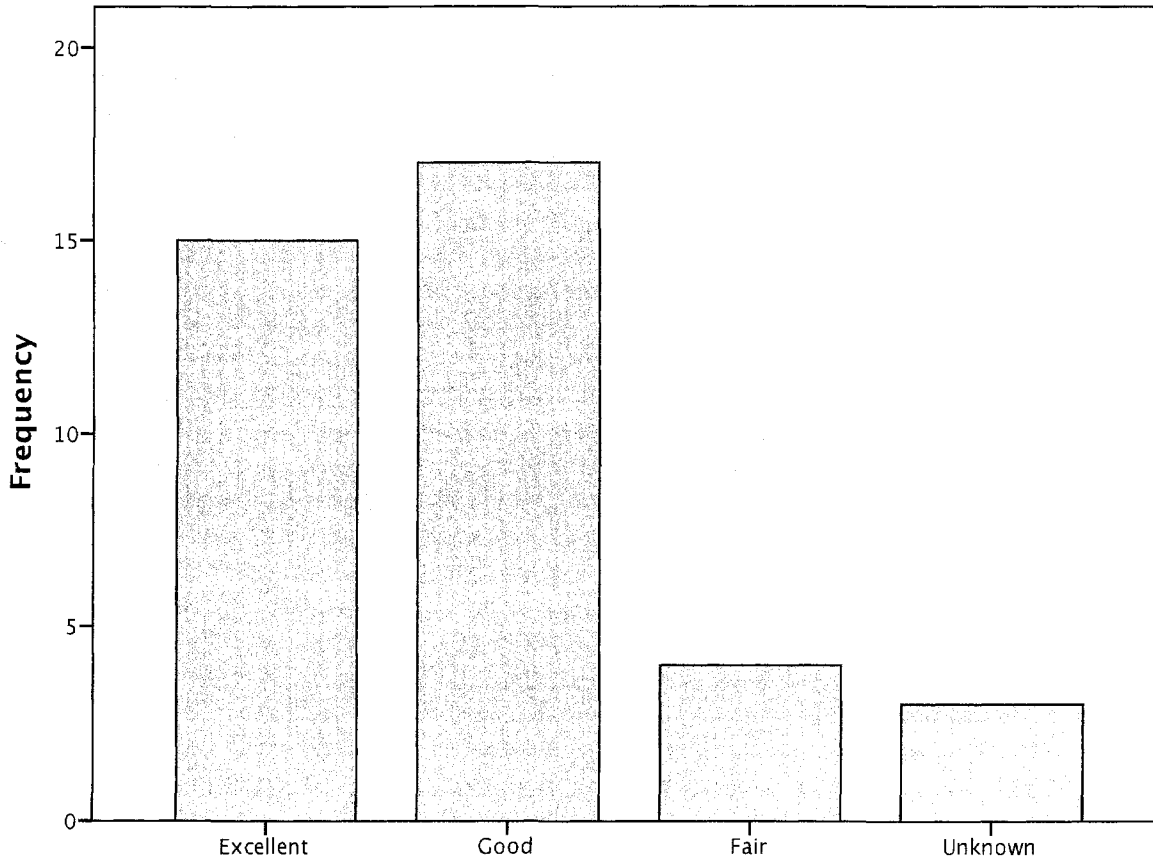
28. Fairness of grading in criminal justice courses.

N	Valid	39
	Missing	16
Mean		1.95
Median		2.00

28. Fairness of grading in criminal justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	15	27.3	38.5	38.5
	Good	17	30.9	43.6	82.1
	Fair	4	7.3	10.3	92.3
	Unknown	3	5.5	7.7	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

28. Fairness of grading in criminal justice courses.



28. Fairness of grading in criminal justice courses.

29. Fairness of grading in management courses.

Statistics

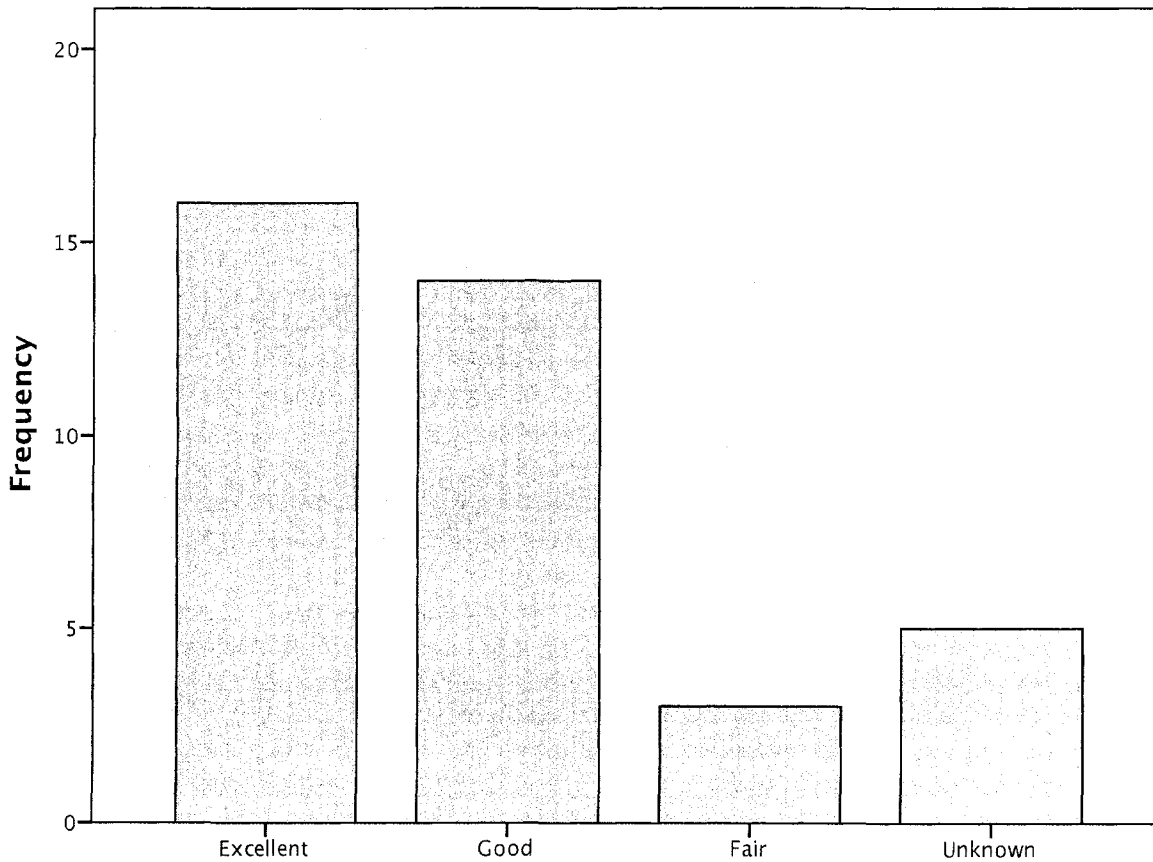
29. Fairness of grading in management courses.

N	Valid	38
	Missing	17
Mean		2.05
Median		2.00

29. Fairness of grading in management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	16	29.1	42.1	42.1
	Good	14	25.5	36.8	78.9
	Fair	3	5.5	7.9	86.8
	Unknown	5	9.1	13.2	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

29. Fairness of grading in management courses.



29. Fairness of grading in management courses.

30. Fairness of grading in methods courses.

Statistics

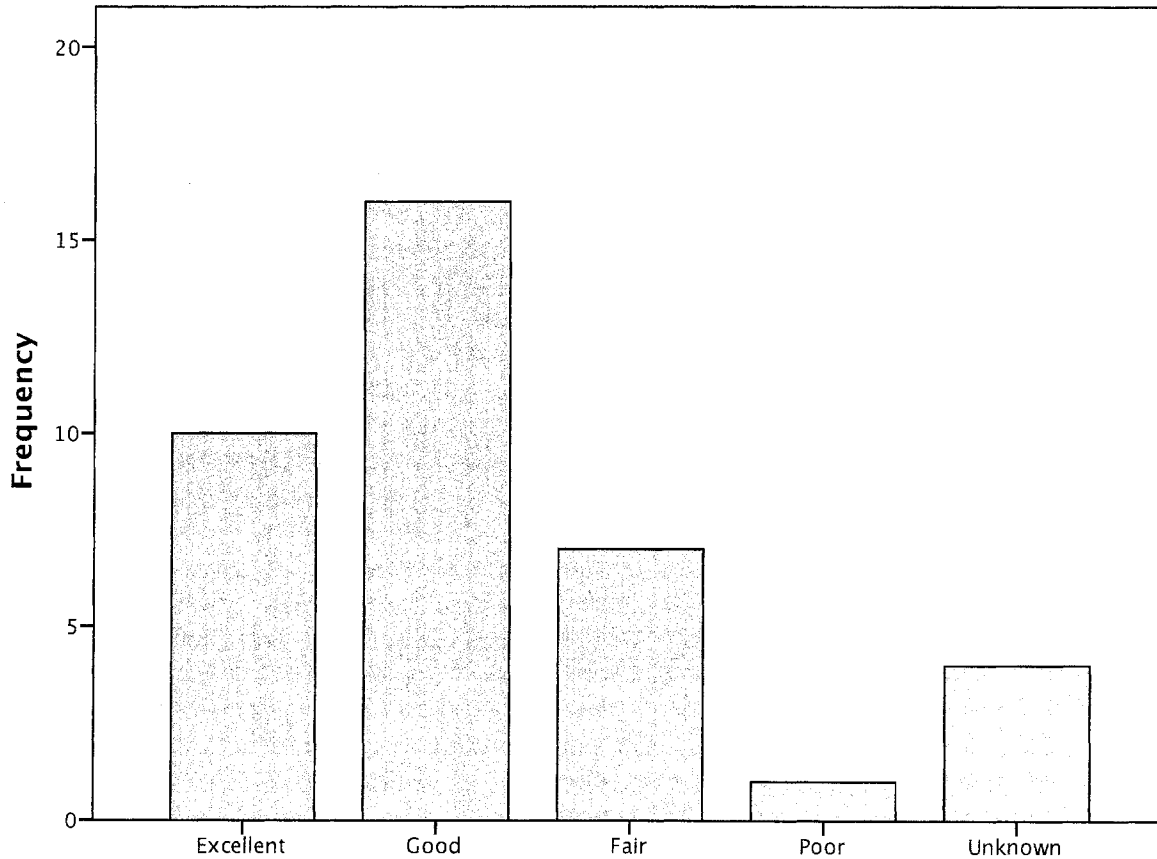
30. Fairness of grading in methods courses.

N	Valid	38
	Missing	17
Mean		2.29
Median		2.00

30. Fairness of grading in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	10	18.2	26.3	26.3
	Good	16	29.1	42.1	68.4
	Fair	7	12.7	18.4	86.8
	Poor	1	1.8	2.6	89.5
	Unknown	4	7.3	10.5	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

30. Fairness of grading in methods courses.



30. Fairness of grading in methods courses.

? Quality of instruction in criminal justice courses.

Statistics

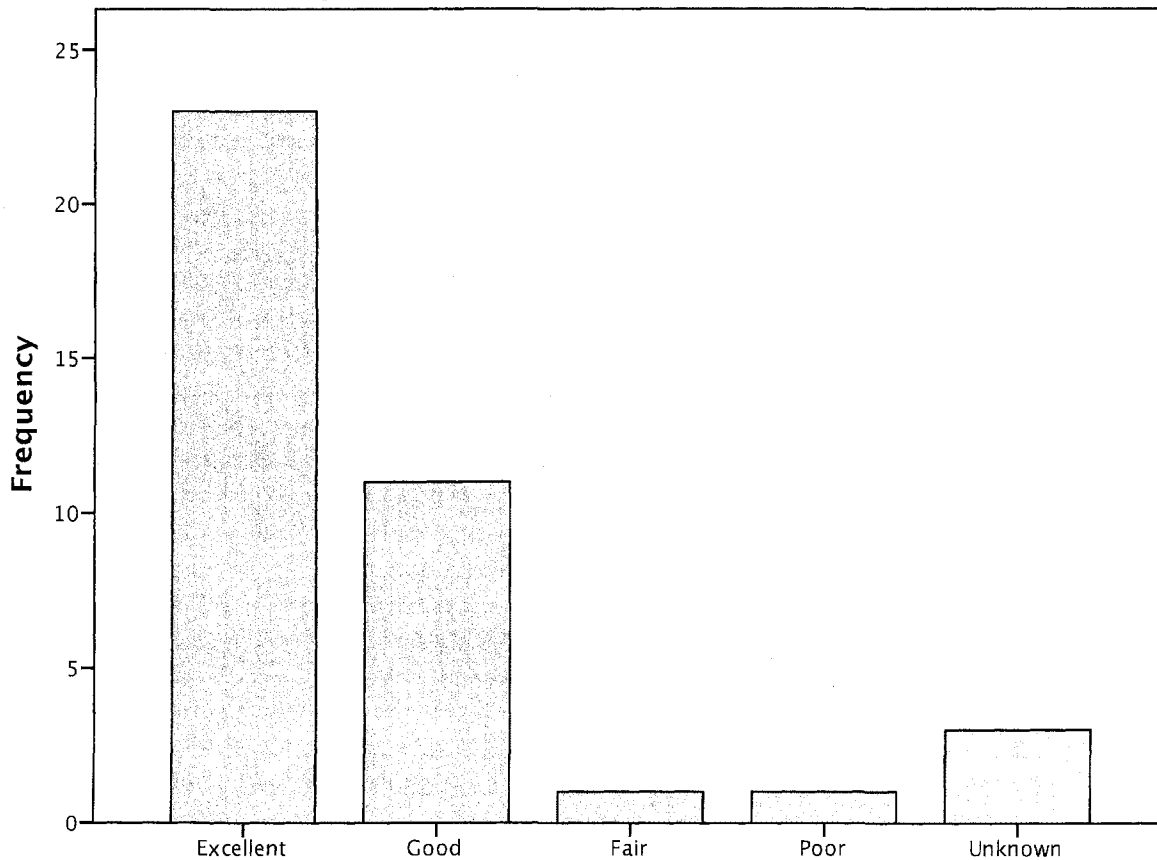
31. Quality of instruction in criminal justice courses.

N	Valid	39
	Missing	16
Mean		1.72
Median		1.00

31. Quality of instruction in criminal justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	23	41.8	59.0	59.0
	Good	11	20.0	28.2	87.2
	Fair	1	1.8	2.6	89.7
	Poor	1	1.8	2.6	92.3
	Unknown	3	5.5	7.7	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

31. Quality of instruction in criminal justice courses.



31. Quality of instruction in criminal justice courses.

? Quality of instruction in management courses.

Statistics

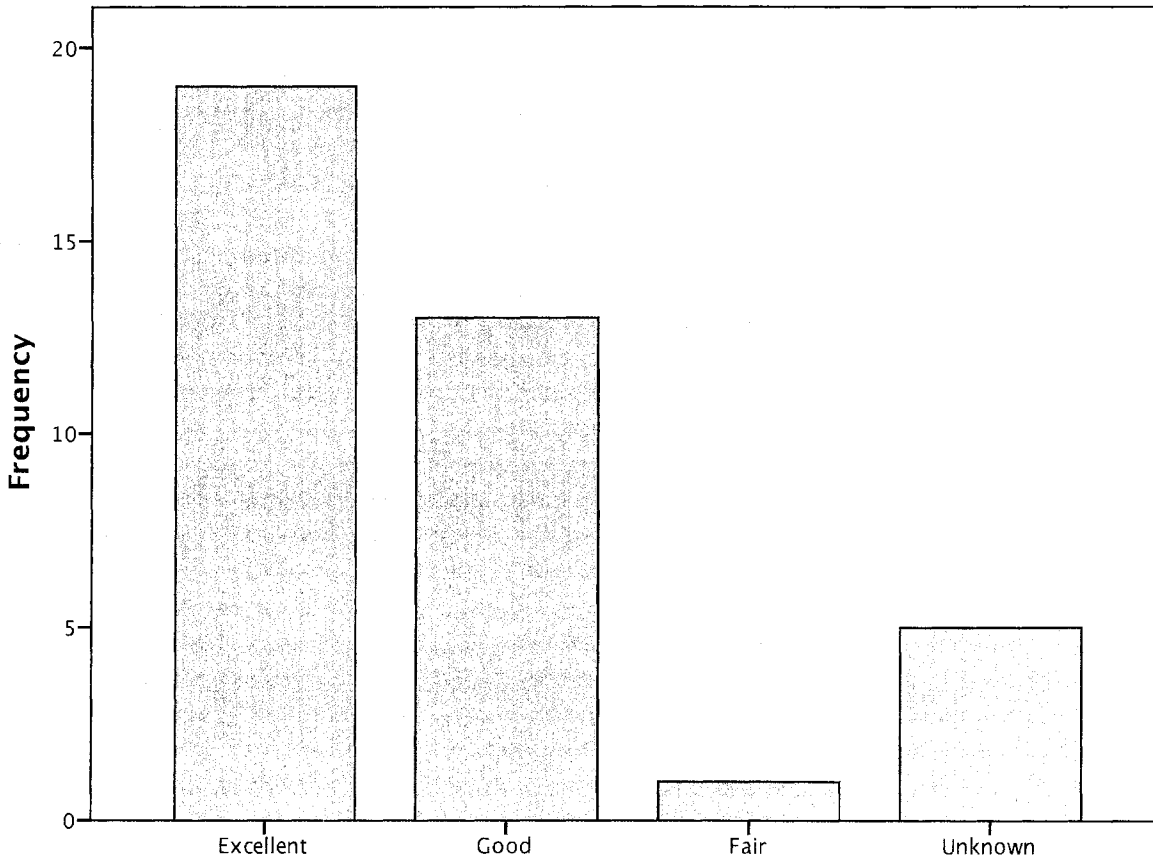
32. Quality of instruction in management courses.

N	Valid	38
	Missing	17
Mean		1.92
Median		1.50

32. Quality of instruction in management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	19	34.5	50.0	50.0
	Good	13	23.6	34.2	84.2
	Fair	1	1.8	2.6	86.8
	Unknown	5	9.1	13.2	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

32. Quality of instruction in management courses.



32. Quality of instruction in management courses.

33. Quality of instruction in methods courses.

Statistics

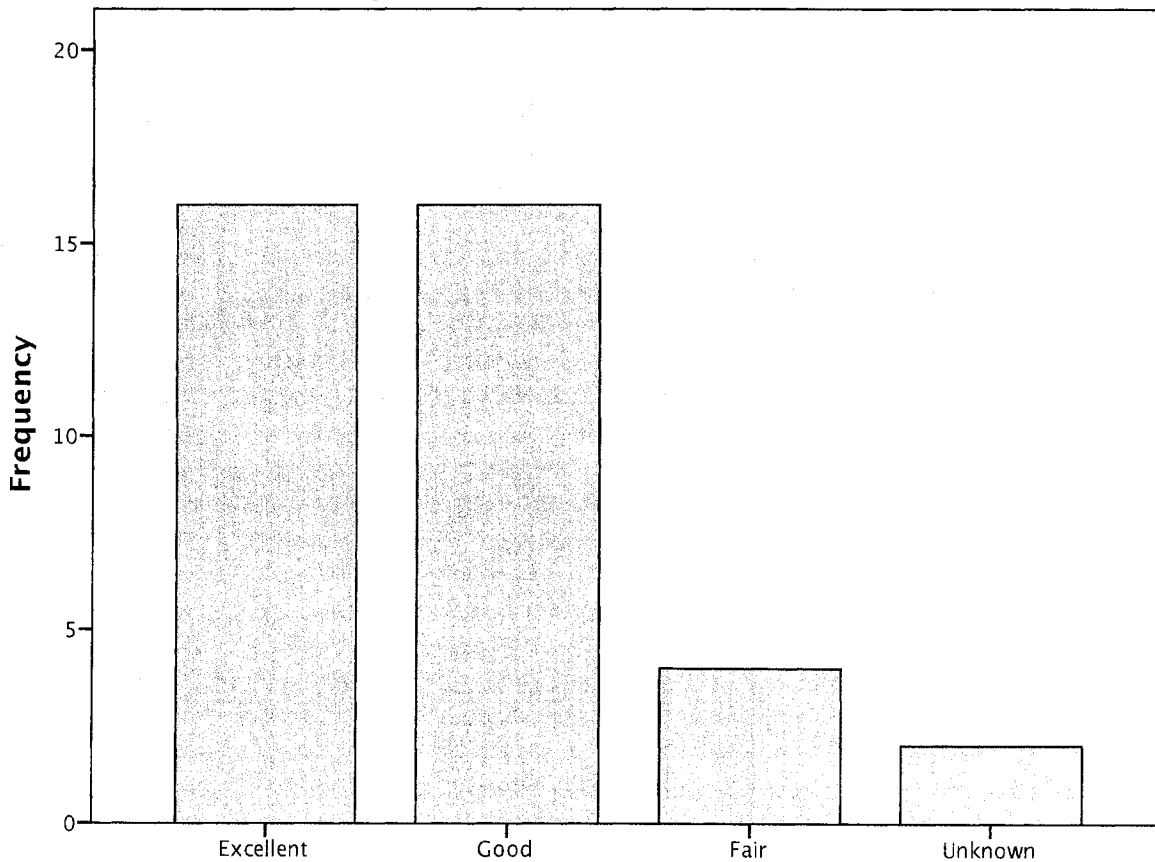
33. Quality of instruction in methods courses.

N	Valid	38
	Missing	17
Mean		1.84
Median		2.00

33. Quality of instruction in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	16	29.1	42.1	42.1
	Good	16	29.1	42.1	84.2
	Fair	4	7.3	10.5	94.7
	Unknown	2	3.6	5.3	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

33. Quality of instruction in methods courses.



33. Quality of instruction in methods courses.

34. Opportunities for interaction with faculty.

Statistics

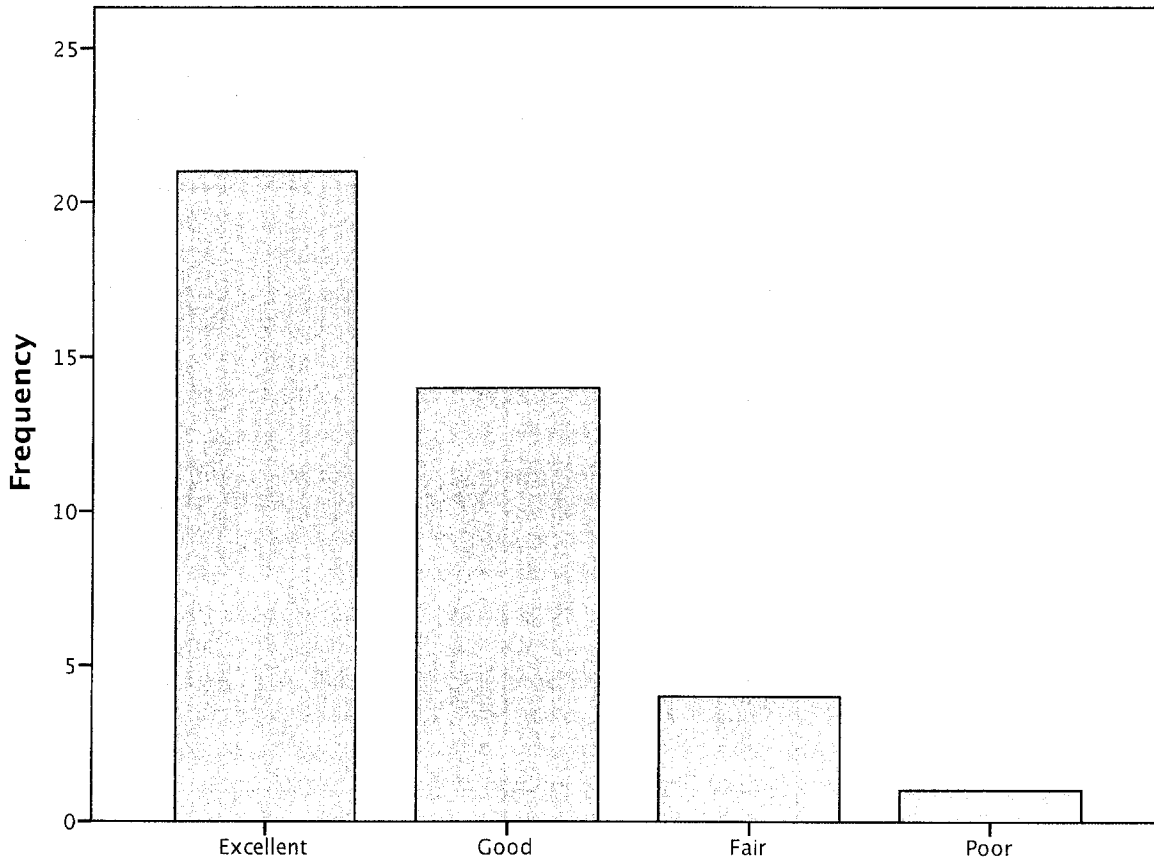
34. Opportunities for interaction with faculty.

N	Valid	40
	Missing	15
Mean		1.63
Median		1.00

34. Opportunities for interaction with faculty.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	21	38.2	52.5	52.5
	Good	14	25.5	35.0	87.5
	Fair	4	7.3	10.0	97.5
	Poor	1	1.8	2.5	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

34. Opportunities for interaction with faculty.



34. Opportunities for interaction with faculty.

35. Professional competence of criminal justice faculty.

Statistics

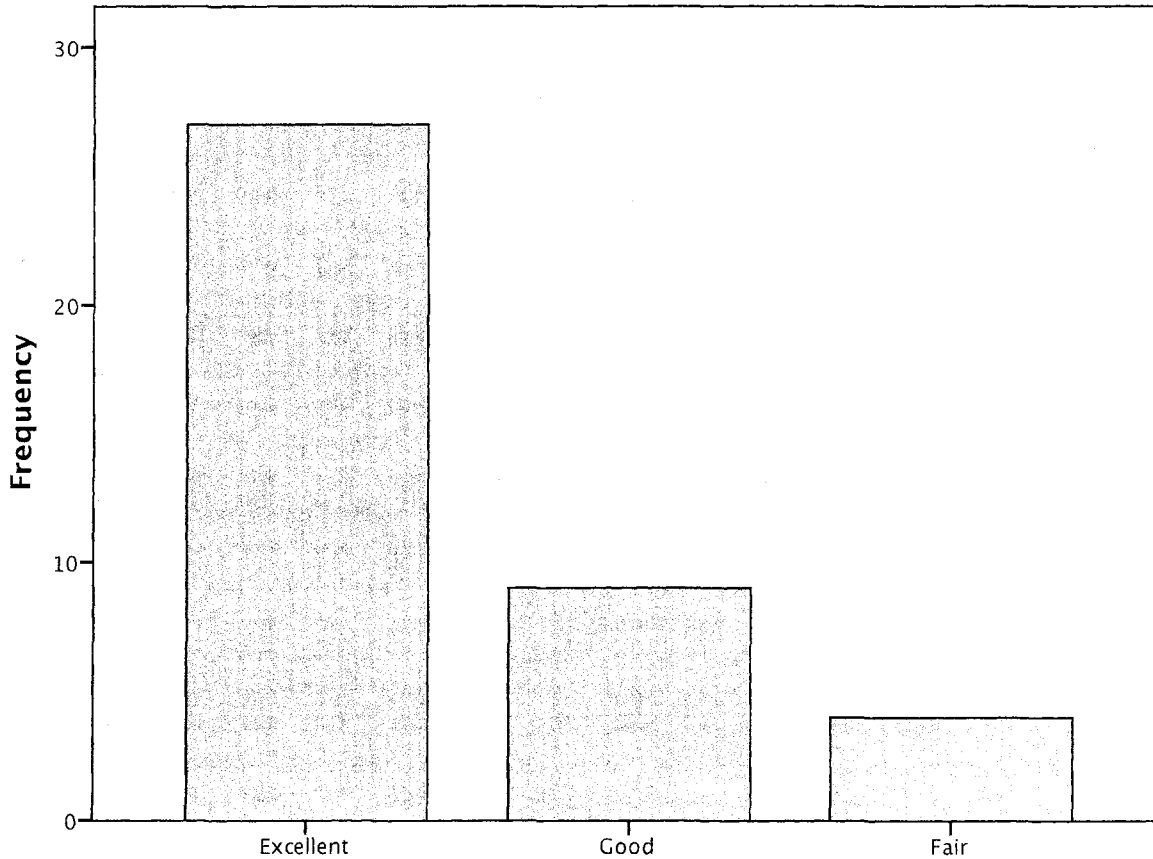
35. Professional competence of criminal justice faculty.

N	Valid	40
	Missing	15
Mean		1.43
Median		1.00

35. Professional competence of criminal justice faculty.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	27	49.1	67.5	67.5
	Good	9	16.4	22.5	90.0
	Fair	4	7.3	10.0	100.0
	Total	40	72.7	100.0	
Missing	System	15	27.3		
Total		55	100.0		

35. Professional competence of criminal justice faculty.



35. Professional competence of criminal justice faculty.

36. Quality of textbooks used in criminal justice courses.

Statistics

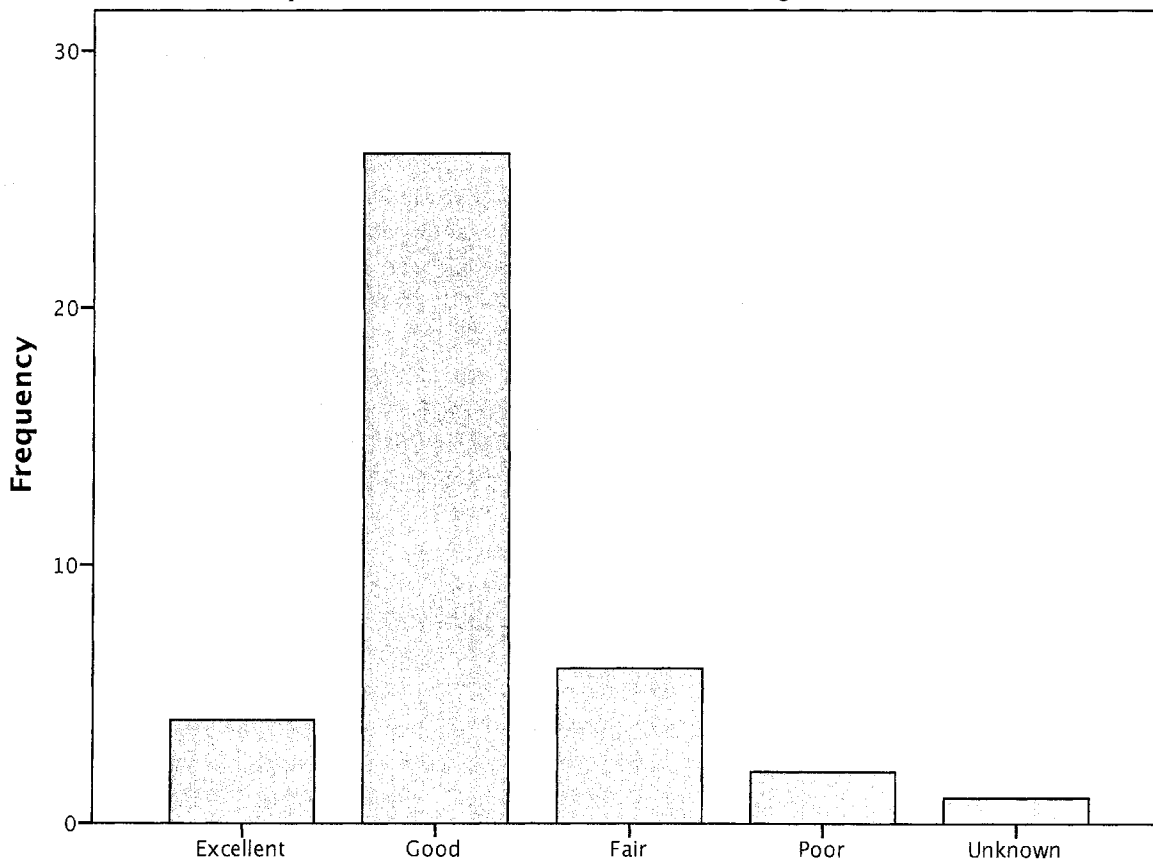
36. Quality of textbooks used in criminal justice courses.

N	Valid	39
	Missing	16
Mean		2.23
Median		2.00

36. Quality of textbooks used in criminal justice courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	7.3	10.3	10.3
	Good	26	47.3	66.7	76.9
	Fair	6	10.9	15.4	92.3
	Poor	2	3.6	5.1	97.4
	Unknown	1	1.8	2.6	100.0
Total		39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

36. Quality of textbooks used in criminal justice courses.



36. Quality of textbooks used in criminal justice courses.

37. Quality of textbooks used in management courses.

Statistics

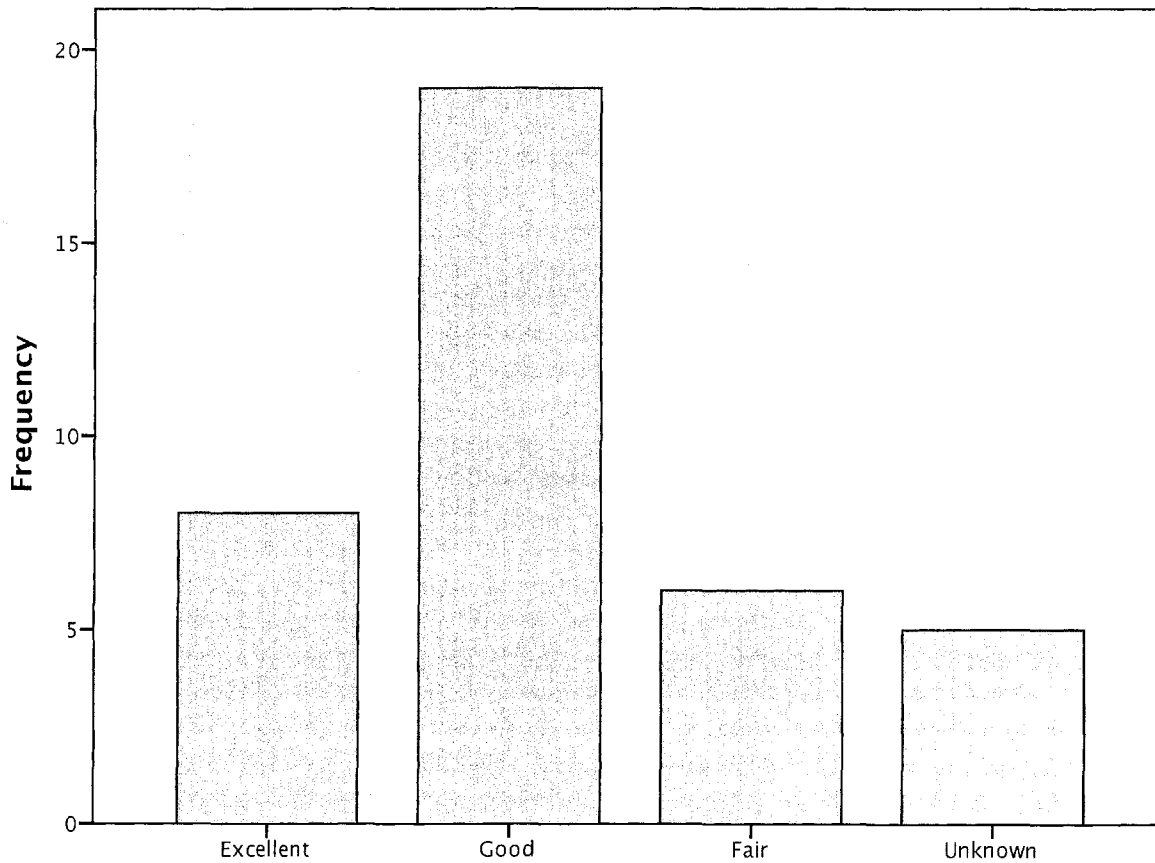
37. Quality of textbooks used in management courses.

N	Valid	38
	Missing	17
Mean		2.34
Median		2.00

37. Quality of textbooks used in management courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	21.1	21.1
	Good	19	34.5	50.0	71.1
	Fair	6	10.9	15.8	86.8
	Unknown	5	9.1	13.2	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

37. Quality of textbooks used in management courses.



37. Quality of textbooks used in management courses.

38. Quality of textbooks used in methods courses.

Statistics

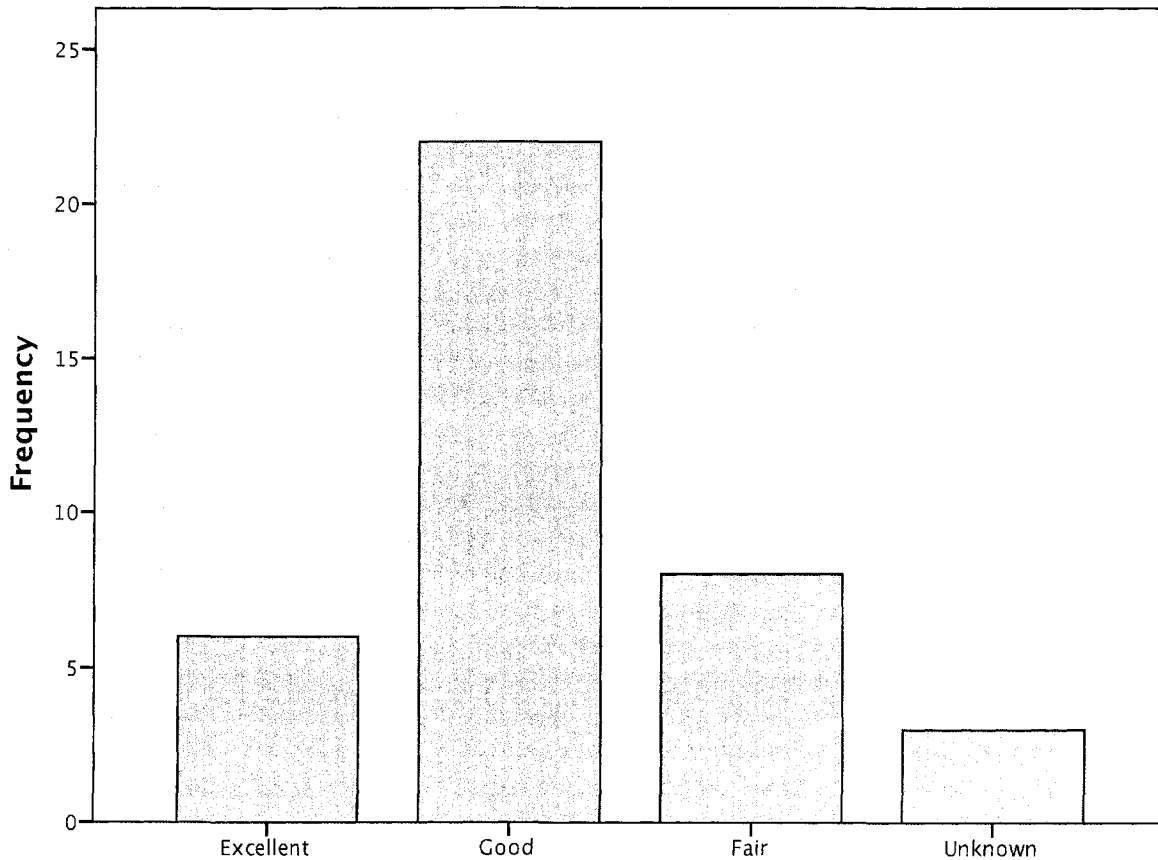
38. Quality of textbooks used in methods courses.

N	Valid	39
	Missing	16
Mean		2.28
Median		2.00

38. Quality of textbooks used in methods courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	10.9	15.4	15.4
	Good	22	40.0	56.4	71.8
	Fair	8	14.5	20.5	92.3
	Unknown	3	5.5	7.7	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

38. Quality of textbooks used in methods courses.



38. Quality of textbooks used in methods courses.

39. Helpfulness of criminal justice office staff.

Statistics

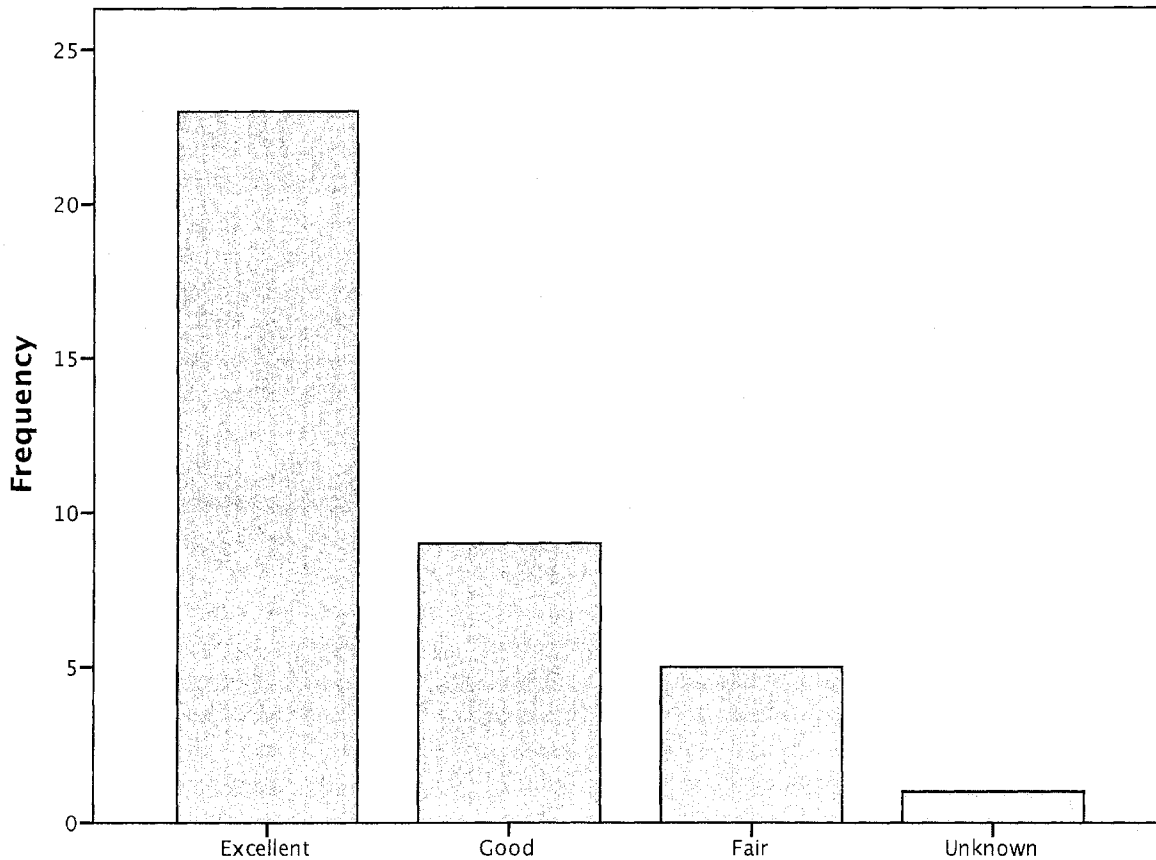
39. Helpfulness of criminal justice office staff.

N	Valid	38
	Missing	17
Mean		1.61
Median		1.00

39. Helpfulness of criminal justice office staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	23	41.8	60.5	60.5
	Good	9	16.4	23.7	84.2
	Fair	5	9.1	13.2	97.4
	Unknown	1	1.8	2.6	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

39. Helpfulness of criminal justice office staff.



39. Helpfulness of criminal justice office staff.

40. Clarity of degree requirements for completing MS.

Statistics

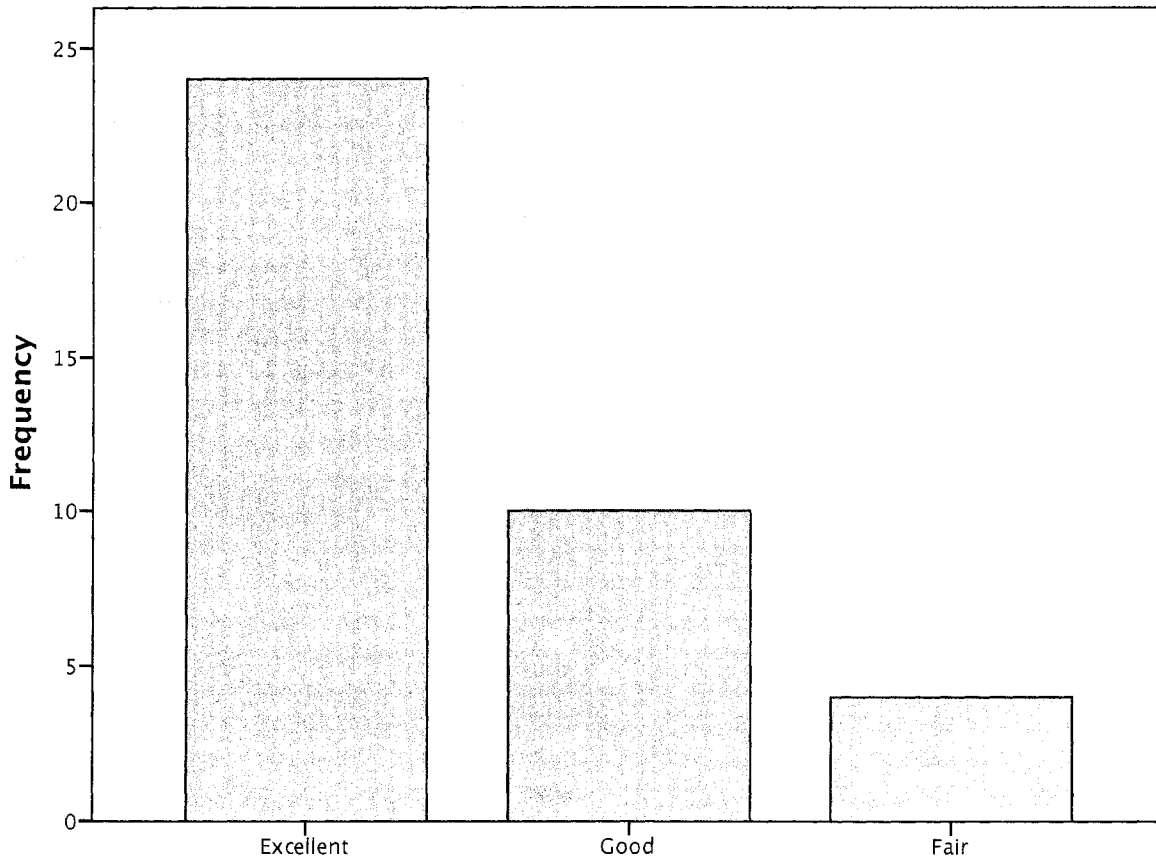
40. Clarity of degree requirements for completing MS.

N	Valid	38
	Missing	17
Mean		1.47
Median		1.00

40. Clarity of degree requirements for completing MS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	24	43.6	63.2	63.2
	Good	10	18.2	26.3	89.5
	Fair	4	7.3	10.5	100.0
	Total	38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

40. Clarity of degree requirements for completing MS.



40. Clarity of degree requirements for completing MS.

41. Opportunities for formal student evaluation of instruction.

Statistics

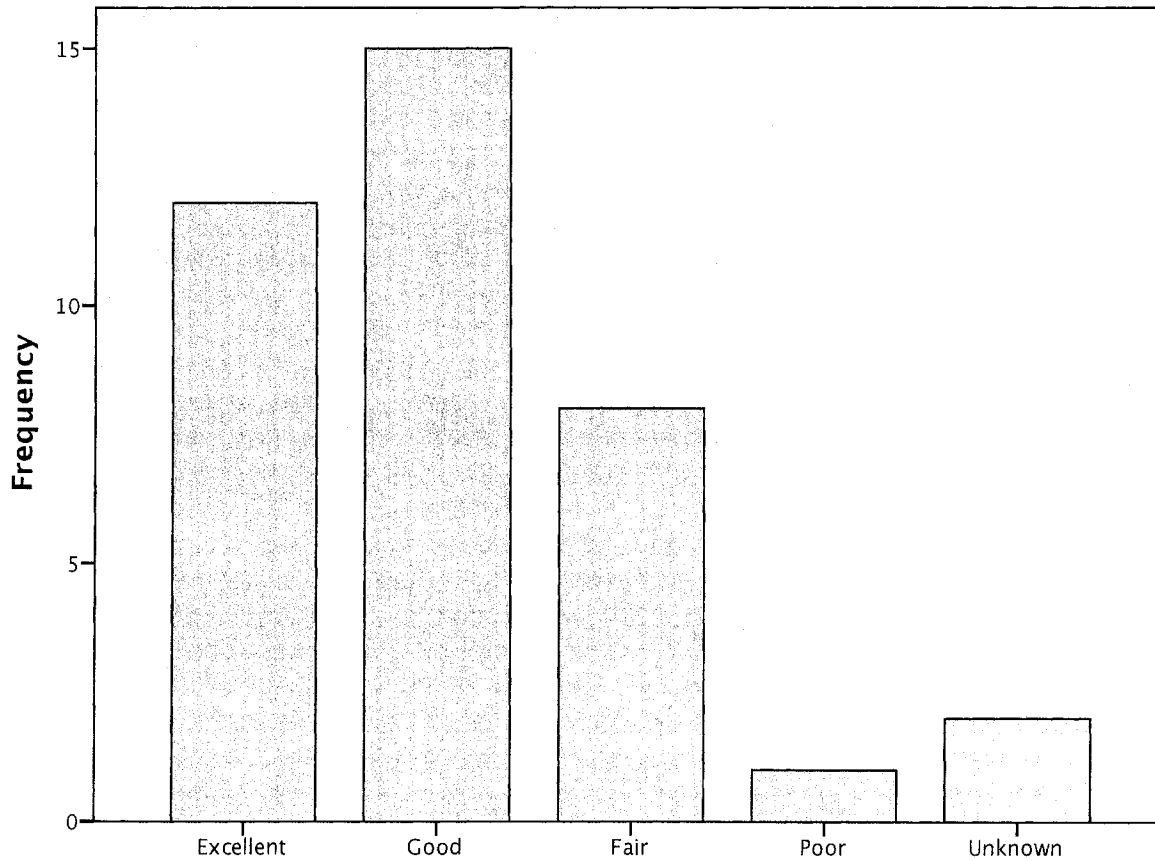
41. Opportunities for formal student evaluation of instruction.

N	Valid	38
	Missing	17
Mean		2.11
Median		2.00

41. Opportunities for formal student evaluation of instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	12	21.8	31.6	31.6
	Good	15	27.3	39.5	71.1
	Fair	8	14.5	21.1	92.1
	Poor	1	1.8	2.6	94.7
	Unknown	2	3.6	5.3	100.0
Total		38	69.1	100.0	
Missing	System	17	30.9		
Total		55	100.0		

41. Opportunities for formal student evaluation of instruction.



41. Opportunities for formal student evaluation of instruction.

4. Quality of CJ holdings in CJ at FLITE.

Statistics

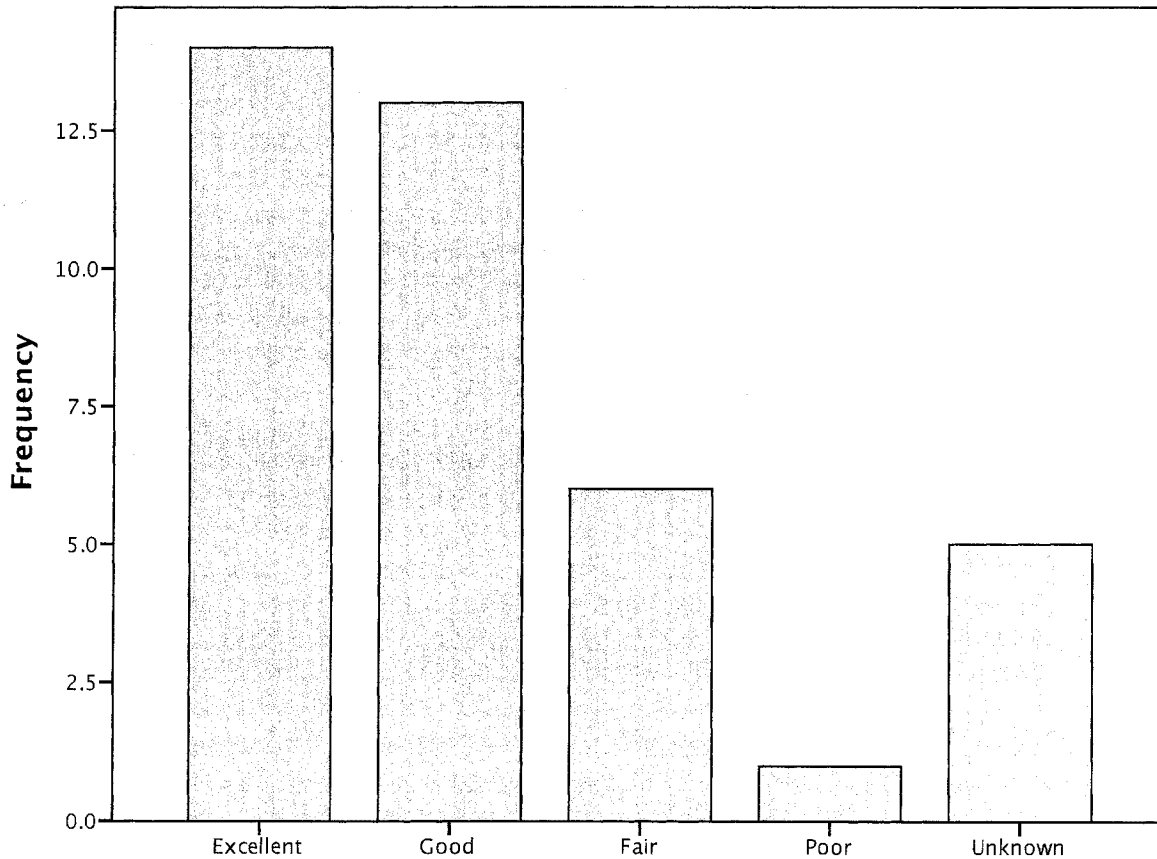
42. Quality of CJ holdings in CJ at FLITE.

N	Valid	39
	Missing	16
mean		2.23
Median		2.00

42. Quality of CJ holdings in CJ at FLITE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	14	25.5	35.9	35.9
	Good	13	23.6	33.3	69.2
	Fair	6	10.9	15.4	84.6
	Poor	1	1.8	2.6	87.2
	Unknown	5	9.1	12.8	100.0
	Total	39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

42. Quality of CJ holdings in CJ at FLITE.



42. Quality of CJ holdings in CJ at FLITE.

Off campus access to library holdings at FSU.

Statistics

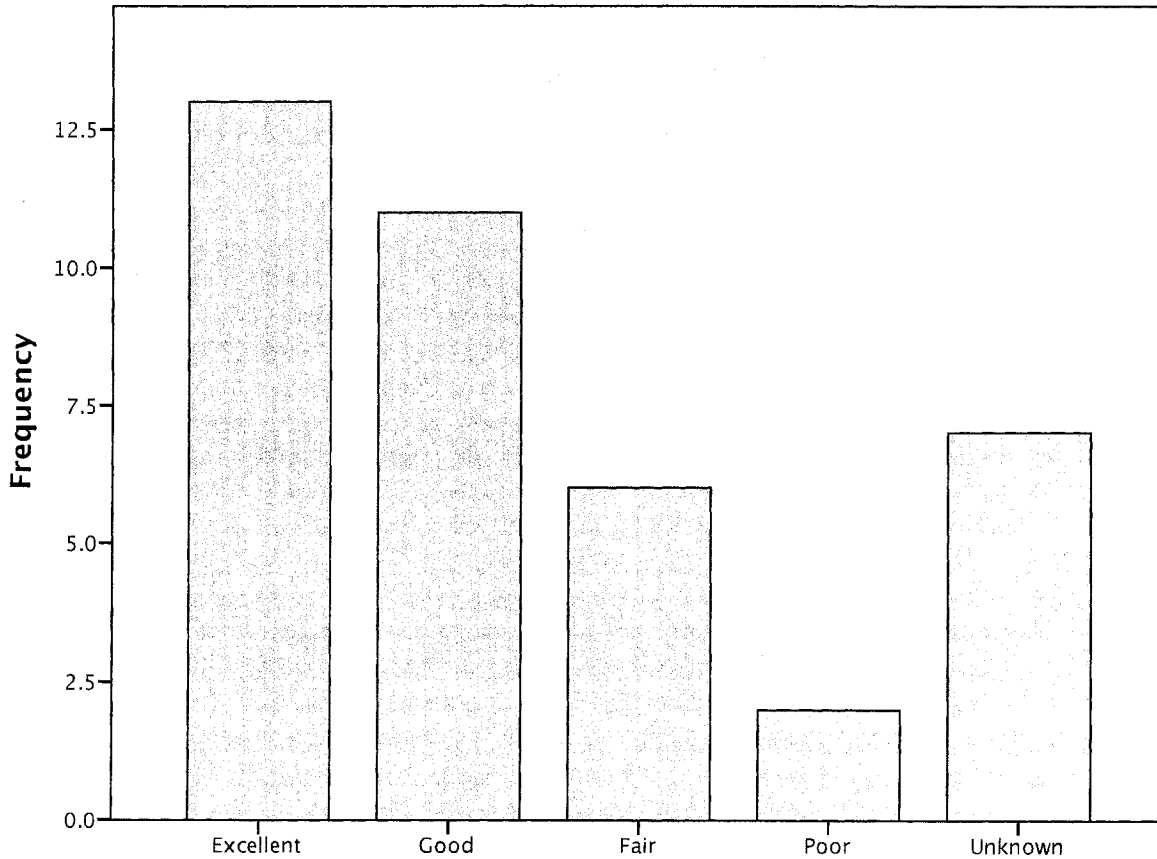
43. Off campus access to library holdings at FSU.

N	Valid	39
	Missing	16
Mean		2.46
Median		2.00

43. Off campus access to library holdings at FSU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	13	23.6	33.3	33.3
	Good	11	20.0	28.2	61.5
	Fair	6	10.9	15.4	76.9
	Poor	2	3.6	5.1	82.1
	Unknown	7	12.7	17.9	100.0
Total		39	70.9	100.0	
Missing	System	16	29.1		
Total		55	100.0		

43. Off campus access to library holdings at FSU.



43. Off campus access to library holdings at FSU.

4 Access on campus to library holdings at FSU.

Statistics

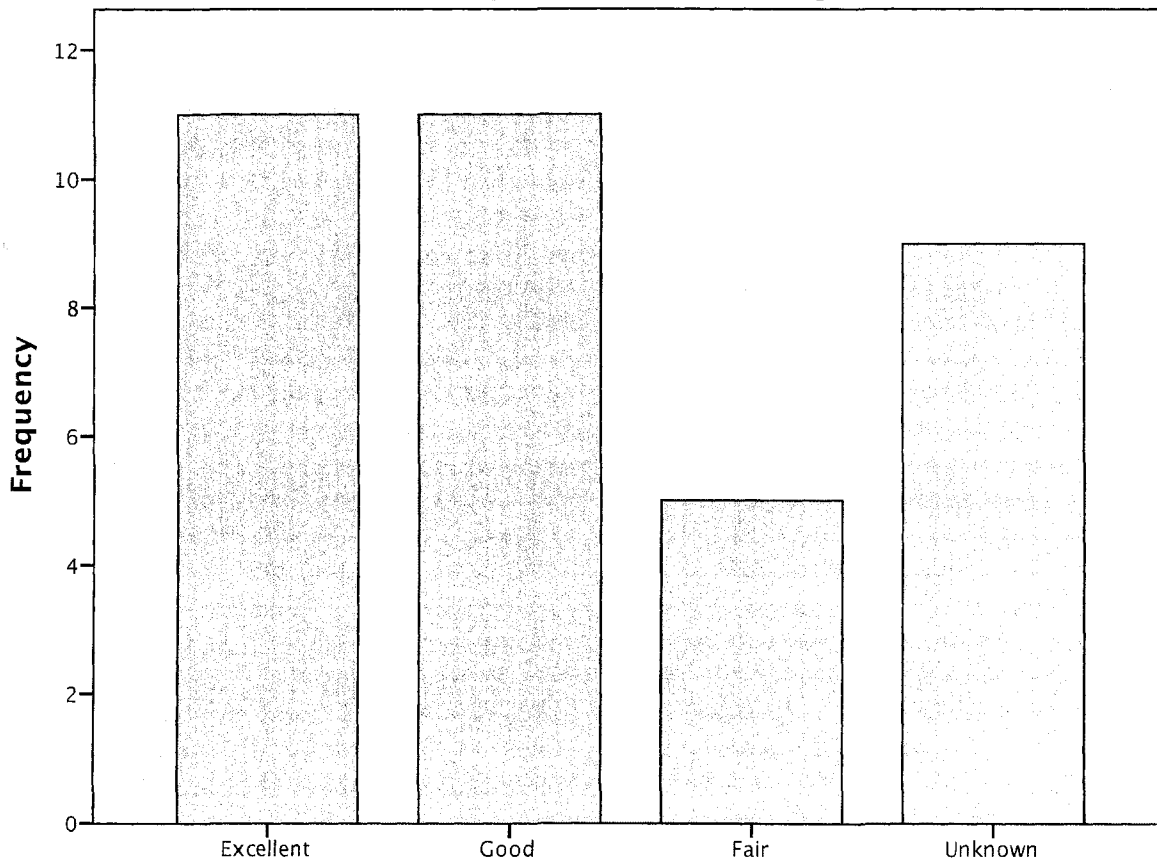
44. Access on campus to library holdings at FSU.

N	Valid	36
	Missing	19
Mean		2.58
Median		2.00

44. Access on campus to library holdings at FSU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	11	20.0	30.6	30.6
	Good	11	20.0	30.6	61.1
	Fair	5	9.1	13.9	75.0
	Unknown	9	16.4	25.0	100.0
	Total	36	65.5	100.0	
Missing	System	19	34.5		
Total		55	100.0		

44. Access on campus to library holdings at FSU.



44. Access on campus to library holdings at FSU.

45. Availability of library databases at Ferris.

Statistics

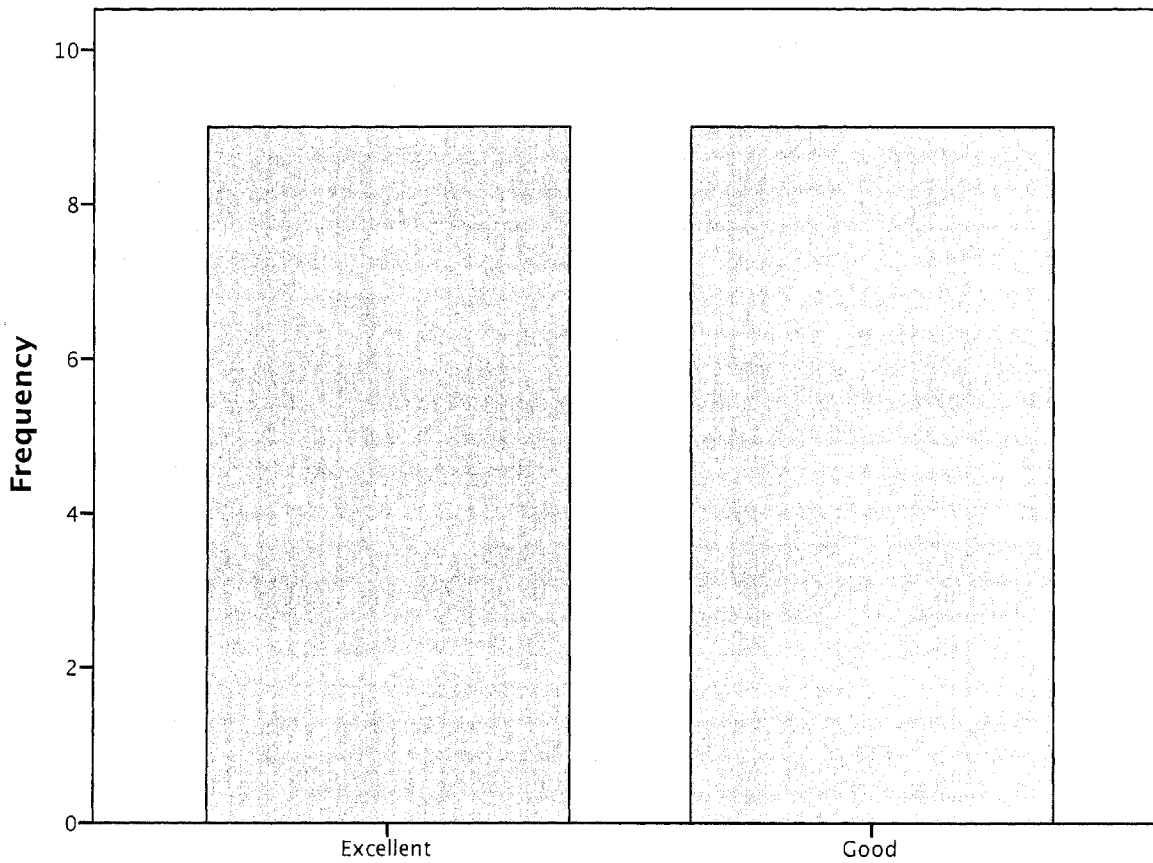
45. Availability of library databases at Ferris.

N	Valid	18
	Missing	37
Mean		1.50
Median		1.50

45. Availability of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	9	16.4	50.0	50.0
	Good	9	16.4	50.0	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

45. Availability of library databases at Ferris.



45. Availability of library databases at Ferris.

46. Quality of library databases at Ferris.

Statistics

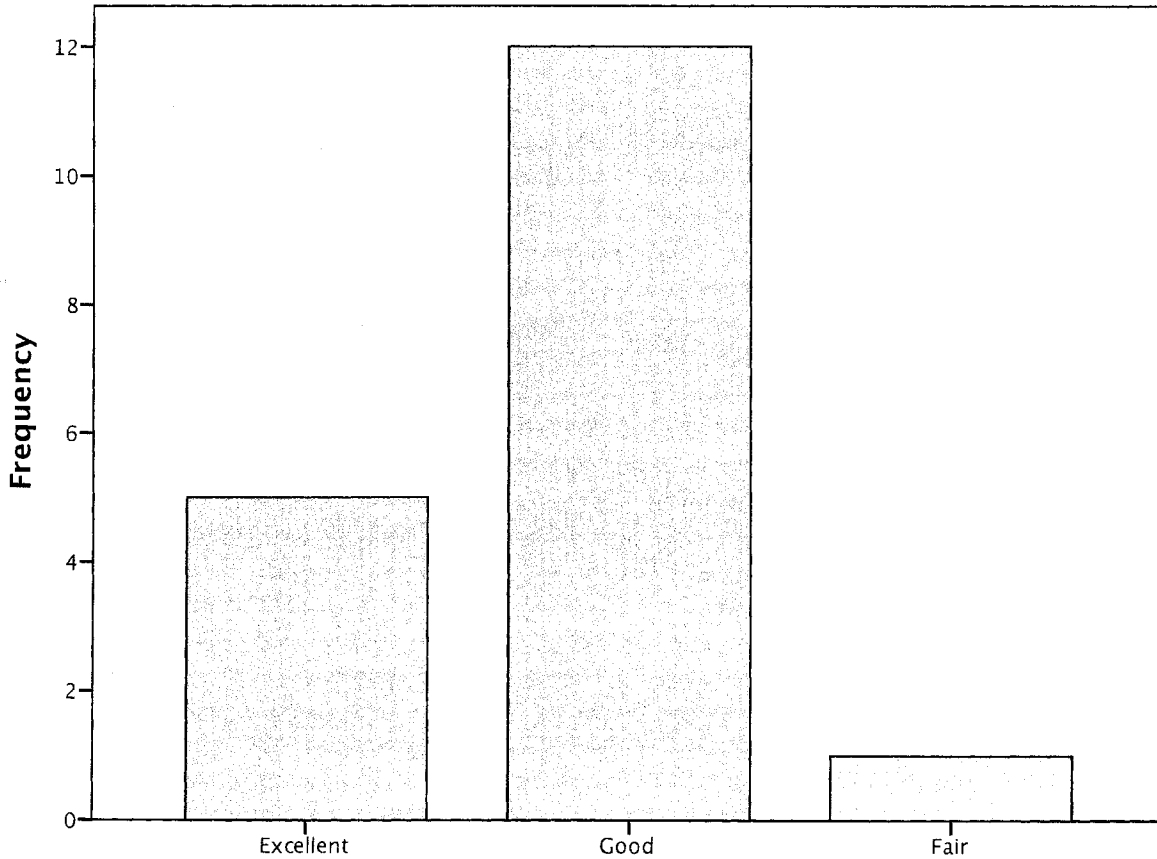
46. Quality of library databases at Ferris.

N	Valid	18
	Missing	37
Mean		1.78
Median		2.00

46. Quality of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	9.1	27.8	27.8
	Good	12	21.8	66.7	94.4
	Fair	1	1.8	5.6	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

46. Quality of library databases at Ferris.



46. Quality of library databases at Ferris.

47. Availability of books at the Lundberg Bookstore.

Statistics

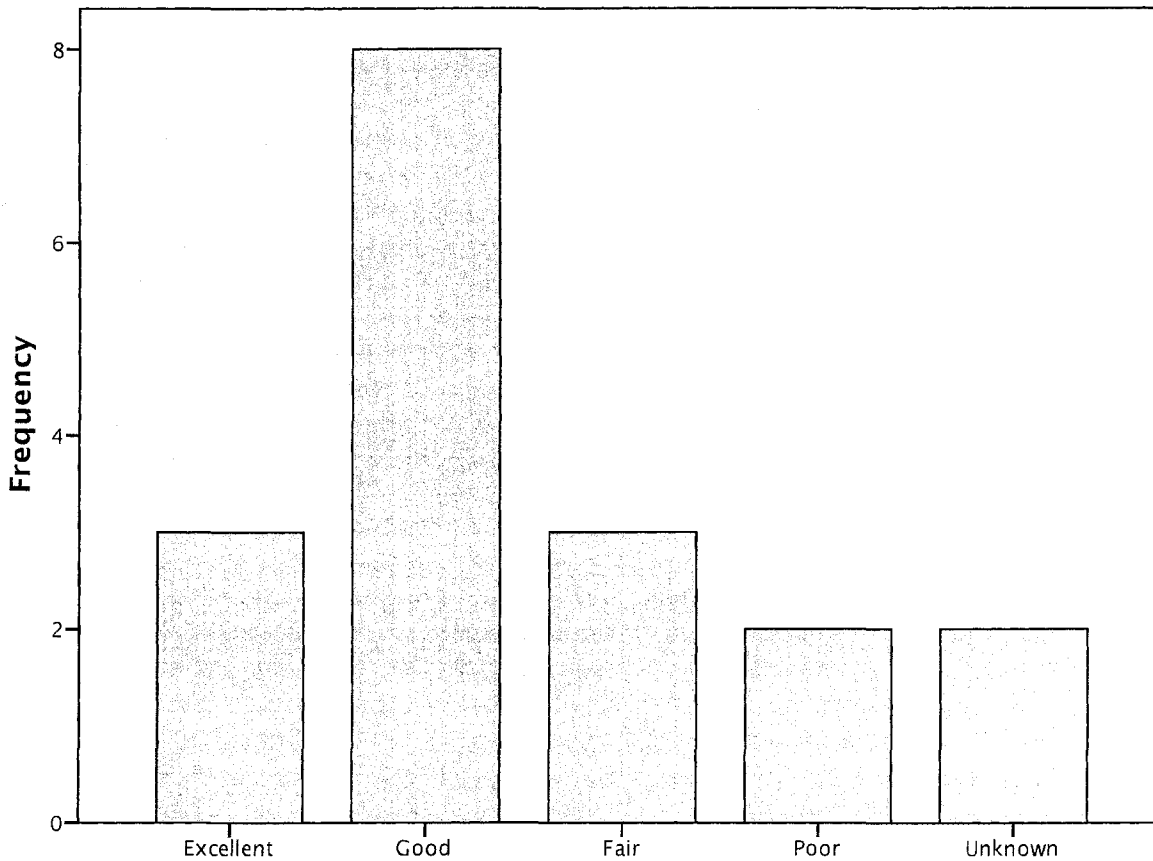
47. Availability of books at the Lundberg Bookstore.

N	Valid	18
	Missing	37
Mean		2.56
Median		2.00

47. Availability of books at the Lundberg Bookstore.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	3	5.5	16.7	16.7
	Good	8	14.5	44.4	61.1
	Fair	3	5.5	16.7	77.8
	Poor	2	3.6	11.1	88.9
	Unknown	2	3.6	11.1	100.0
	Total		18	32.7	100.0
Missing	System	37	67.3		
Total		55	100.0		

47. Availability of books at the Lundberg Bookstore.



47. Availability of books at the Lundberg Bookstore.

4 **Availability of courses.**

Statistics

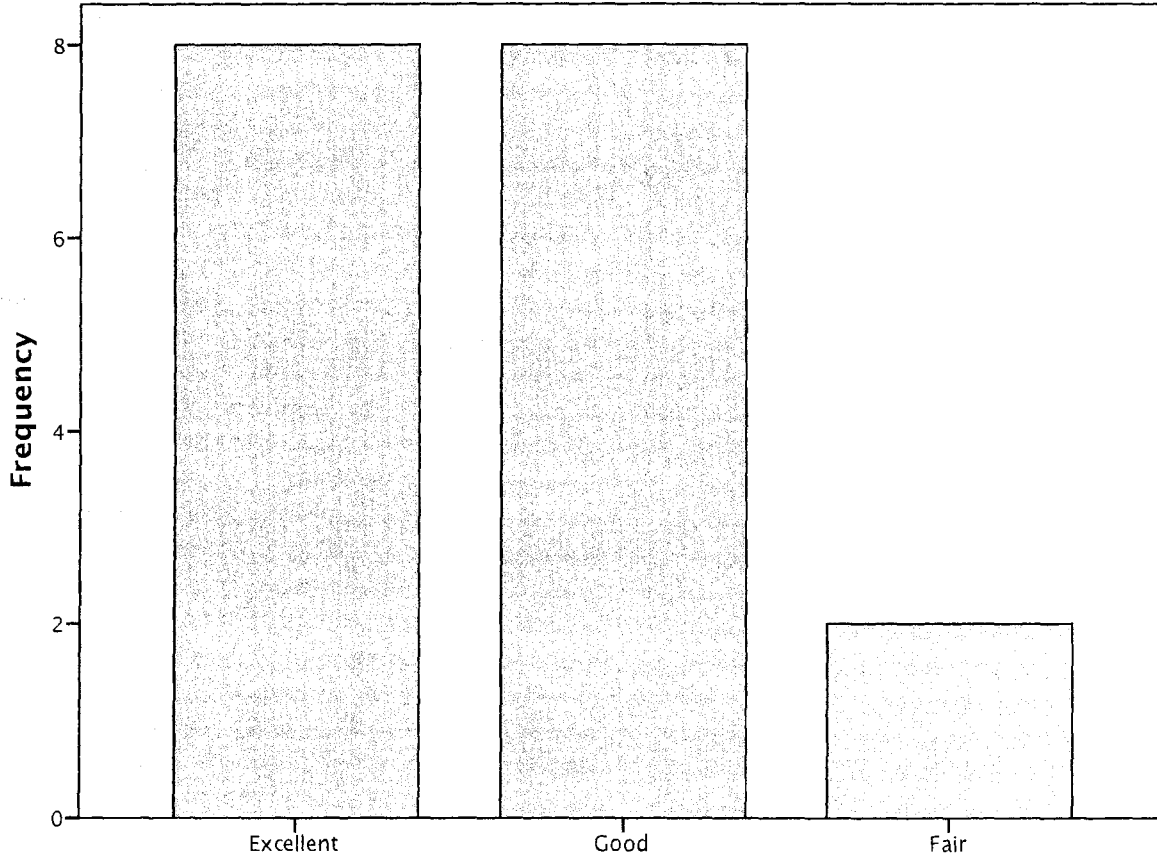
48. Availability of courses.

N	Valid	18
	Missing	37
	Mean	1.67
	Median	2.00

48. Availability of courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	44.4	44.4
	Good	8	14.5	44.4	88.9
	Fair	2	3.6	11.1	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

48. Availability of courses.



48. Availability of courses.

49. Quality of CJ classroom facilities.

Statistics

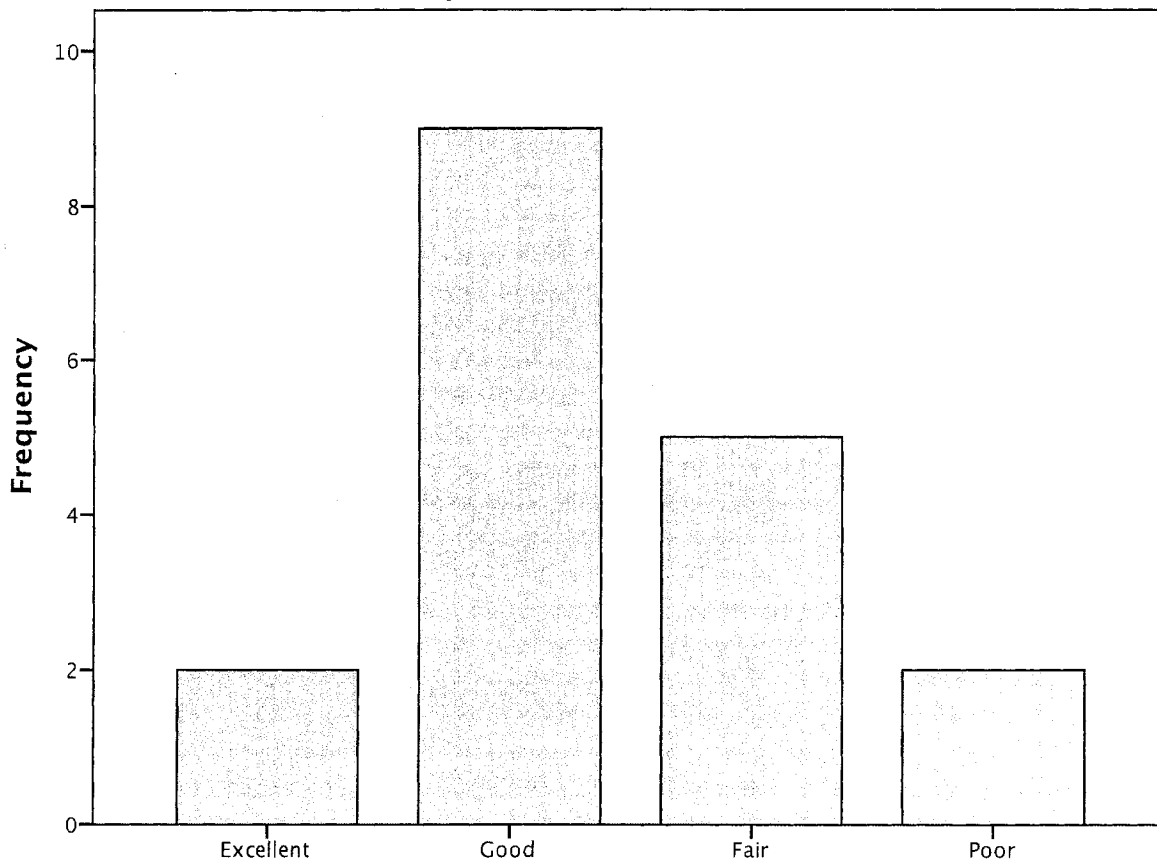
49. Quality of CJ classroom facilities.

N	Valid	18
	Missing	37
Mean		2.39
Median		2.00

49. Quality of CJ classroom facilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	3.6	11.1	11.1
	Good	9	16.4	50.0	61.1
	Fair	5	9.1	27.8	88.9
	Poor	2	3.6	11.1	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

49. Quality of CJ classroom facilities.



49. Quality of CJ classroom facilities.

50. Quality and availability of computer facilities on campus.

Statistics

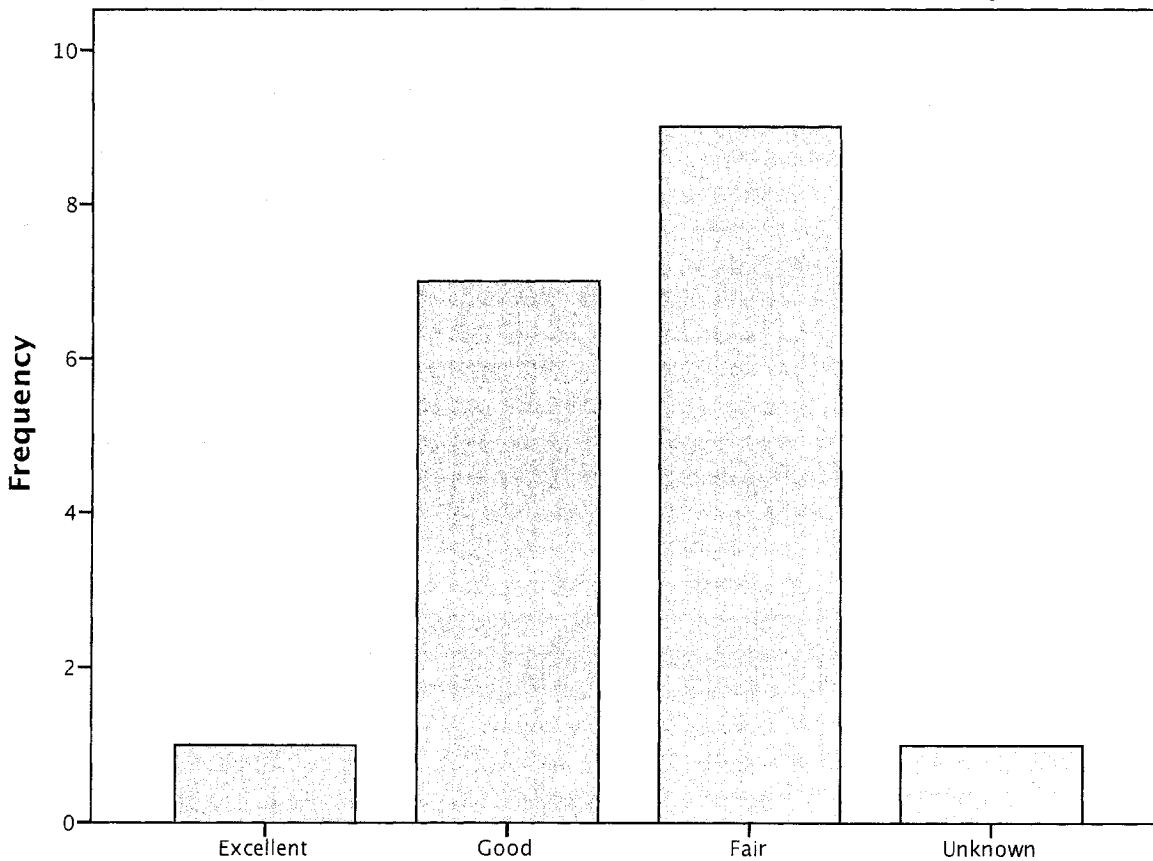
50. Quality and availability of computer facilities on campus.

N	Valid	18
	Missing	37
Mean		2.61
Median		3.00

50. Quality and availability of computer facilities on campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	1.8	5.6	5.6
	Good	7	12.7	38.9	44.4
	Fair	9	16.4	50.0	94.4
	Unknown	1	1.8	5.6	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

50. Quality and availability of computer facilities on campus.



50. Quality and availability of computer facilities on campus.

51. Quality of students in the CJ program.

Statistics

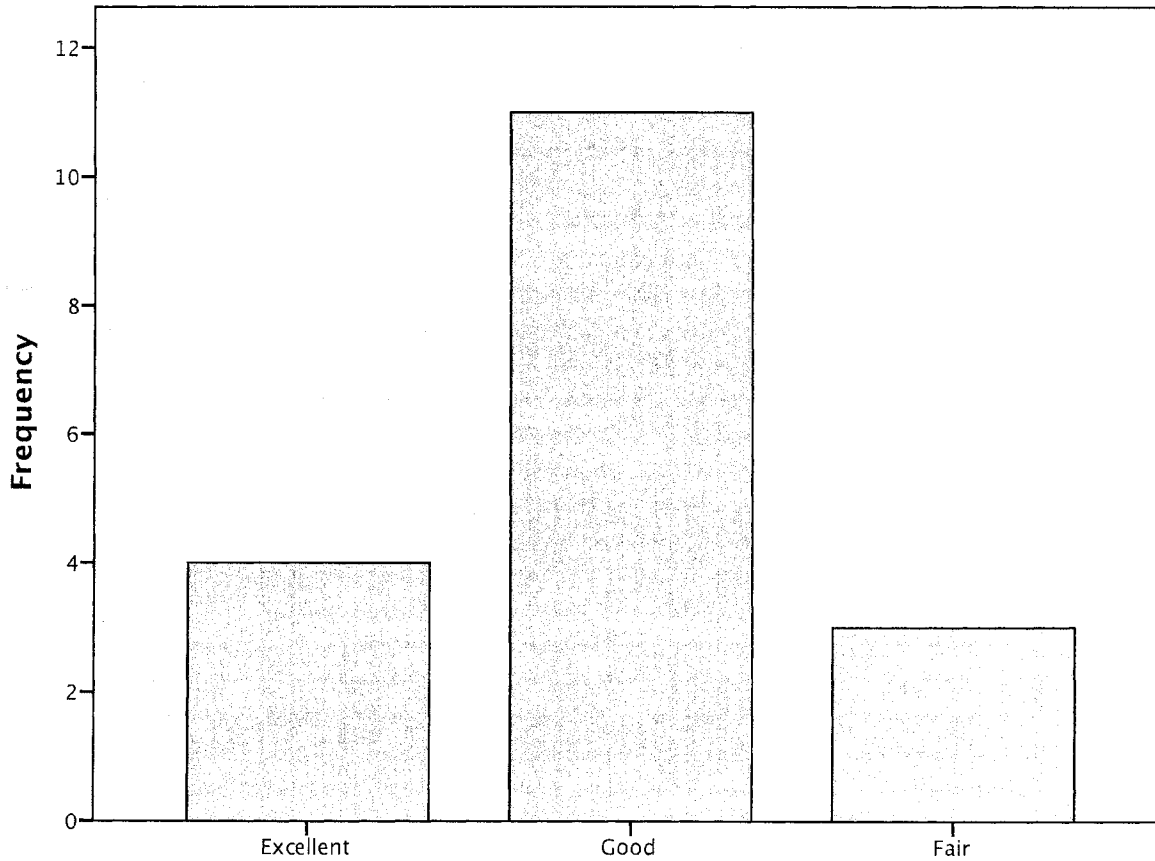
51. Quality of students in the CJ program.

N	Valid	18
	Missing	37
Mean		1.94
Median		2.00

51. Quality of students in the CJ program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	7.3	22.2	22.2
	Good	11	20.0	61.1	83.3
	Fair	3	5.5	16.7	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

51. Quality of students in the CJ program.



51. Quality of students in the CJ program.

52. Ability to register for courses.

Statistics

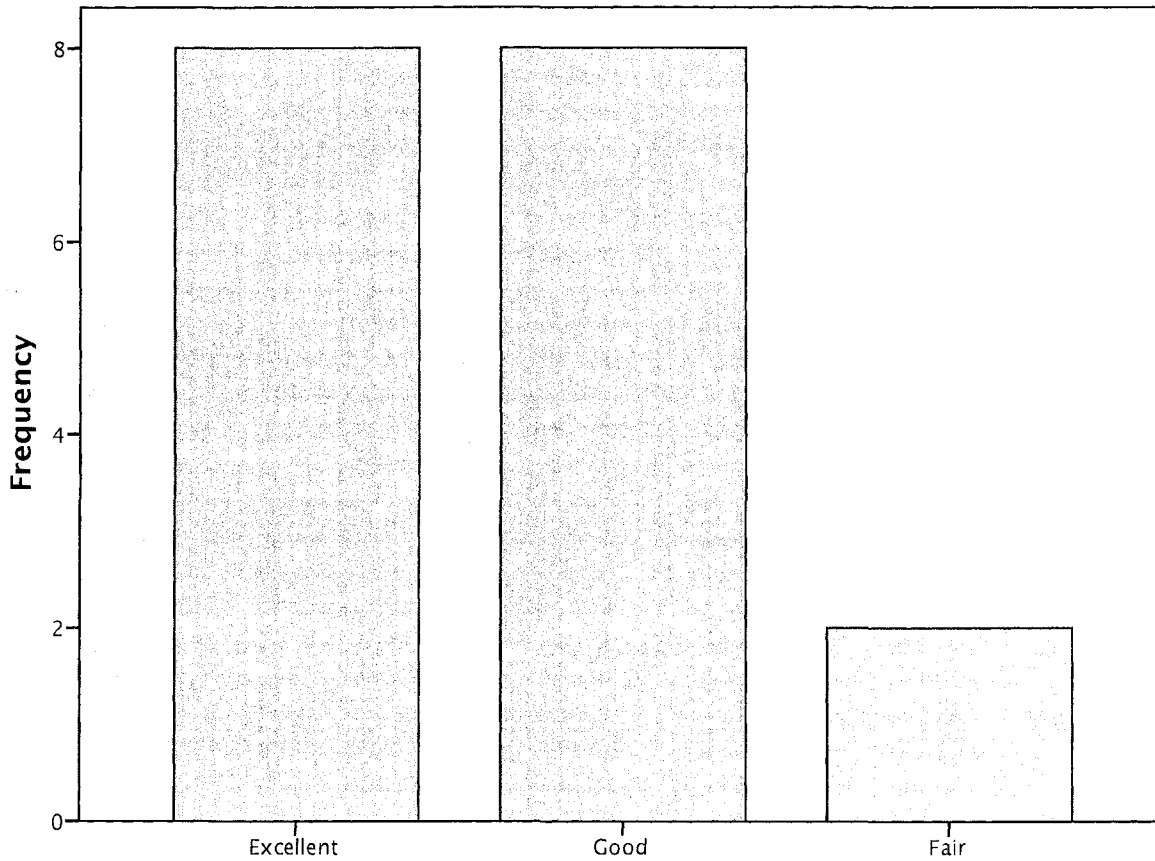
52. Ability to register for courses.

N	Valid	18
	Missing	37
Mean		1.67
Median		2.00

52. Ability to register for courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	44.4	44.4
	Good	8	14.5	44.4	88.9
	Fair	2	3.6	11.1	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

52. Ability to register for courses.



52. Ability to register for courses.

53. Access to grades online at Ferris.

Statistics

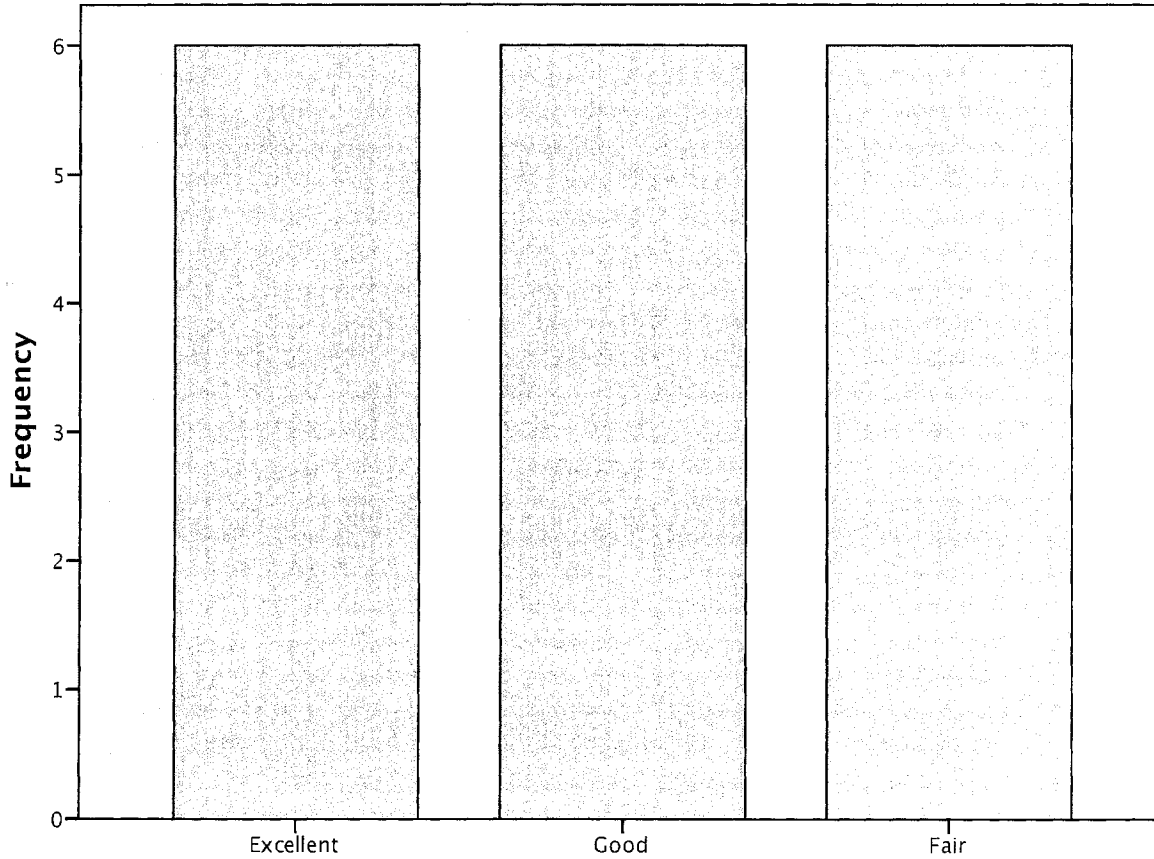
53. Access to grades online at Ferris.

N	Valid	18
	Missing	37
Mean		2.00
Median		2.00

53. Access to grades online at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	10.9	33.3	33.3
	Good	6	10.9	33.3	66.7
	Fair	6	10.9	33.3	100.0
	Total	18	32.7	100.0	
Missing	System	37	67.3		
Total		55	100.0		

53. Access to grades online at Ferris.



53. Access to grades online at Ferris.

54. Overall quality of CJ graduate program.

Statistics

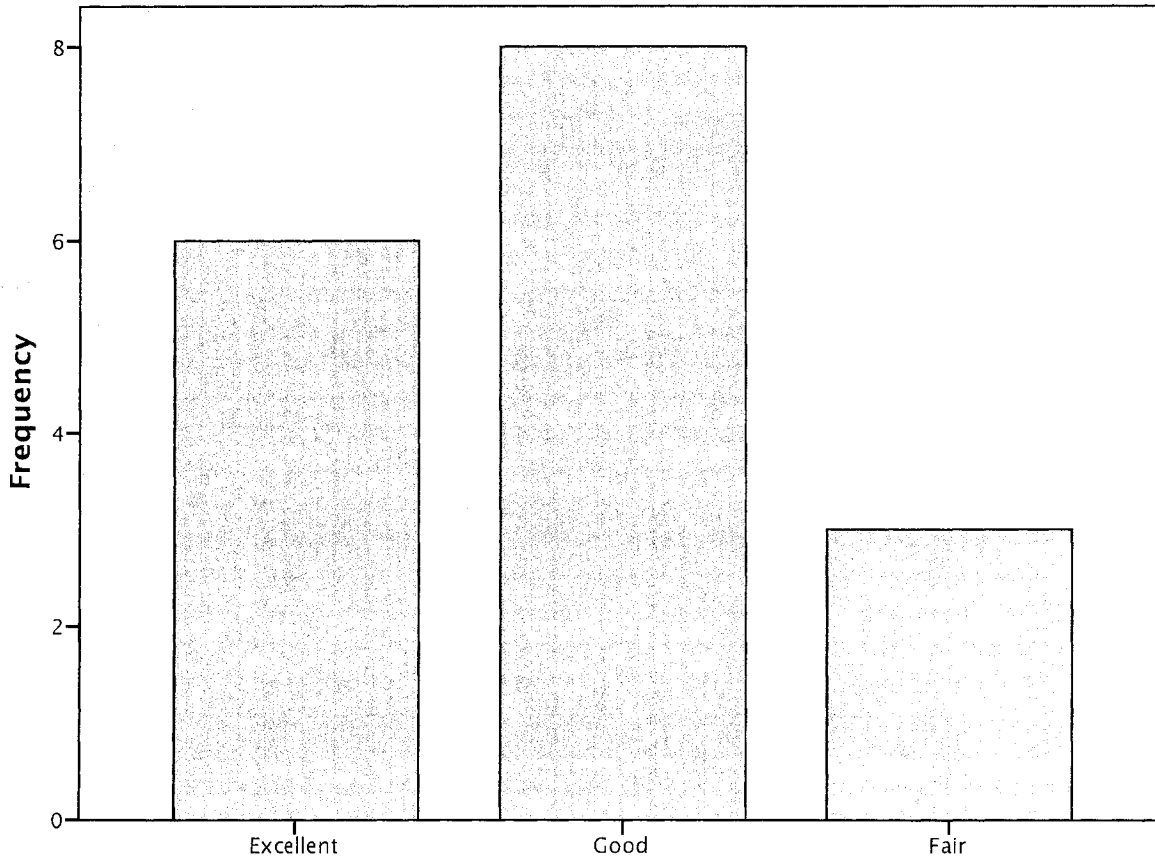
54. Overall quality of CJ graduate program.

N	Valid	17
	Missing	38
Mean		1.82
Median		2.00

54. Overall quality of CJ graduate program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	10.9	35.3	35.3
	Good	8	14.5	47.1	82.4
	Fair	3	5.5	17.6	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

54. Overall quality of CJ graduate program.



54. Overall quality of CJ graduate program.

55. Availabilty of books at the Kendall Bookstore (GR).

Statistics

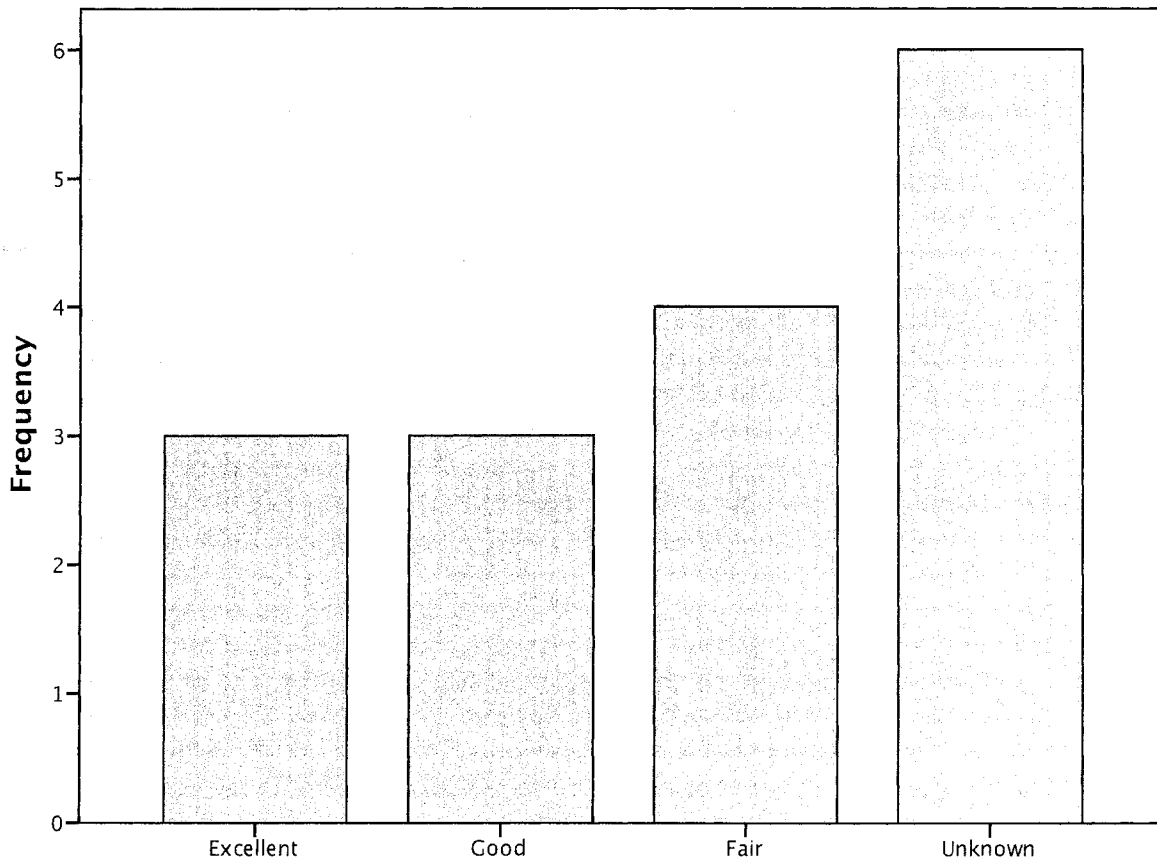
55. Availability of books at the Kendall Bookstore (GR).

N	Valid	16
	Missing	39
Mean		3.19
Median		3.00

55. Availability of books at the Kendall Bookstore (GR).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	3	5.5	18.8	18.8
	Good	3	5.5	18.8	37.5
	Fair	4	7.3	25.0	62.5
	Unknown	6	10.9	37.5	100.0
	Total	16	29.1	100.0	
Missing	System	39	70.9		
Total		55	100.0		

55. Availability of books at the Kendall Bookstore (GR).



55. Availability of books at the Kendall Bookstore (GR).

56. Availability of courses.

Statistics

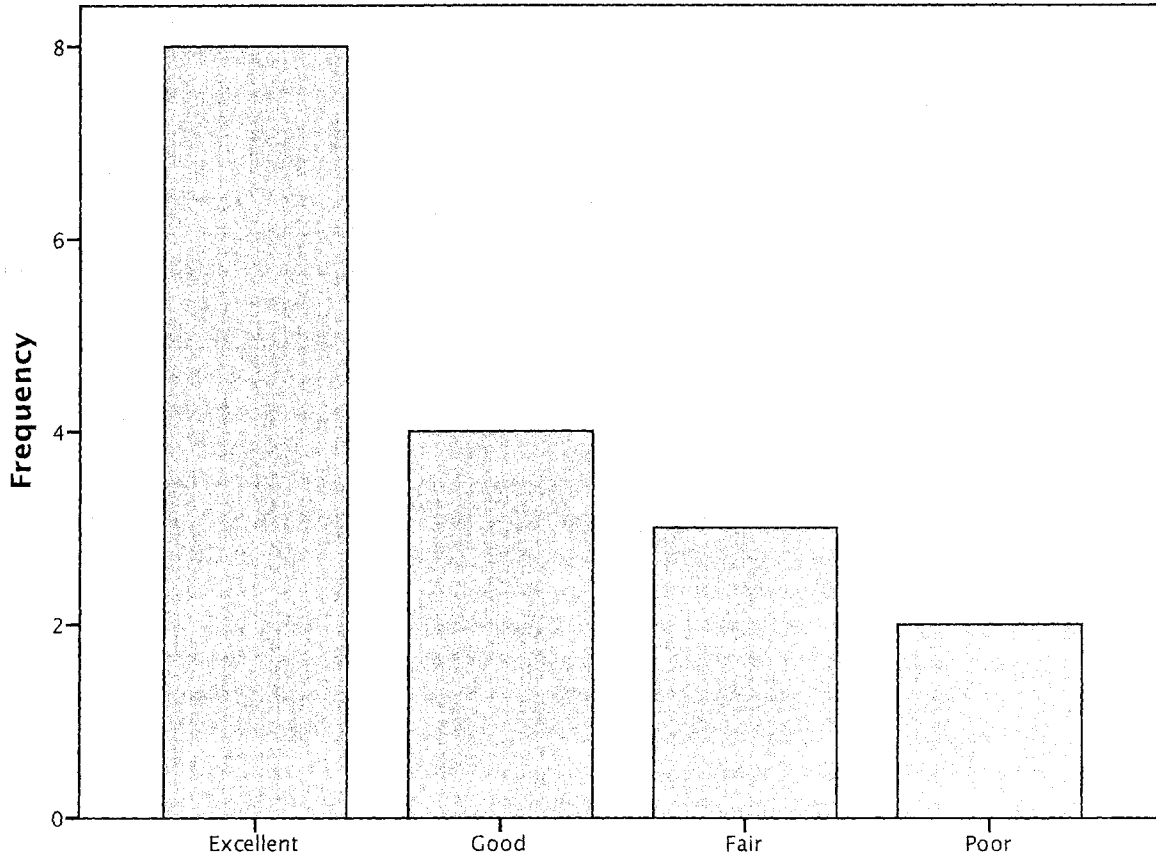
56. Availability of courses.

N	Valid	17
	Missing	38
	Mean	1.94
	Median	2.00

56. Availability of courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	47.1	47.1
	Good	4	7.3	23.5	70.6
	Fair	3	5.5	17.6	88.2
	Poor	2	3.6	11.8	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

56. Availability of courses.



56. Availability of courses.

57. Quality of classrooms at facilities in GR.

Statistics

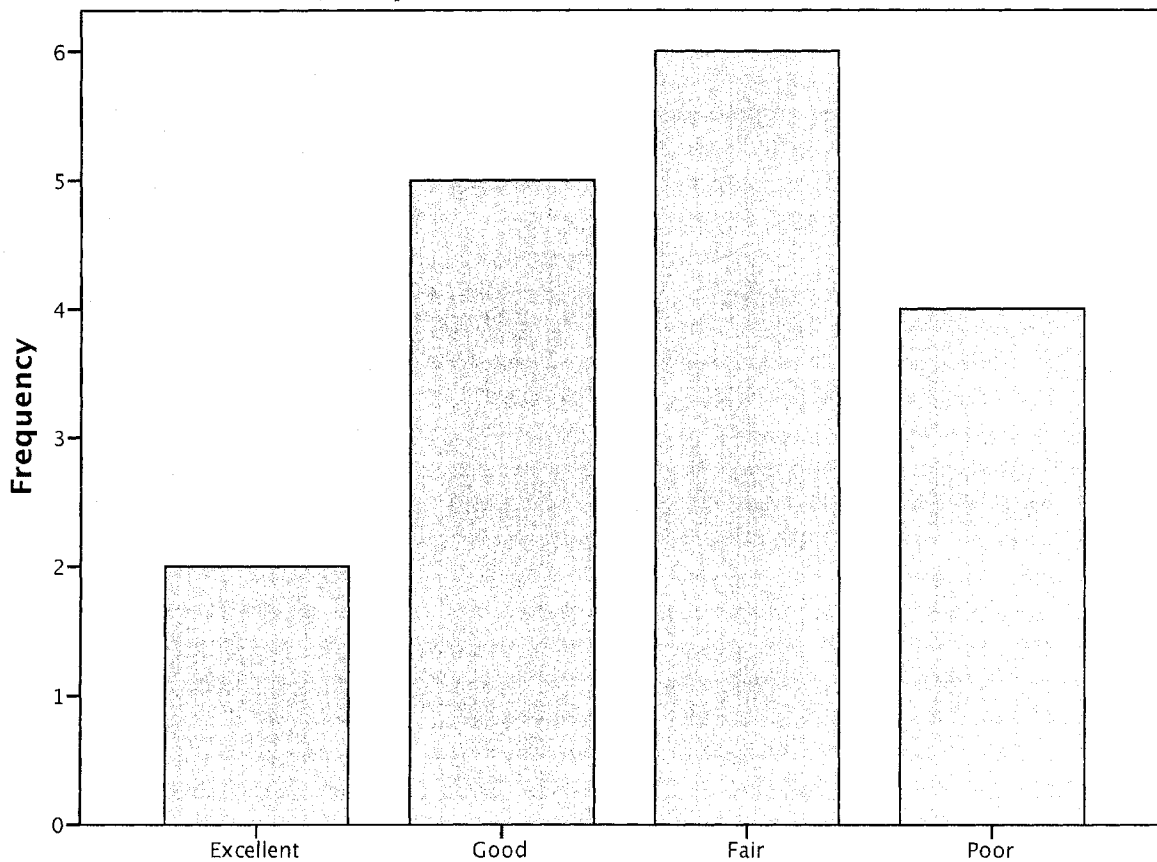
57. Quality of classrooms at facilities in GR.

N	Valid	17
	Missing	38
Mean		2.71
Median		3.00

57. Quality of classrooms at facilities in GR.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	3.6	11.8	11.8
	Good	5	9.1	29.4	41.2
	Fair	6	10.9	35.3	76.5
	Poor	4	7.3	23.5	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

57. Quality of classrooms at facilities in GR.



57. Quality of classrooms at facilities in GR.

58. Quality and availability of computer facilities at GR.

Statistics

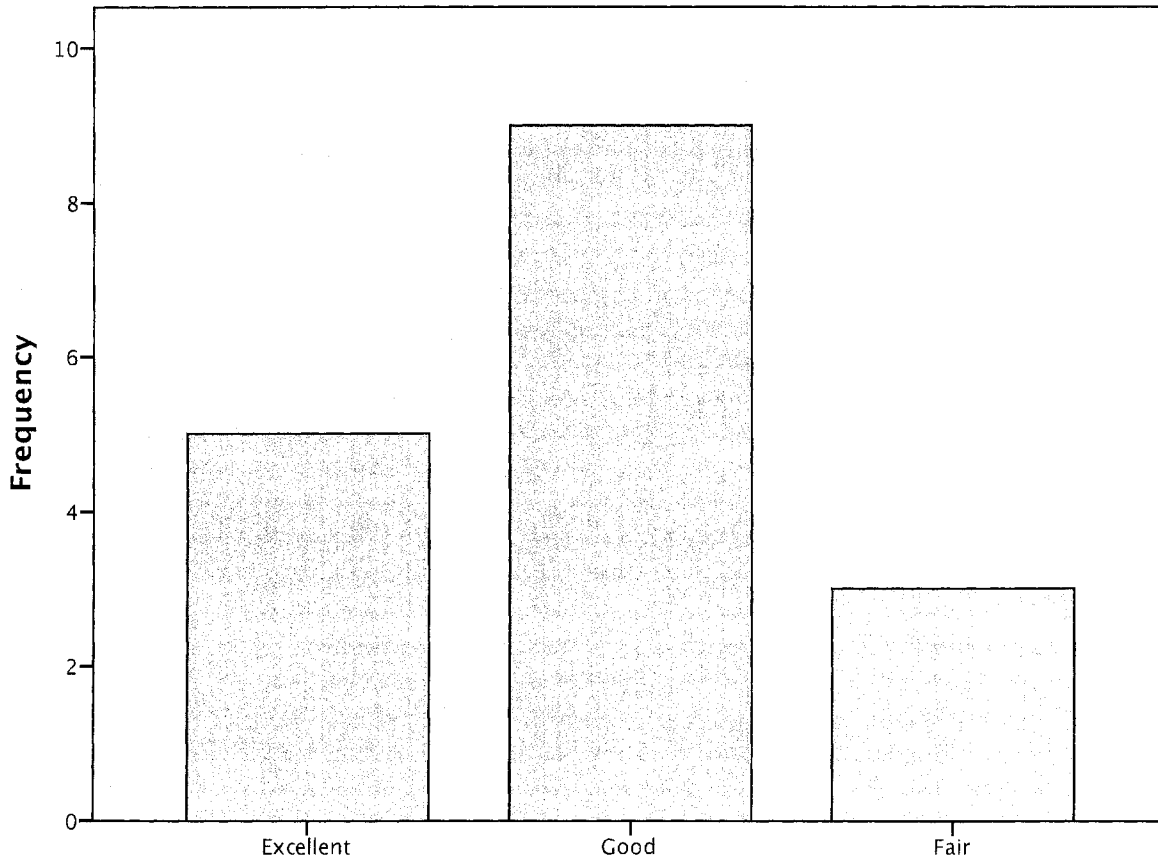
58. Quality and availability of computer facilities at GR.

N	Valid	17
	Missing	38
Mean		1.88
Median		2.00

58. Quality and availability of computer facilities at GR.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	9.1	29.4	29.4
	Good	9	16.4	52.9	82.4
	Fair	3	5.5	17.6	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

58. Quality and availability of computer facilities at GR.



58. Quality and availability of computer facilities at GR.

59. Availability of library databases at Ferris.

Statistics

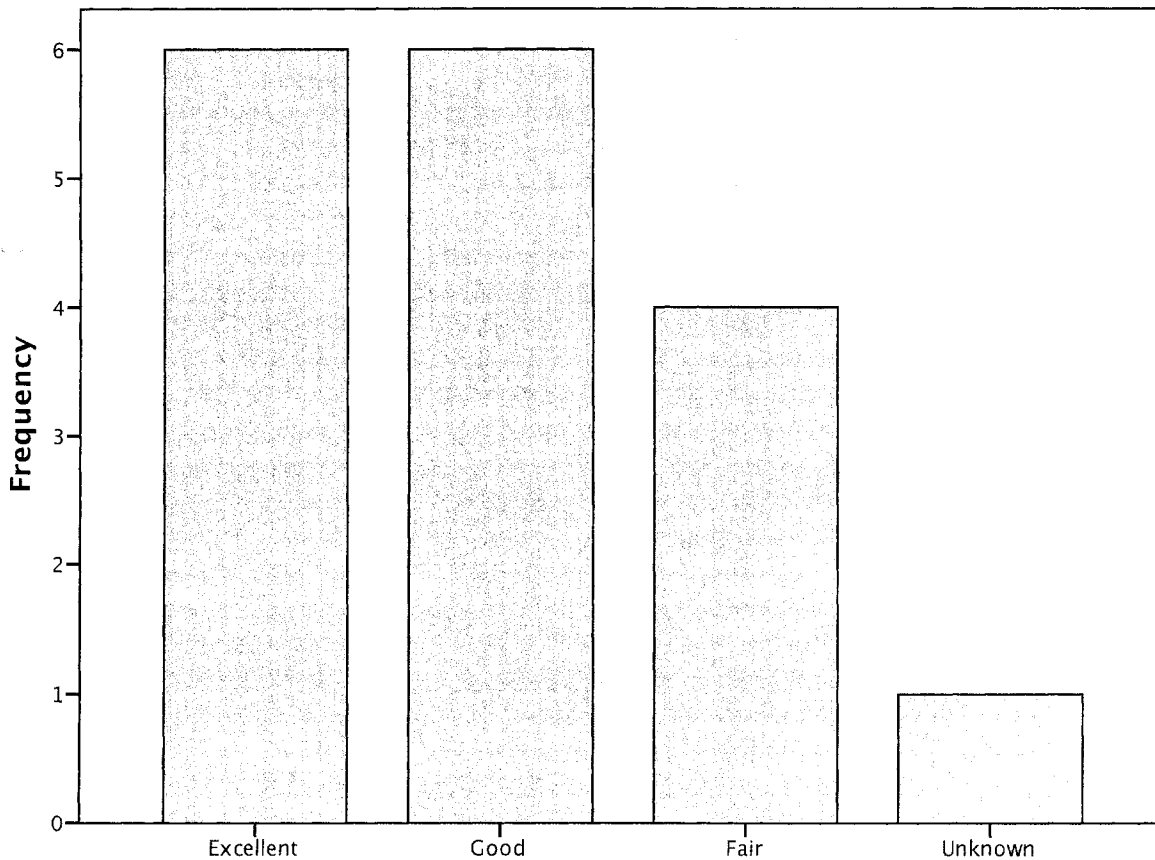
59. Availability of library databases at Ferris.

N	Valid	17
	Missing	38
Mean		2.06
Median		2.00

59. Availability of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	10.9	35.3	35.3
	Good	6	10.9	35.3	70.6
	Fair	4	7.3	23.5	94.1
	Unknown	1	1.8	5.9	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

59. Availability of library databases at Ferris.



59. Availability of library databases at Ferris.

60. Quality of library databases at Ferris.

Statistics

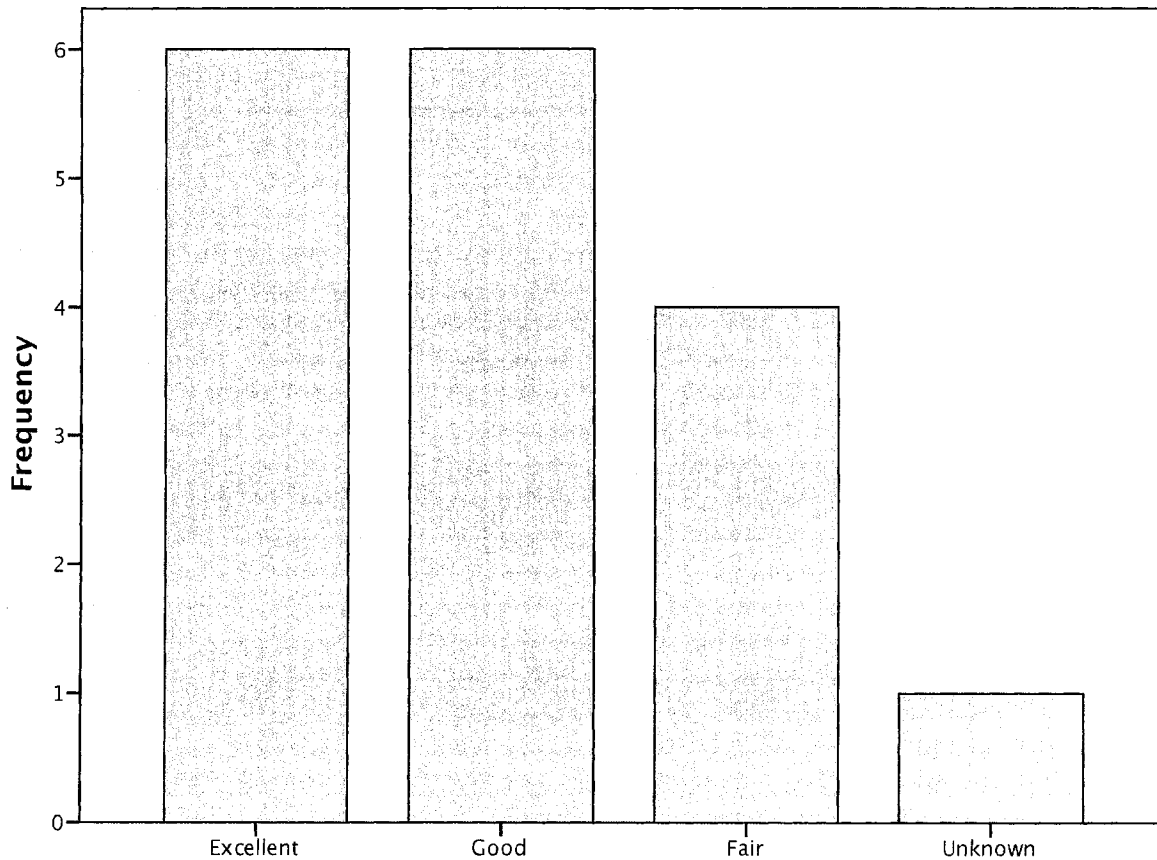
60. Quality of library databases at Ferris.

N	Valid	17
	Missing	38
Mean		2.06
Median		2.00

60. Quality of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	10.9	35.3	35.3
	Good	6	10.9	35.3	70.6
	Fair	4	7.3	23.5	94.1
	Unknown	1	1.8	5.9	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

60. Quality of library databases at Ferris.



60. Quality of library databases at Ferris.

61. Access to FSU's library databases from GR campus.

Statistics

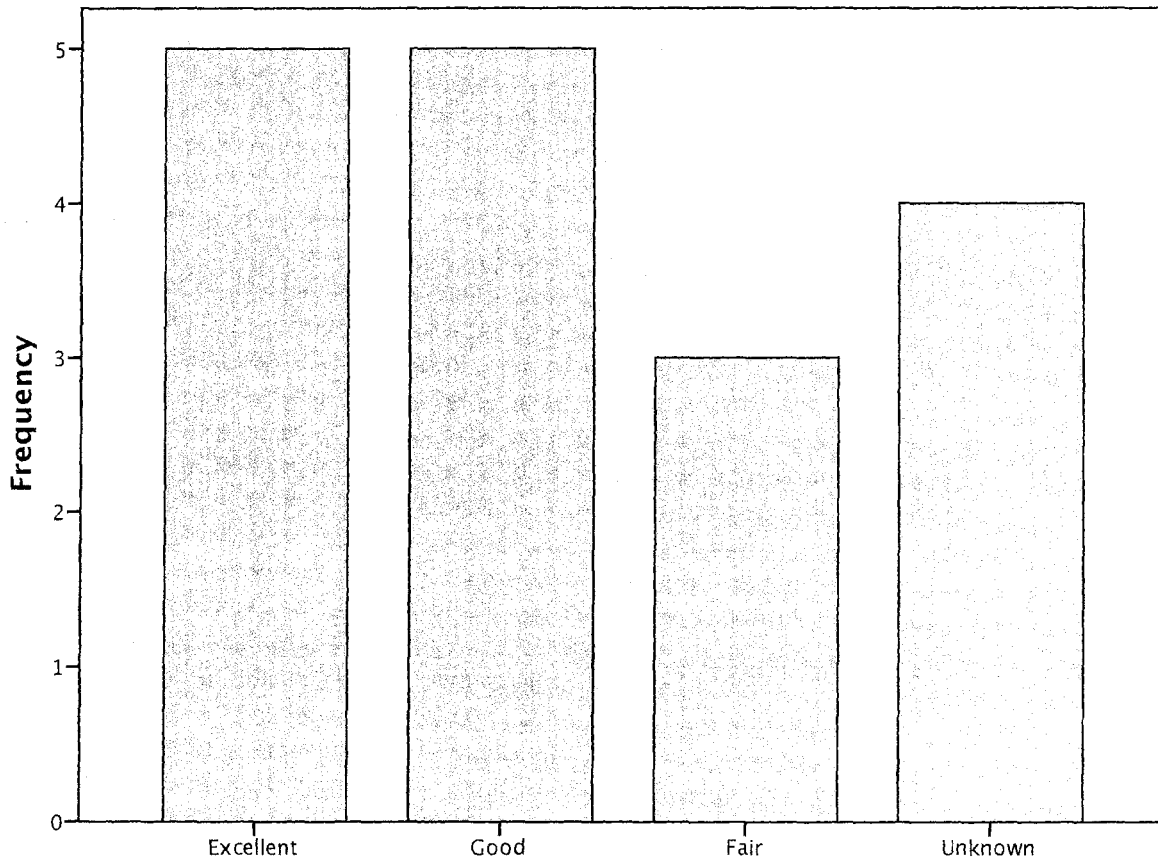
61. Access to FSU's library databases from GR campus.

N	Valid	17
	Missing	38
Mean		2.59
Median		2.00

61. Access to FSU's library databases from GR campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	9.1	29.4	29.4
	Good	5	9.1	29.4	58.8
	Fair	3	5.5	17.6	76.5
	Unknown	4	7.3	23.5	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

61. Access to FSU's library databases from GR campus.



61. Access to FSU's library databases from GR campus.

62. Ability to register for classes.

Statistics

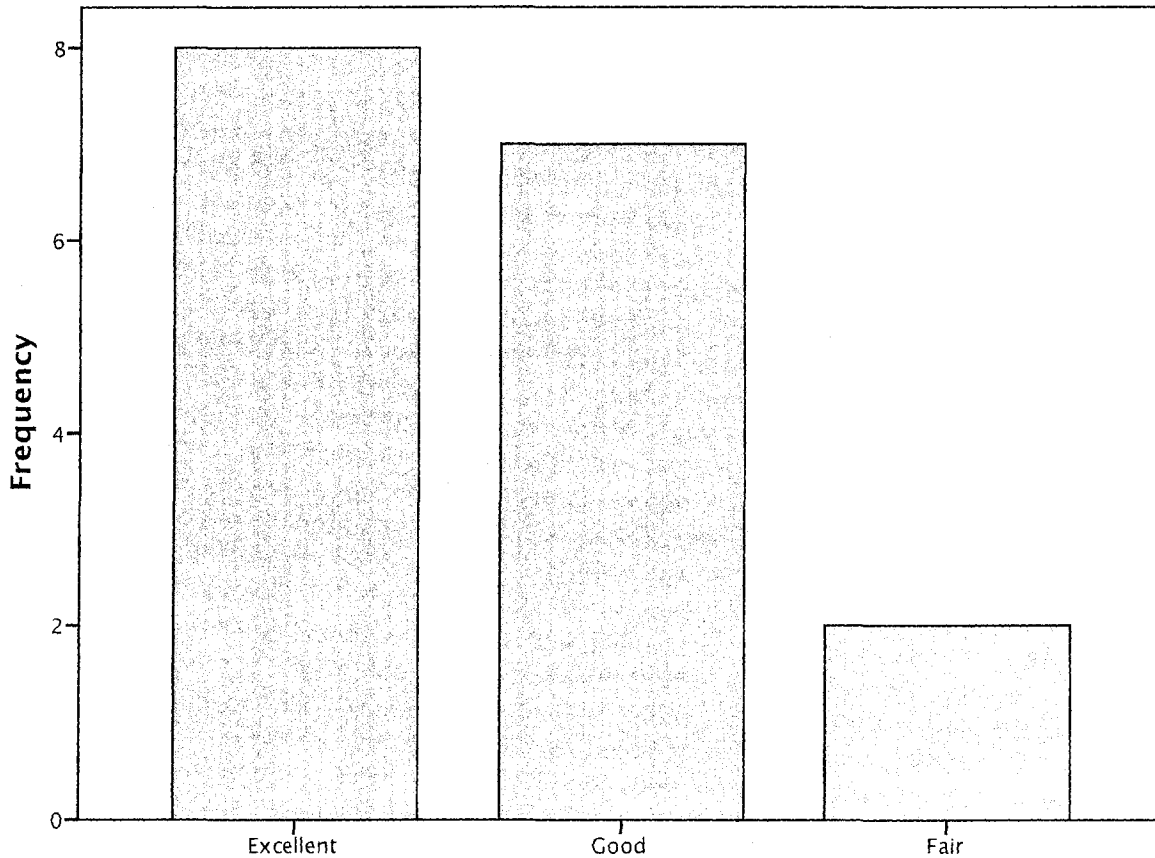
62. Ability to register for classes.

N	Valid	17
	Missing	38
Mean		1.65
Median		2.00

62. Ability to register for classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	47.1	47.1
	Good	7	12.7	41.2	88.2
	Fair	2	3.6	11.8	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

62. Ability to register for classes.



62. Ability to register for classes.

63. Access to grades online at FSU.

Statistics

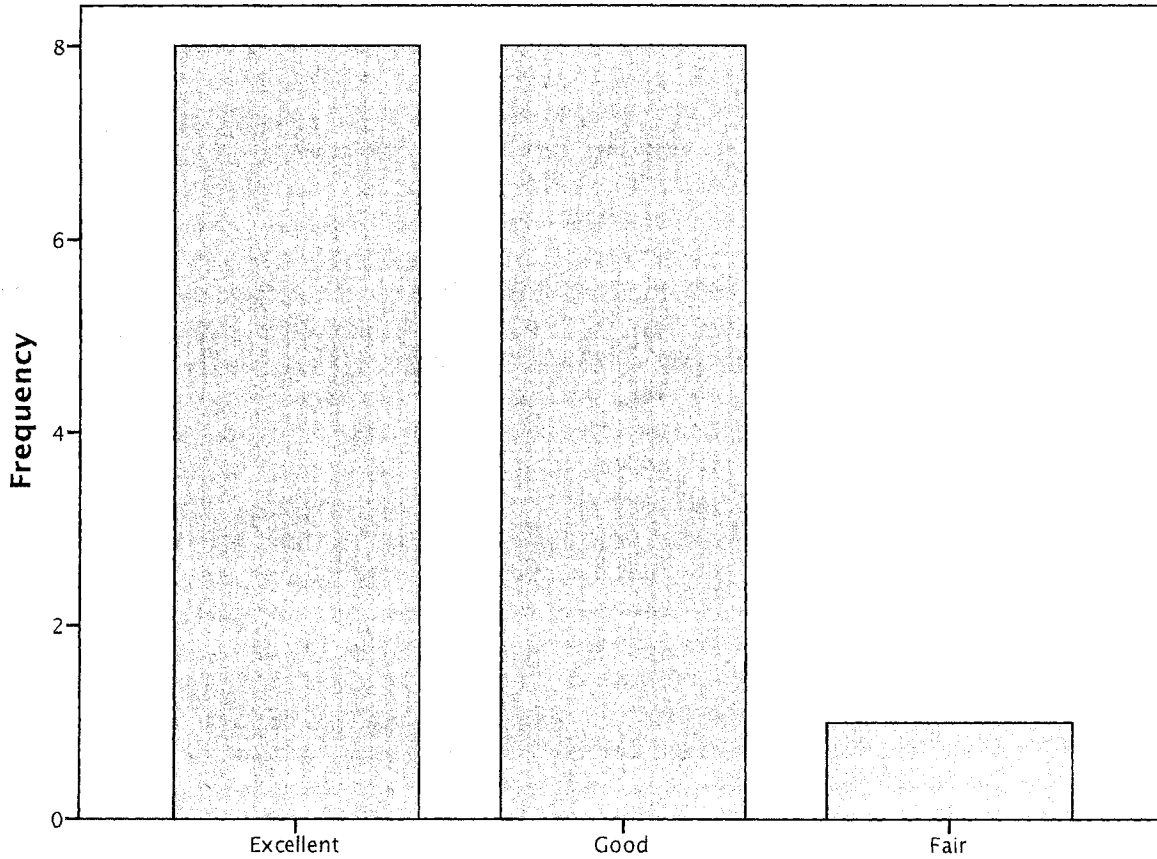
63. Access to grades online at FSU.

N	Valid	17
	Missing	38
Mean		1.59
Median		2.00

63. Access to grades online at FSU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	47.1	47.1
	Good	8	14.5	47.1	94.1
	Fair	1	1.8	5.9	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

63. Access to grades online at FSU.



63. Access to grades online at FSU.

64. Quality of students in the CJ program in GR

Statistics

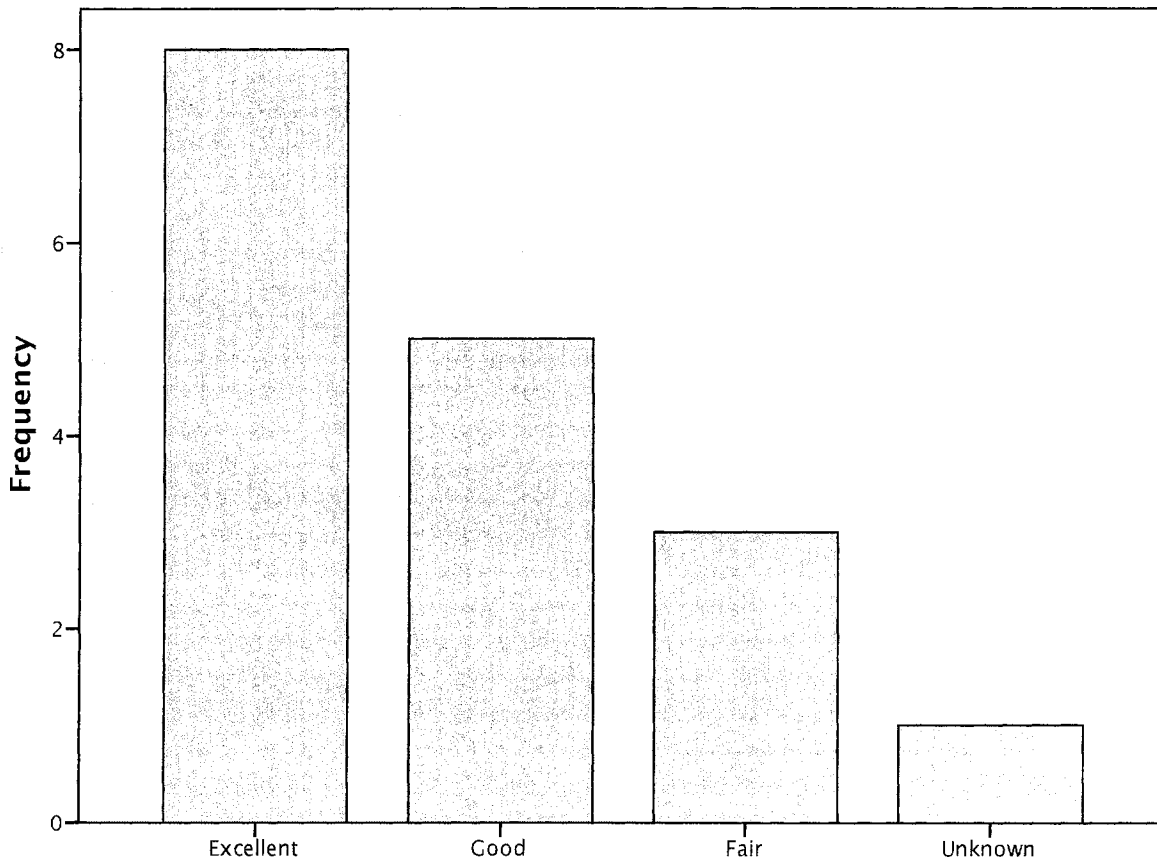
64. Quality of students in the CJ program in GR

N	Valid	17
	Missing	38
Mean		1.88
Median		2.00

64. Quality of students in the CJ program in GR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	47.1	47.1
	Good	5	9.1	29.4	76.5
	Fair	3	5.5	17.6	94.1
	Unknown	1	1.8	5.9	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

64. Quality of students in the CJ program in GR



64. Quality of students in the CJ program in GR

65. Overall quality of CJ graduate program.

Statistics

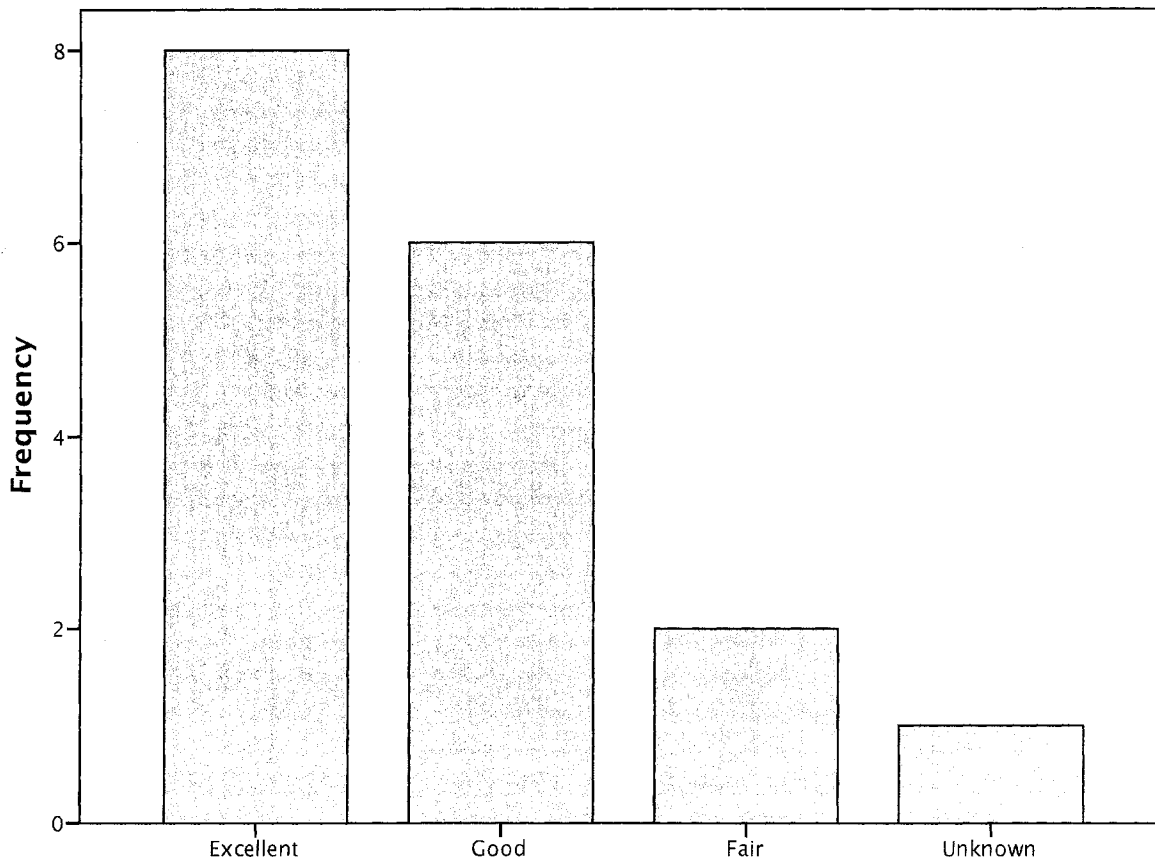
65. Overall quality of CJ graduate program.

N	Valid	17
	Missing	38
Mean		1.82
Median		2.00

65. Overall quality of CJ graduate program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	14.5	47.1	47.1
	Good	6	10.9	35.3	82.4
	Fair	2	3.6	11.8	94.1
	Unknown	1	1.8	5.9	100.0
	Total	17	30.9	100.0	
Missing	System	38	69.1		
Total		55	100.0		

65. Overall quality of CJ graduate program.



65. Overall quality of CJ graduate program.

66. Availability of books at the MSB online store.

Statistics

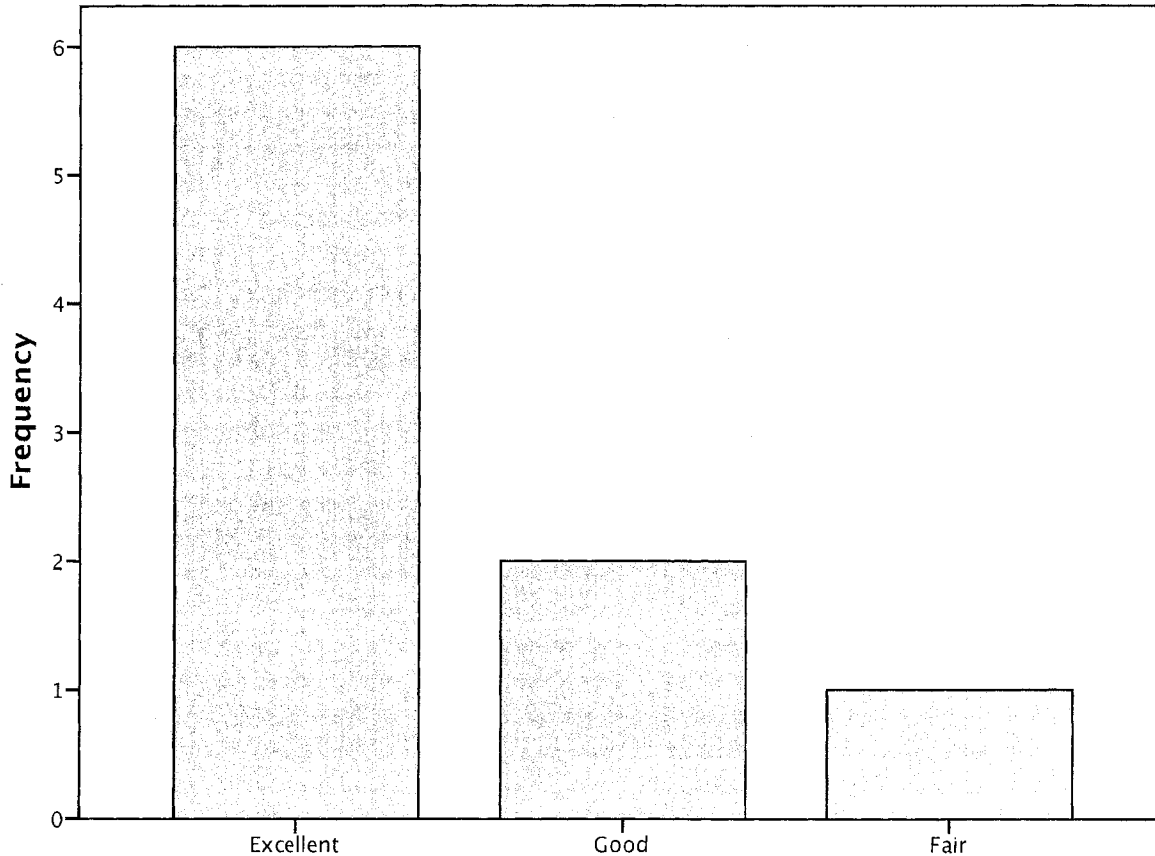
66. Availability of books at the MSB online store.

N	Valid	9
	Missing	46
Mean		1.44
Median		1.00

66. Availability of books at the MSB online store.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	10.9	66.7	66.7
	Good	2	3.6	22.2	88.9
	Fair	1	1.8	11.1	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

66. Availability of books at the MSB online store.



66. Availability of books at the MSB online store.

67. Quality of classrooms at M-tec.

Statistics

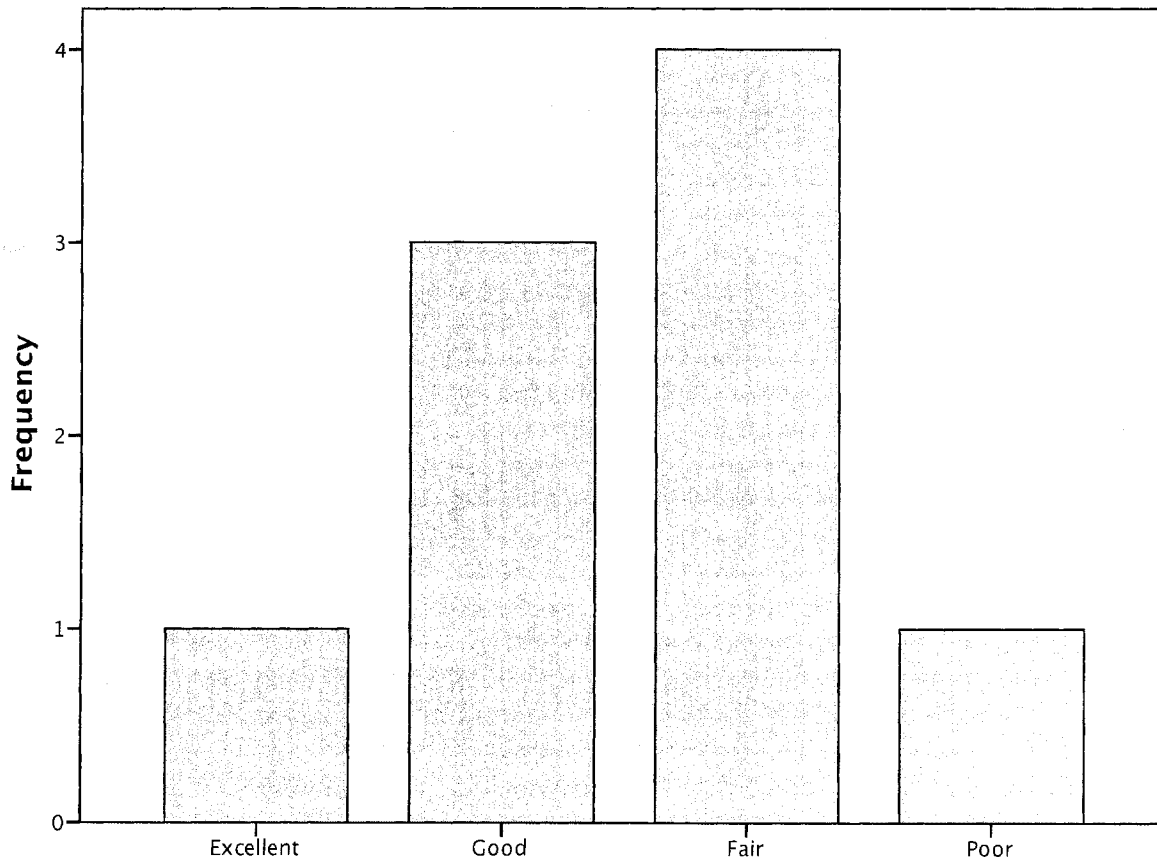
67. Quality of classrooms at M-tec.

N	Valid	9
	Missing	46
Mean		2.56
Median		3.00

67. Quality of classrooms at M-tec.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	1.8	11.1	11.1
	Good	3	5.5	33.3	44.4
	Fair	4	7.3	44.4	88.9
	Poor	1	1.8	11.1	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

67. Quality of classrooms at M-tec.



67. Quality of classrooms at M-tec.

68. Availability of courses.

Statistics

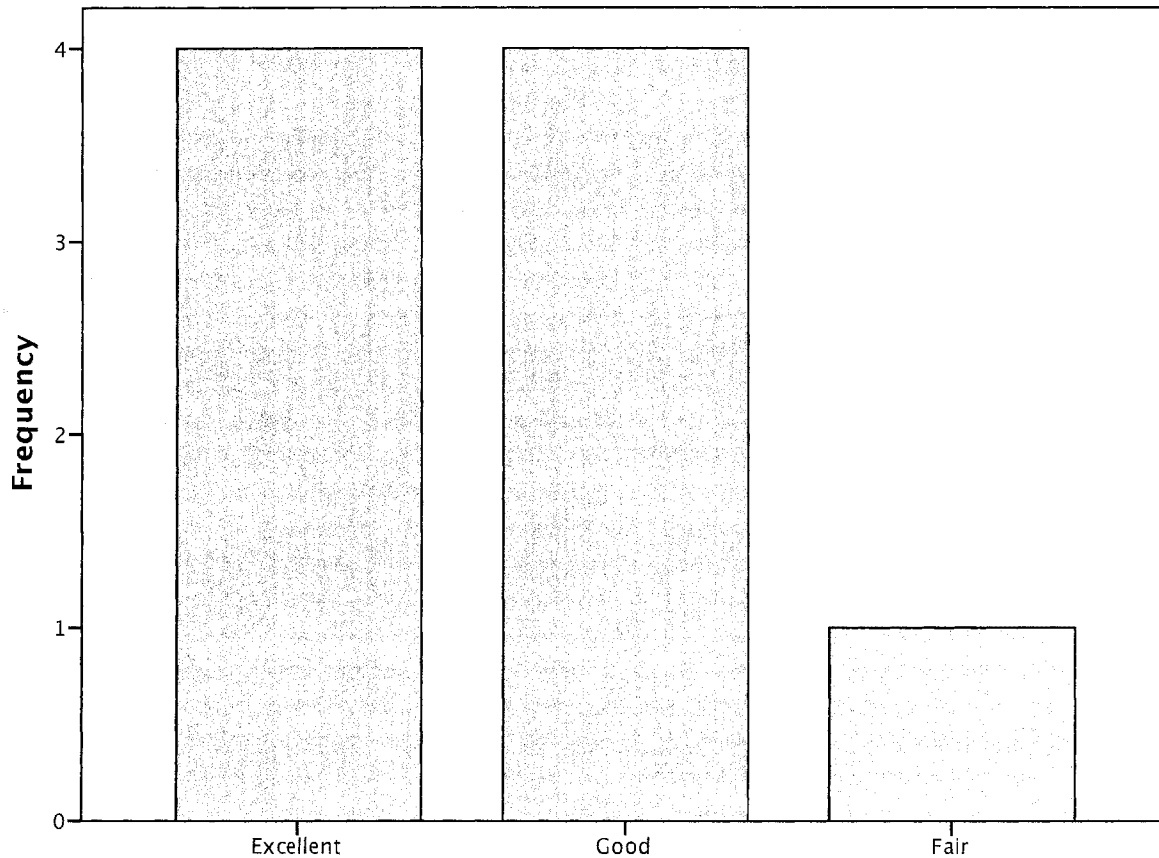
68. Availability of courses.

N	Valid	9
	Missing	46
	Mean	1.67
	Median	2.00

68. Availability of courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	7.3	44.4	44.4
	Good	4	7.3	44.4	88.9
	Fair	1	1.8	11.1	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

68. Availability of courses.



68. Availability of courses.

69. Quality and availability of computer facilities at M-tec.

Statistics

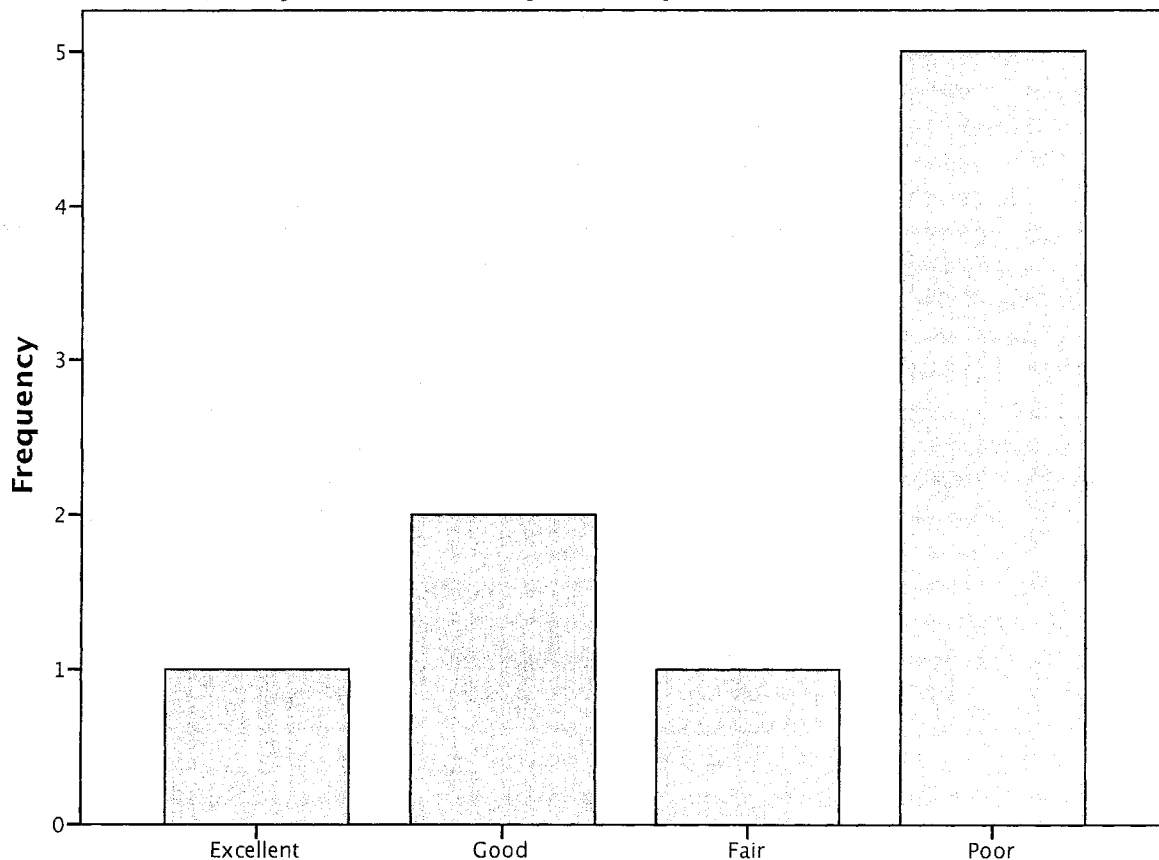
69. Quality and availability of computer facilities at M-tec.

N	Valid	9
	Missing	46
Mean		3.11
Median		4.00

69. Quality and availability of computer facilities at M-tec.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	1.8	11.1	11.1
	Good	2	3.6	22.2	33.3
	Fair	1	1.8	11.1	44.4
	Poor	5	9.1	55.6	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

69. Quality and availability of computer facilities at M-tec.



69. Quality and availability of computer facilities at M-tec.

70. Availability of library databases at Ferris.

Statistics

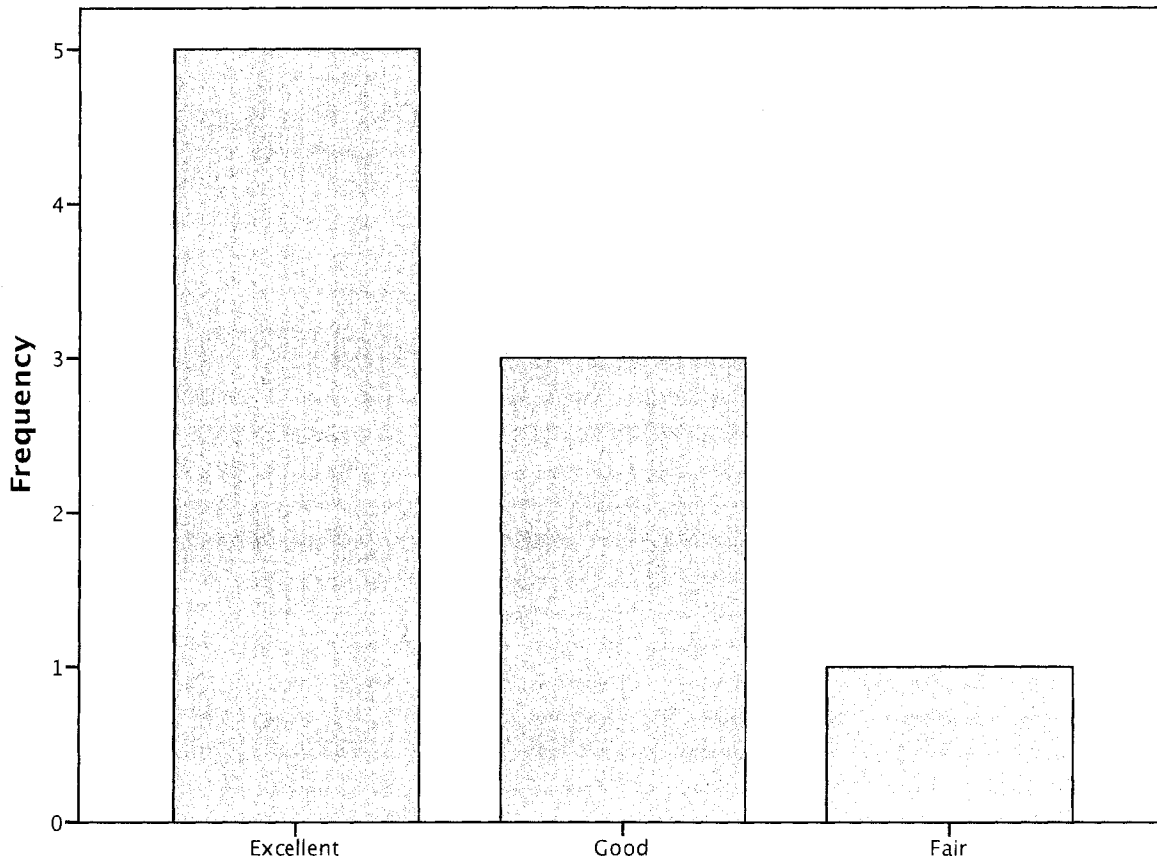
70. Availability of library databases at Ferris.

N	Valid	9
	Missing	46
Mean		1.56
Median		1.00

70. Availability of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	9.1	55.6	55.6
	Good	3	5.5	33.3	88.9
	Fair	1	1.8	11.1	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

70. Availability of library databases at Ferris.



70. Availability of library databases at Ferris.

71. Quality of library databases at Ferris.

Statistics

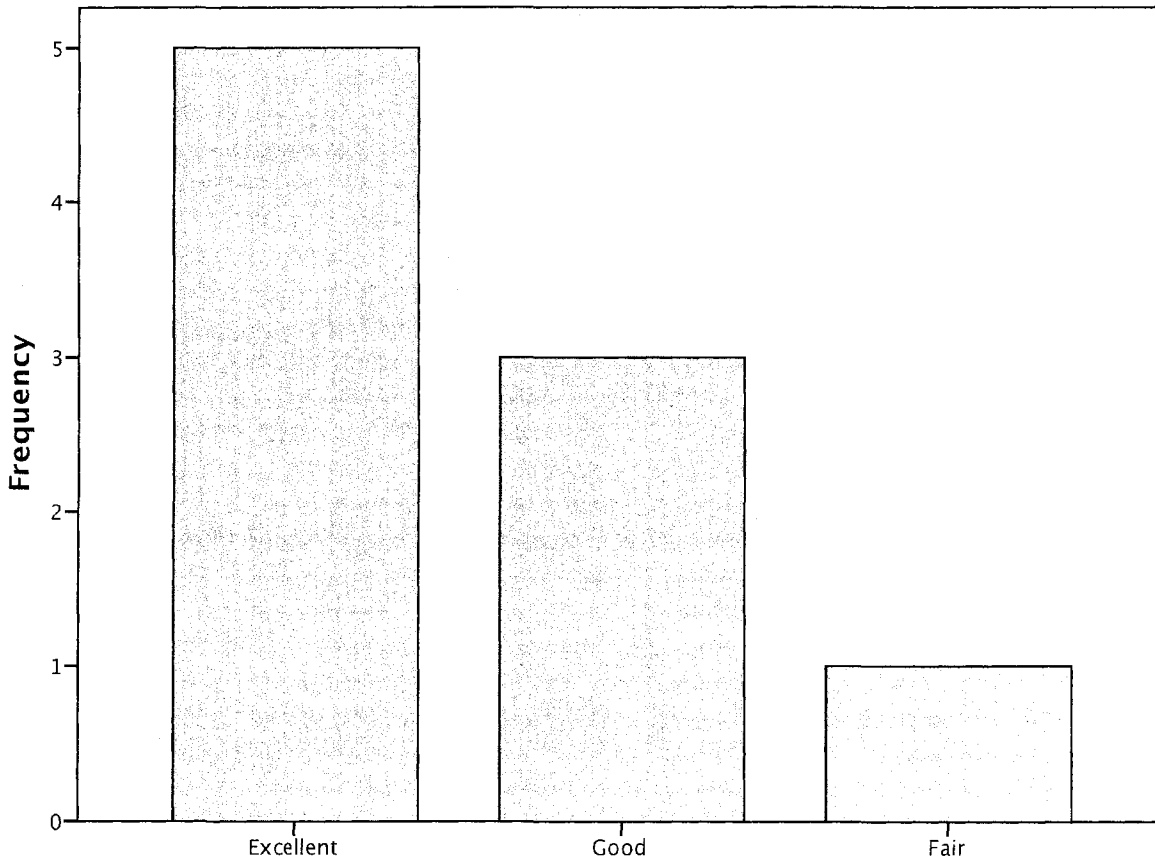
71. Quality of library databases at Ferris.

N	Valid	9
	Missing	46
Mean		1.56
Median		1.00

71. Quality of library databases at Ferris.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	9.1	55.6	55.6
	Good	3	5.5	33.3	88.9
	Fair	1	1.8	11.1	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

71. Quality of library databases at Ferris.



71. Quality of library databases at Ferris.

72. Access to Ferris State University's library databases from M-tec campus.

Statistics

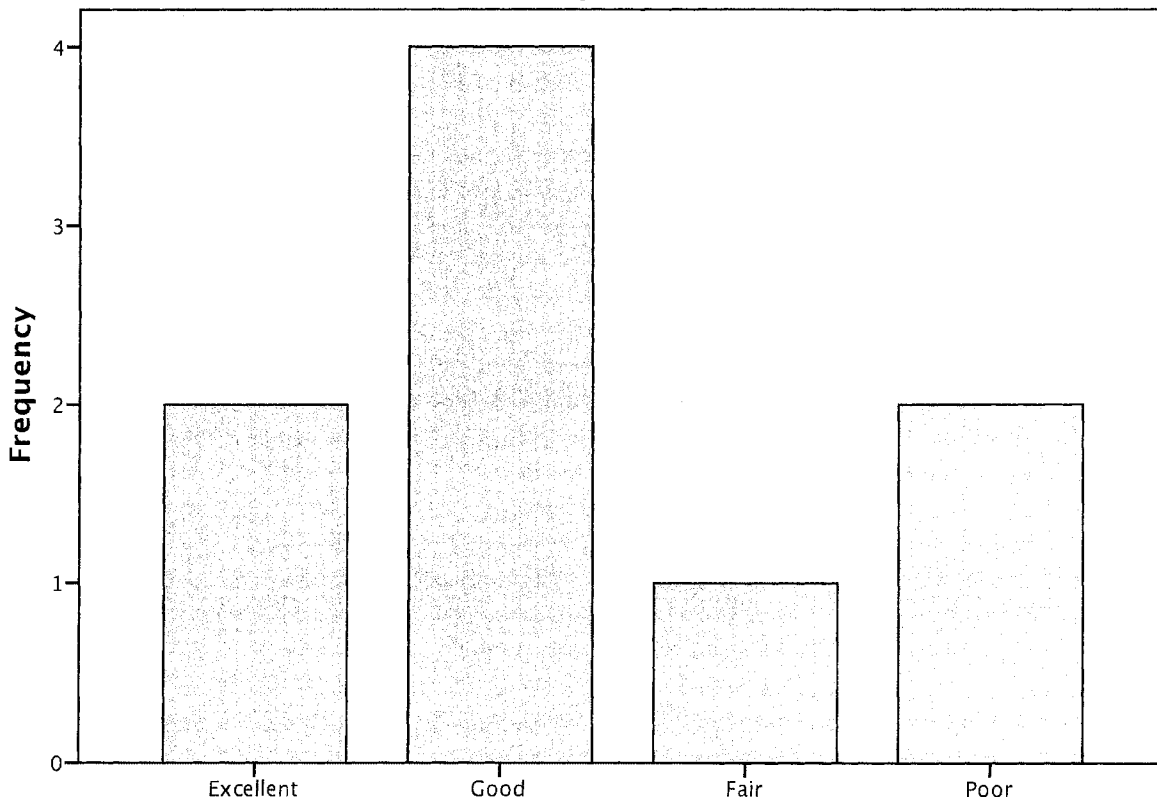
72. Access to Ferris State University's library databases from M-tec campus.

Valid	9
Missing	46
Mean	2.33
Median	2.00

72. Access to Ferris State University's library databases from M-tec campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	3.6	22.2	22.2
	Good	4	7.3	44.4	66.7
	Fair	1	1.8	11.1	77.8
	Poor	2	3.6	22.2	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

72. Access to Ferris State University's library databases from M-tec campus.



72. Access to Ferris State University's library databases from M-tec campus.

73. Ability to register for classes.

Statistics

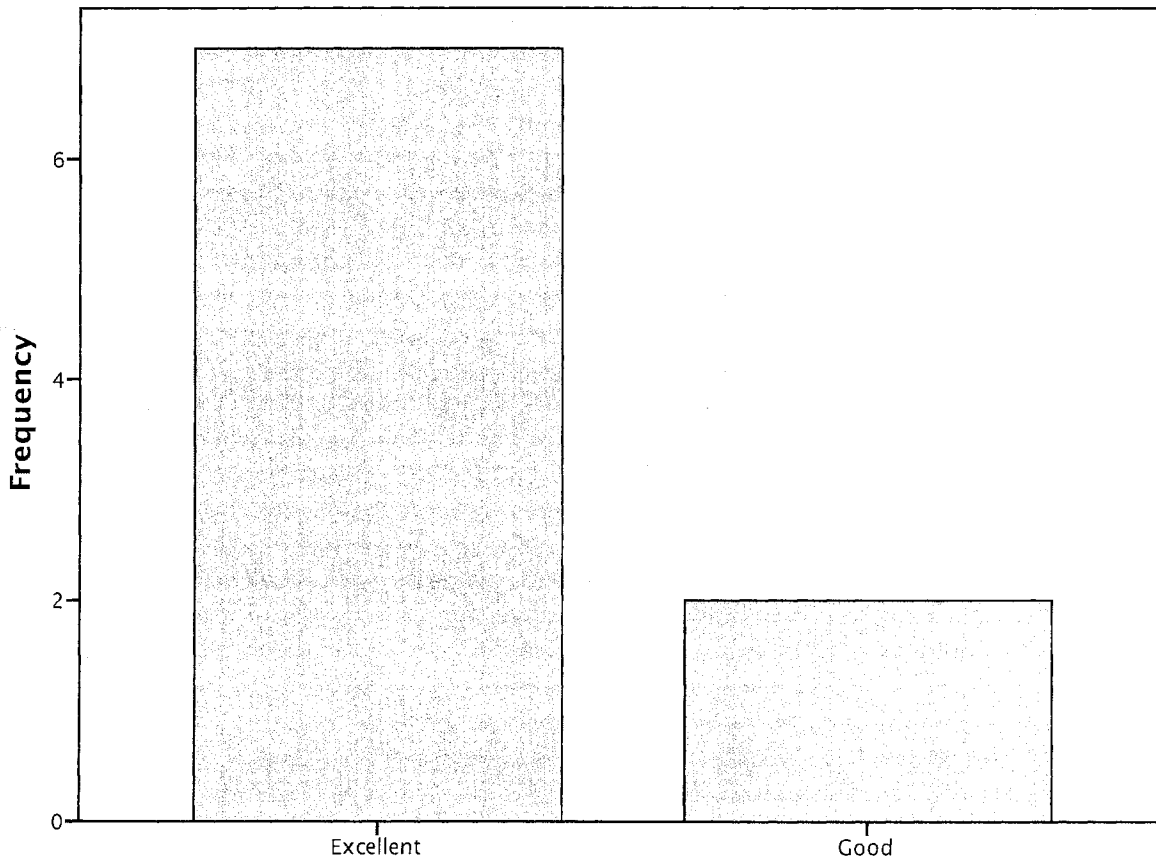
73. Ability to register for classes.

N	Valid	9
	Missing	46
Mean		1.22
Median		1.00

73. Ability to register for classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	7	12.7	77.8	77.8
	Good	2	3.6	22.2	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

73. Ability to register for classes.



73. Ability to register for classes.

74. Access to grades online at Ferris State University.

Statistics

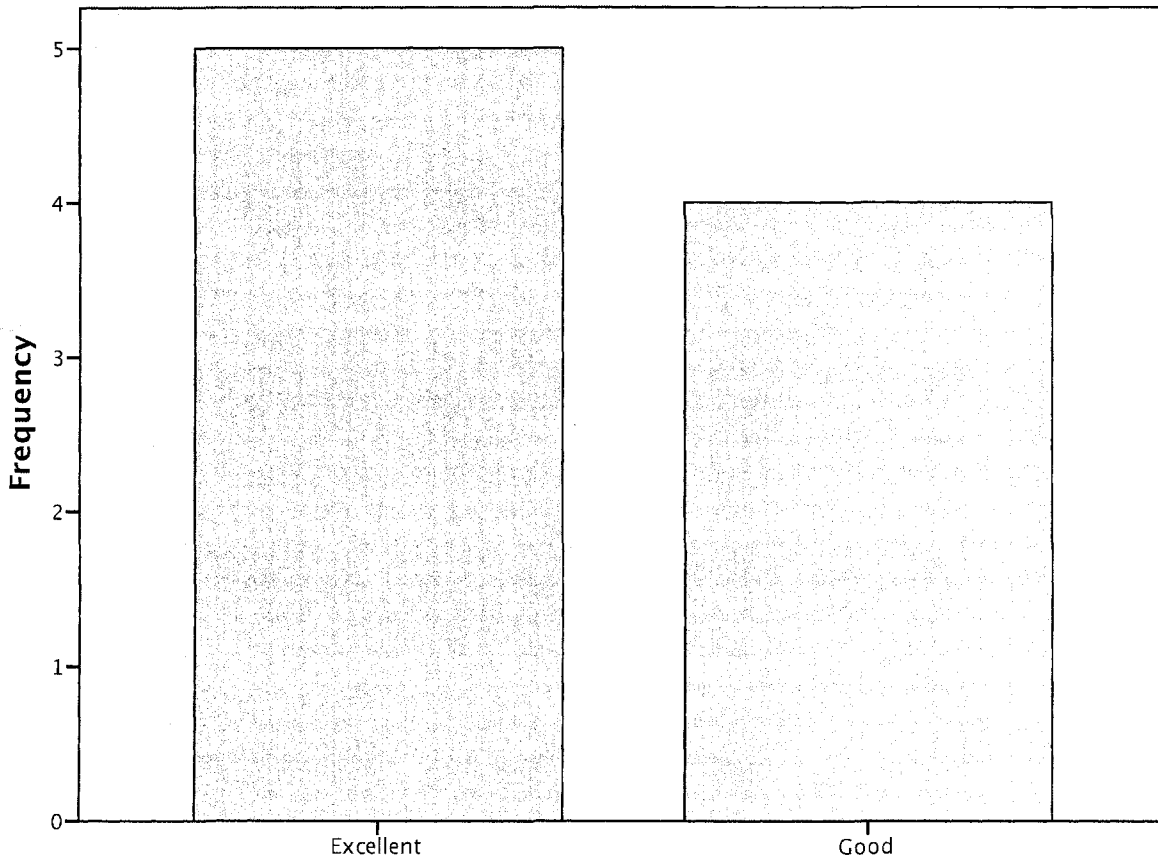
74. Access to grades online at Ferris State University.

N	Valid	9
	Missing	46
Mean		1.44
Median		1.00

74. Access to grades online at Ferris State University.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	9.1	55.6	55.6
	Good	4	7.3	44.4	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

74. Access to grades online at Ferris State University.



74. Access to grades online at Ferris State University.

75. Quality of students in the criminal justice program.

Statistics

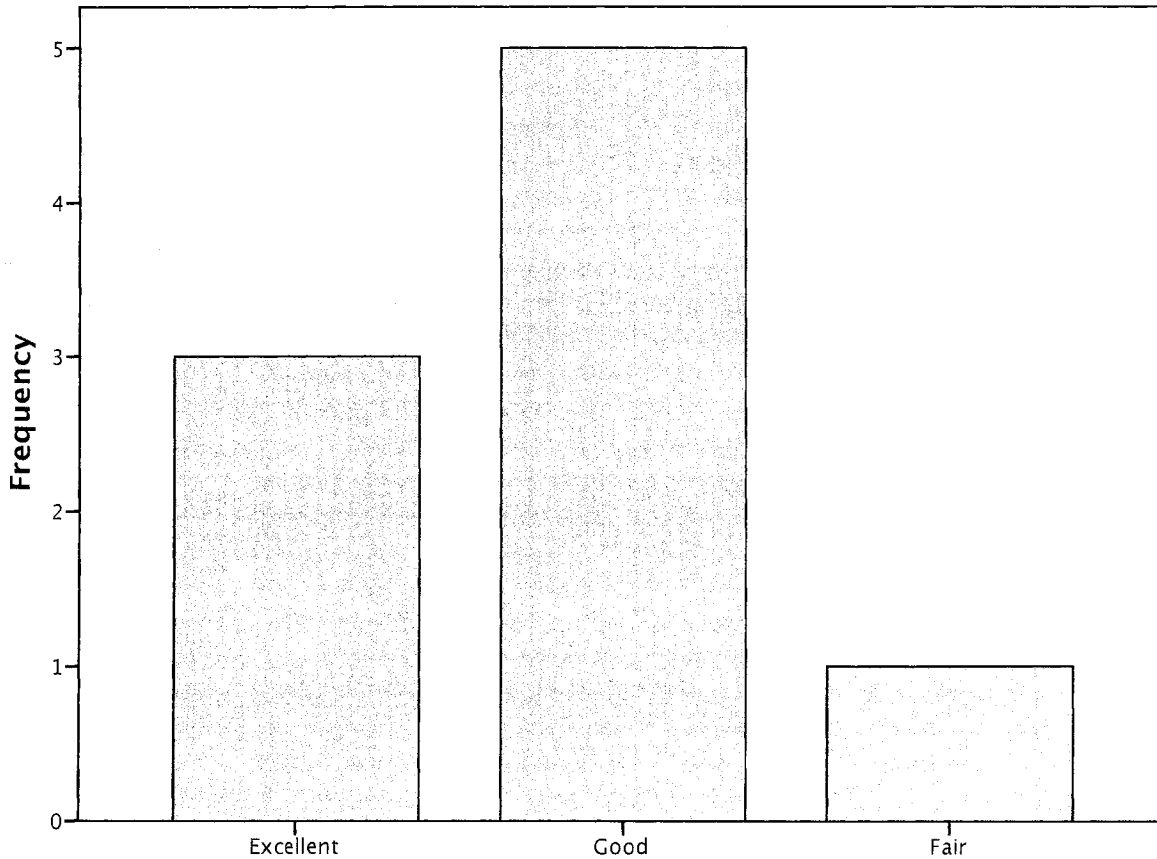
75. Quality of students in the criminal justice program.

N	Valid	9
	Missing	46
Mean		1.78
Median		2.00

75. Quality of students in the criminal justice program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	3	5.5	33.3	33.3
	Good	5	9.1	55.6	88.9
	Fair	1	1.8	11.1	100.0
	Total	9	16.4	100.0	
Missing	System	46	83.6		
Total		55	100.0		

75. Quality of students in the criminal justice program.



75. Quality of students in the criminal justice program.

76. Overall quality of the graduate program.

Statistics

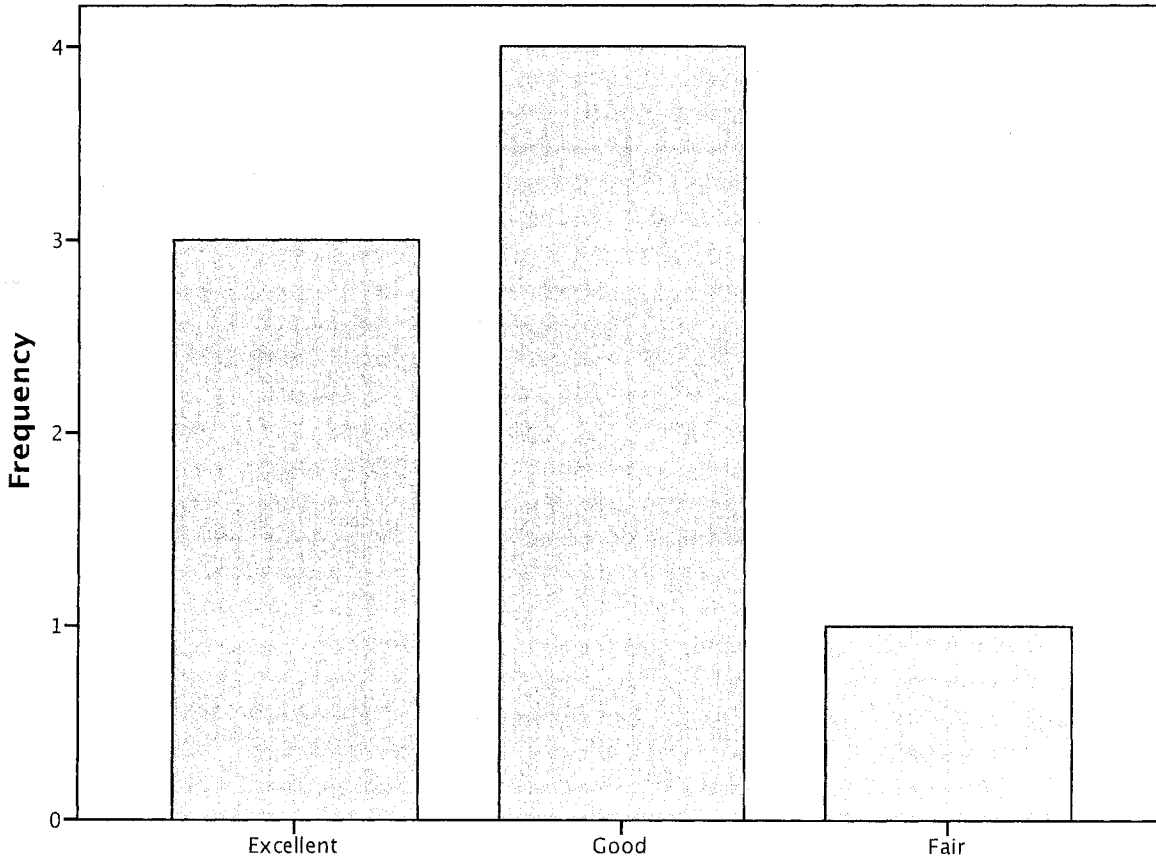
76. Overall quality of the graduate program.

N	Valid	8
	Missing	47
Mean		1.75
Median		2.00

76. Overall quality of the graduate program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	3	5.5	37.5	37.5
	Good	4	7.3	50.0	87.5
	Fair	1	1.8	12.5	100.0
	Total	8	14.5	100.0	
Missing	System	47	85.5		
Total		55	100.0		

76. Overall quality of the graduate program.



76. Overall quality of the graduate program.

APPENDIX

F

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

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

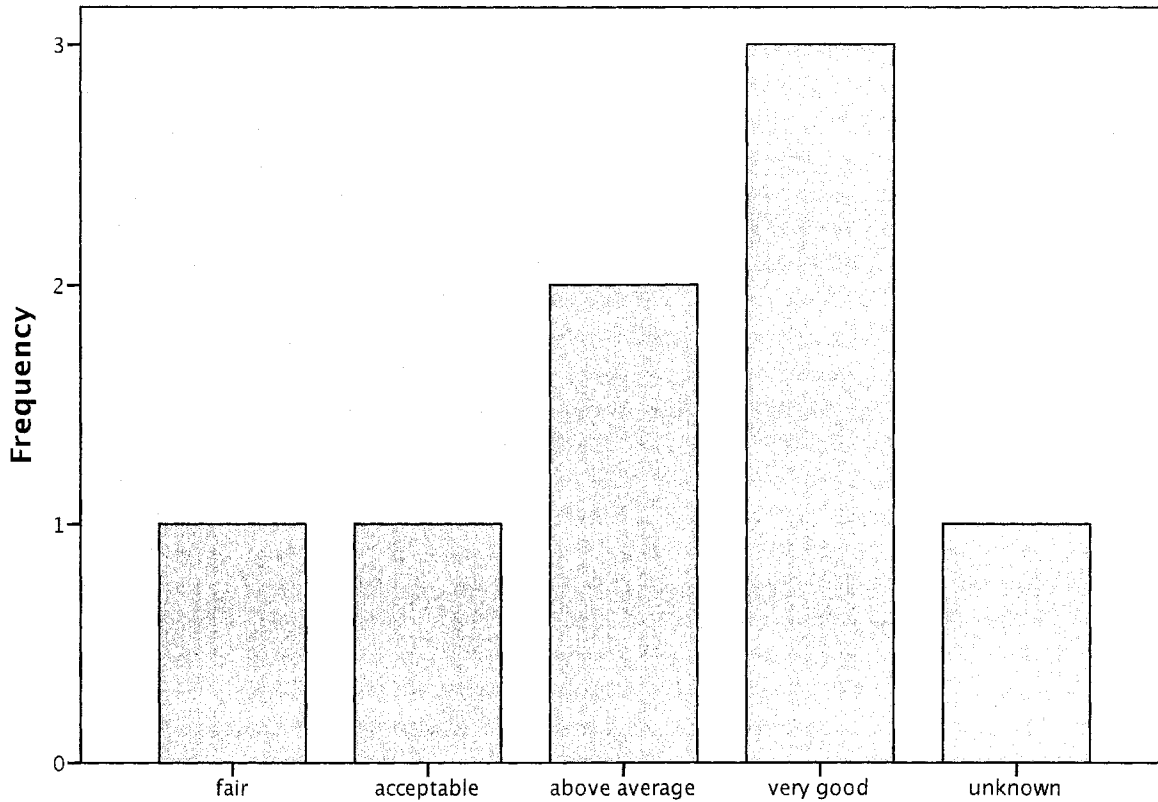
Question	Poor (1)	Fair (2)	Average (3)	Above Average (4)	Excellent (5)	Unsure (6)
1. The FLITE holdings in Criminal Justice meet the needs of graduate education.						
2. The overall ability of the program to provide analytical and theoretical knowledge.						
3. The amount of technology incorporated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

20. I have taught in the Graduate Program. Yes _____ No _____

Comments: _____

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

1. The FLITE holdings in Criminal Justice meet the needs of graduate education.



1. The FLITE holdings in Criminal Justice meet the needs of graduate education.

2. The overall ability of the program to provide analytical and theoretical knowledge.

Statistics

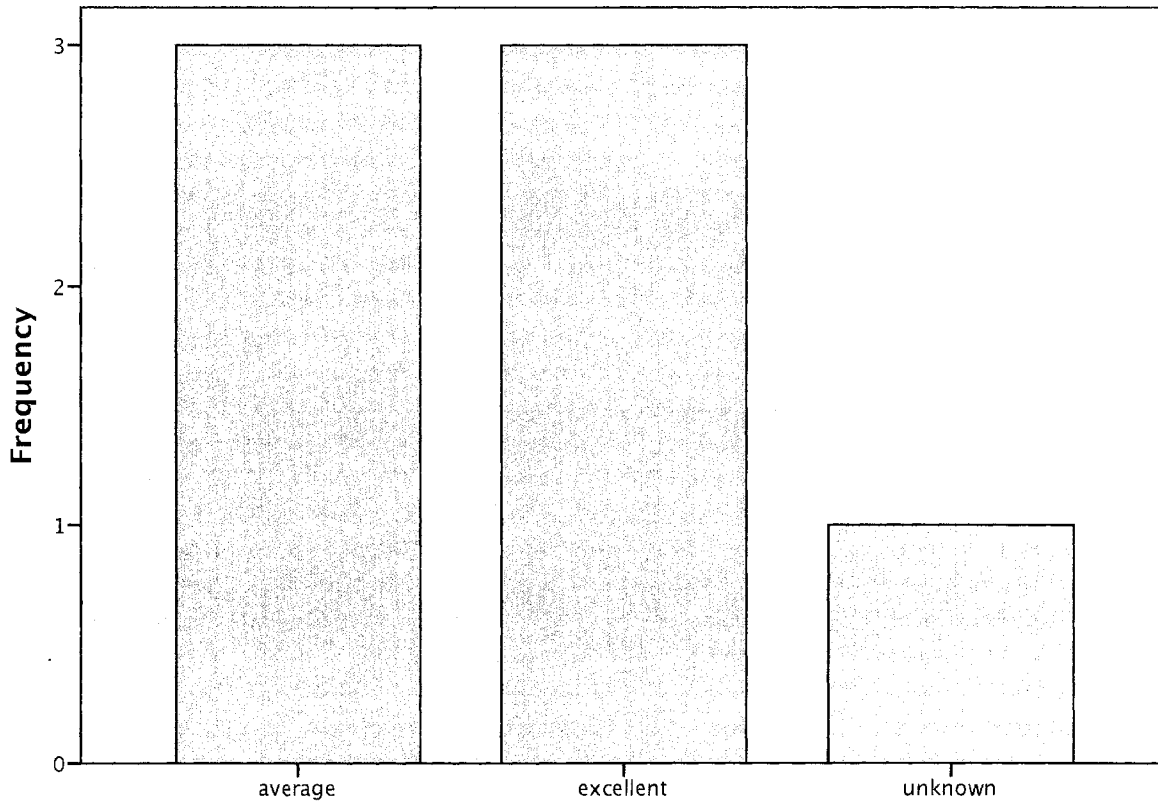
2. The overall ability of the program to provide analytical and theoretical knowledge.

N	Valid	7
	Missing	1
Mean		4.286
Median		5.000

2. The overall ability of the program to provide analytical and theoretical knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	average	3	37.5	42.9	42.9
	excellent	3	37.5	42.9	85.7
	unknown	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

2. The overall ability of the program to provide analytical and theoretical knowledge.



2. The overall ability of the program to provide analytical and theoretical knowledge.

3. The amount of technology incorporated into the graduate program.

Statistics

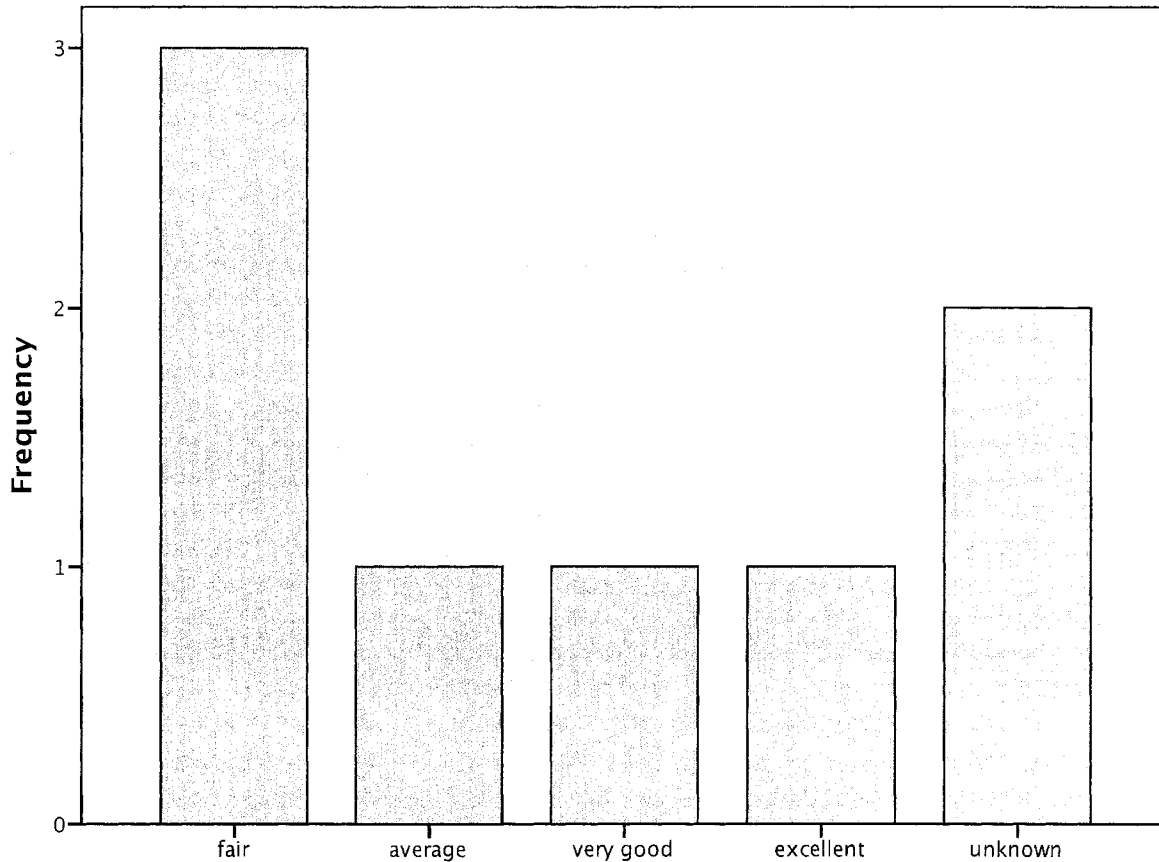
3. The amount of technology incorporated into the graduate program.

N	Valid	8
	Missing	0
Mean		3.750
Median		3.500

3. The amount of technology incorporated into the graduate program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	3	37.5	37.5	37.5
average	1	12.5	12.5	50.0
very good	1	12.5	12.5	62.5
excellent	1	12.5	12.5	75.0
unknown	2	25.0	25.0	100.0
Total	8	100.0	100.0	

3. The amount of technology incorporated into the graduate program.



3. The amount of technology incorporated into the graduate program.

4. The ability to link into resources on the main campus from the off campus sites

Statistics

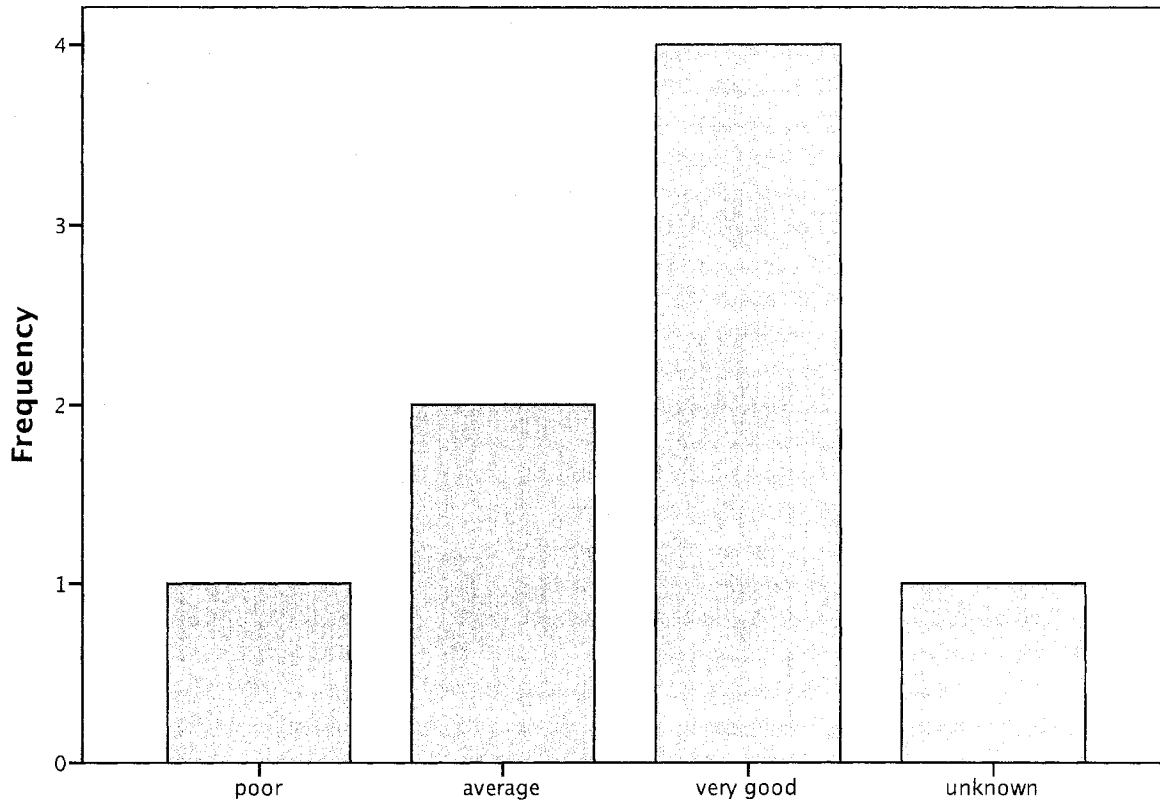
4. The ability to link into resources on the main campus from the off campus sites.

N	Valid	8
	Missing	0
Mean		3.625
Median		4.000

4. The ability to link into resources on the main campus from the off campus sites.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	1	12.5	12.5	12.5
average	2	25.0	25.0	37.5
very good	4	50.0	50.0	87.5
unknown	1	12.5	12.5	100.0
Total	8	100.0	100.0	

4. The ability to link into resources on the main campus from the off campus sites.



4. The ability to link into resources on the main campus from the off campus sites.

5. Workload required of graduate students.

Statistics

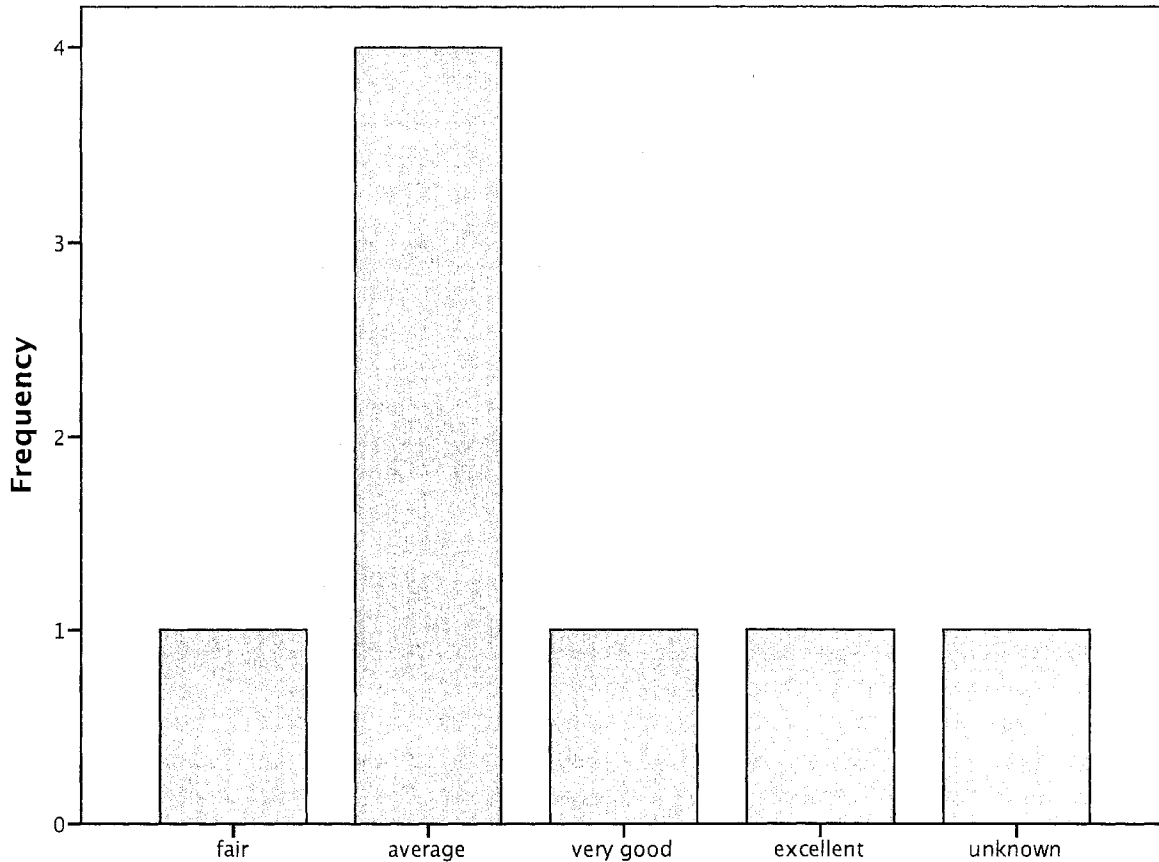
5. Workload required of graduate students.

N	Valid	8
	Missing	0
Mean		3.625
Median		3.000

5. Workload required of graduate students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	1	12.5	12.5	12.5
average	4	50.0	50.0	62.5
very good	1	12.5	12.5	75.0
excellent	1	12.5	12.5	87.5
unknown	1	12.5	12.5	100.0
Total	8	100.0	100.0	

5. Workload required of graduate students.



5. Workload required of graduate students.

6. Workload required of graduate faculty.

Statistics

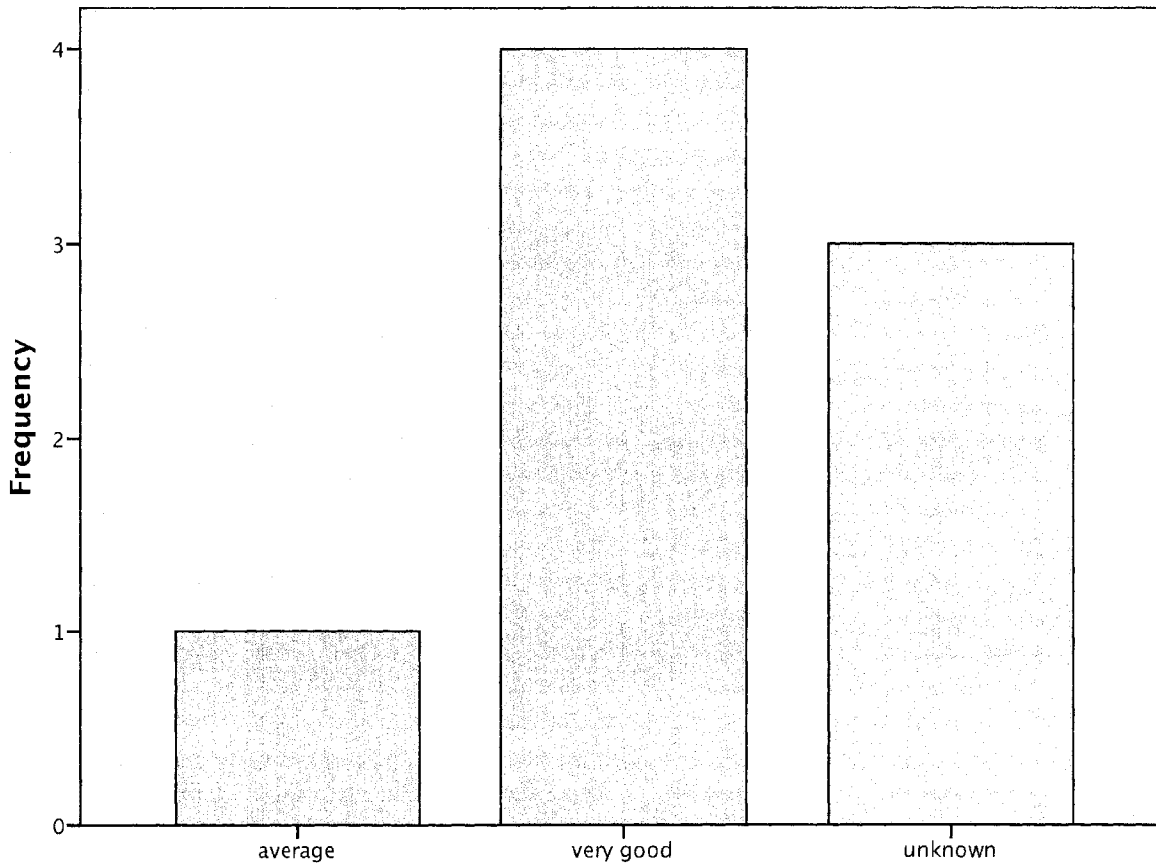
6. Workload required of graduate faculty.

N	Valid	8
	Missing	0
Mean		4.625
Median		4.000

6. Workload required of graduate faculty.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	1	12.5	12.5	12.5
very good	4	50.0	50.0	62.5
unknown	3	37.5	37.5	100.0
Total	8	100.0	100.0	

6. Workload required of graduate faculty.



6. Workload required of graduate faculty.

7. Availability of software needed to teach methods courses.

Statistics

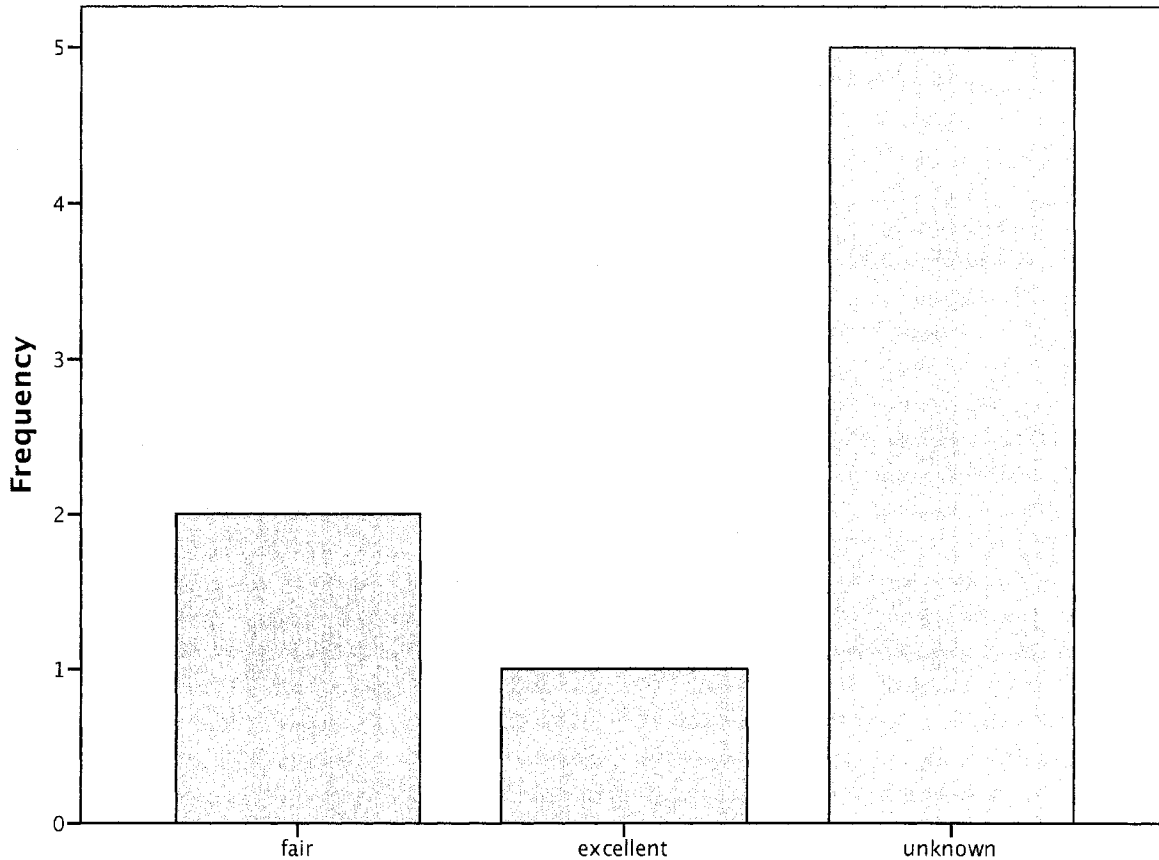
7. Availability of software needed to teach methods courses.

N	Valid	8
	Missing	0
Mean		4.875
Median		6.000

7. Availability of software needed to teach methods courses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	2	25.0	25.0	25.0
excellent	1	12.5	12.5	37.5
unknown	5	62.5	62.5	100.0
Total	8	100.0	100.0	

7. Availability of software needed to teach methods courses.



7. Availability of software needed to teach methods courses.

8. The written communication skills of those graduating from the program.

Statistics

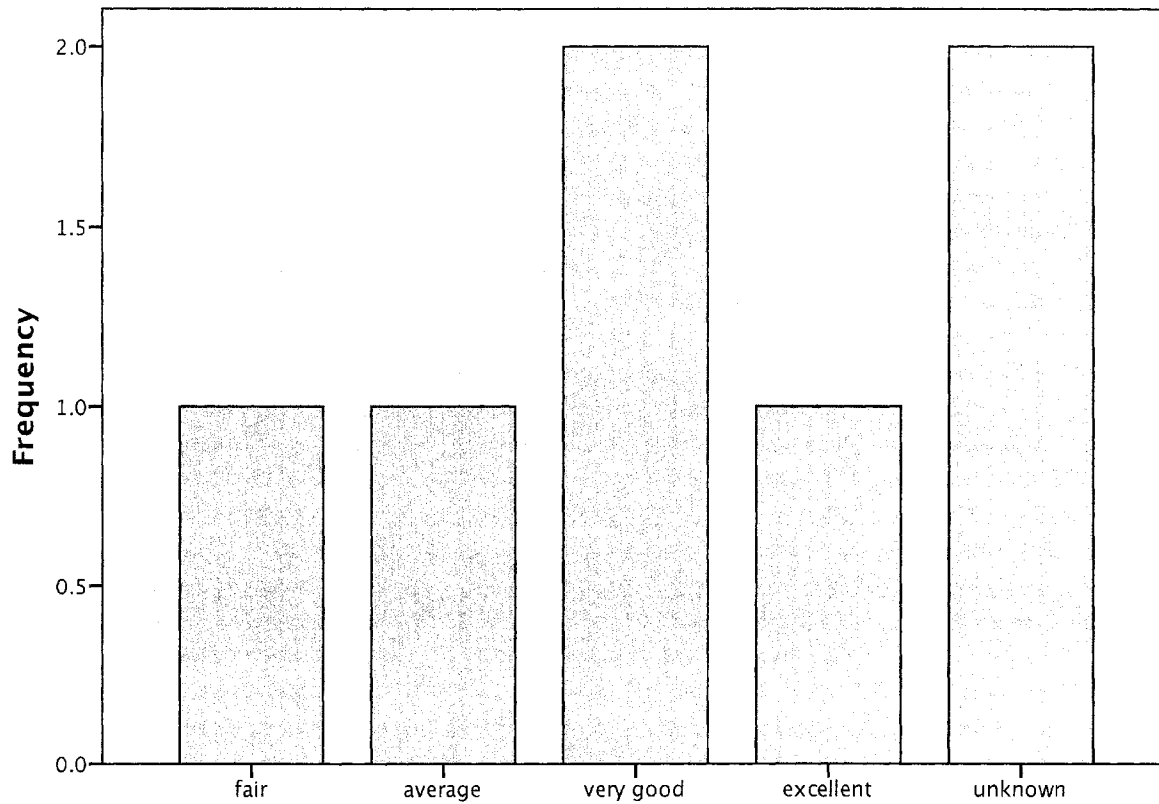
8. The written communication skills of those graduating from the program.

N	Valid	7
	Missing	1
Mean		4.286
Median		4.000

8. The written communication skills of those graduating from the program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fair	1	12.5	14.3	14.3
	average	1	12.5	14.3	28.6
	very good	2	25.0	28.6	57.1
	excellent	1	12.5	14.3	71.4
	unknown	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

8. The written communication skills of those graduating from the program.



8. The written communication skills of those graduating from the program.

9. The motivation of the typical graduate student to learn

Statistics

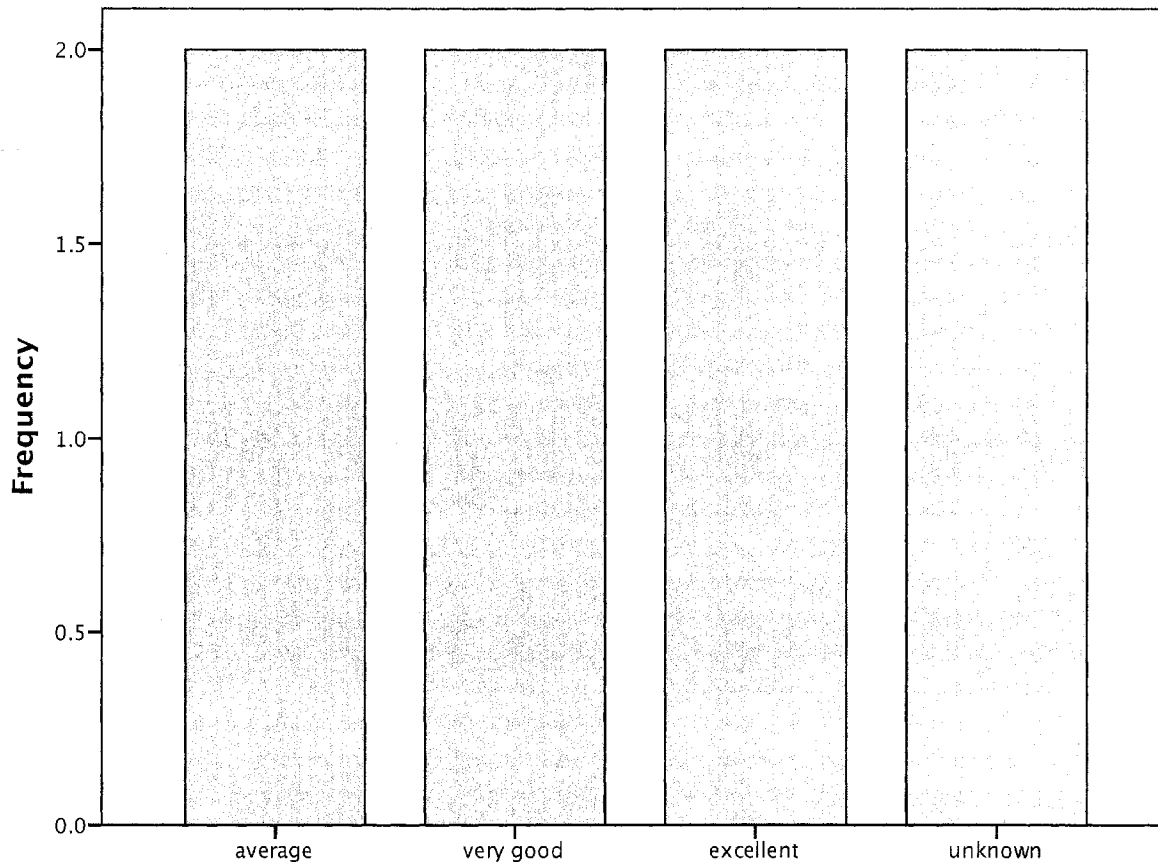
9. The motivation of the typical graduate student to learn

N	Valid	8
	Missing	0
Mean		4.500
Median		4.500

9. The motivation of the typical graduate student to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	2	25.0	25.0	25.0
very good	2	25.0	25.0	50.0
excellent	2	25.0	25.0	75.0
unknown	2	25.0	25.0	100.0
Total	8	100.0	100.0	

9. The motivation of the typical graduate student to learn



9. The motivation of the typical graduate student to learn

10. The quality of classrooms in Bishop Hall.

Statistics

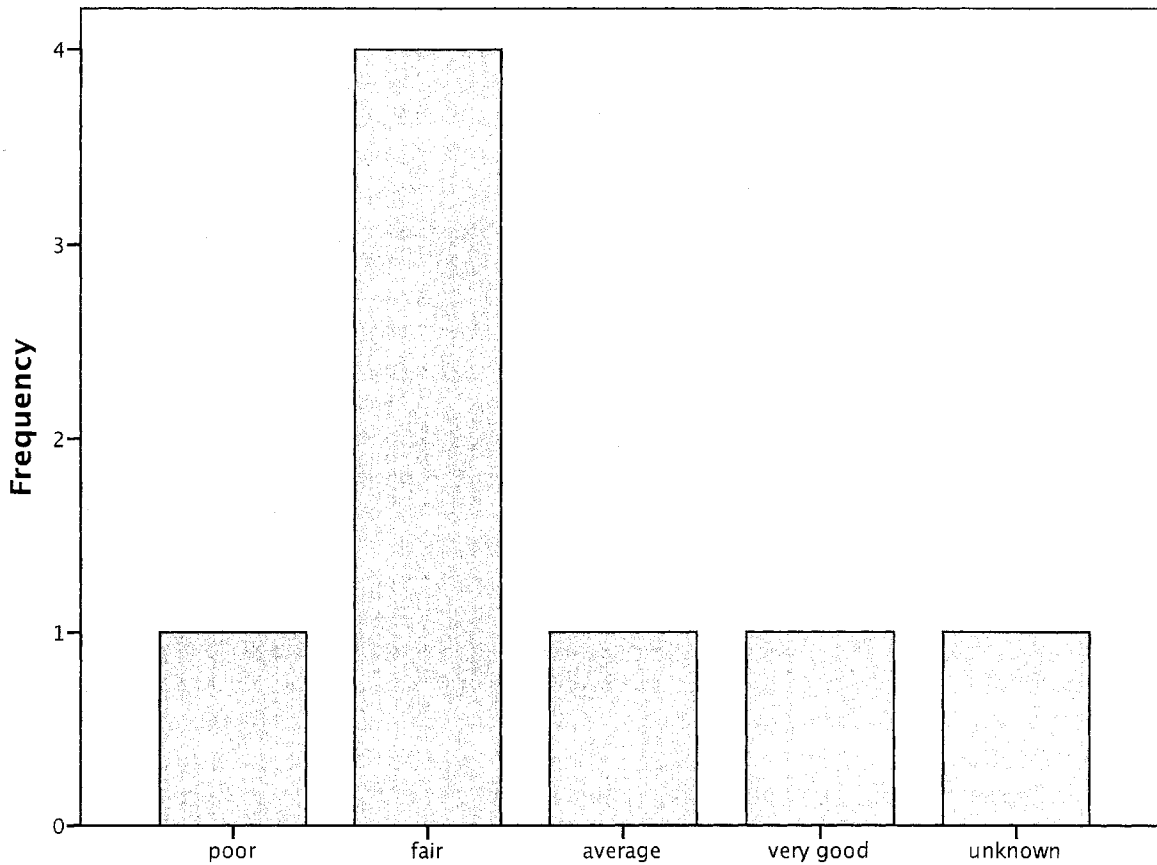
10. The quality of classrooms in Bishop Hall.

N	Valid	8
	Missing	0
Mean		2.750
Median		2.000

10. The quality of classrooms in Bishop Hall.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	1	12.5	12.5	12.5
fair	4	50.0	50.0	62.5
average	1	12.5	12.5	75.0
very good	1	12.5	12.5	87.5
unknown	1	12.5	12.5	100.0
Total	8	100.0	100.0	

10. The quality of classrooms in Bishop Hall.



10. The quality of classrooms in Bishop Hall.

11. The quality of classrooms in Grand Rapids.

Statistics

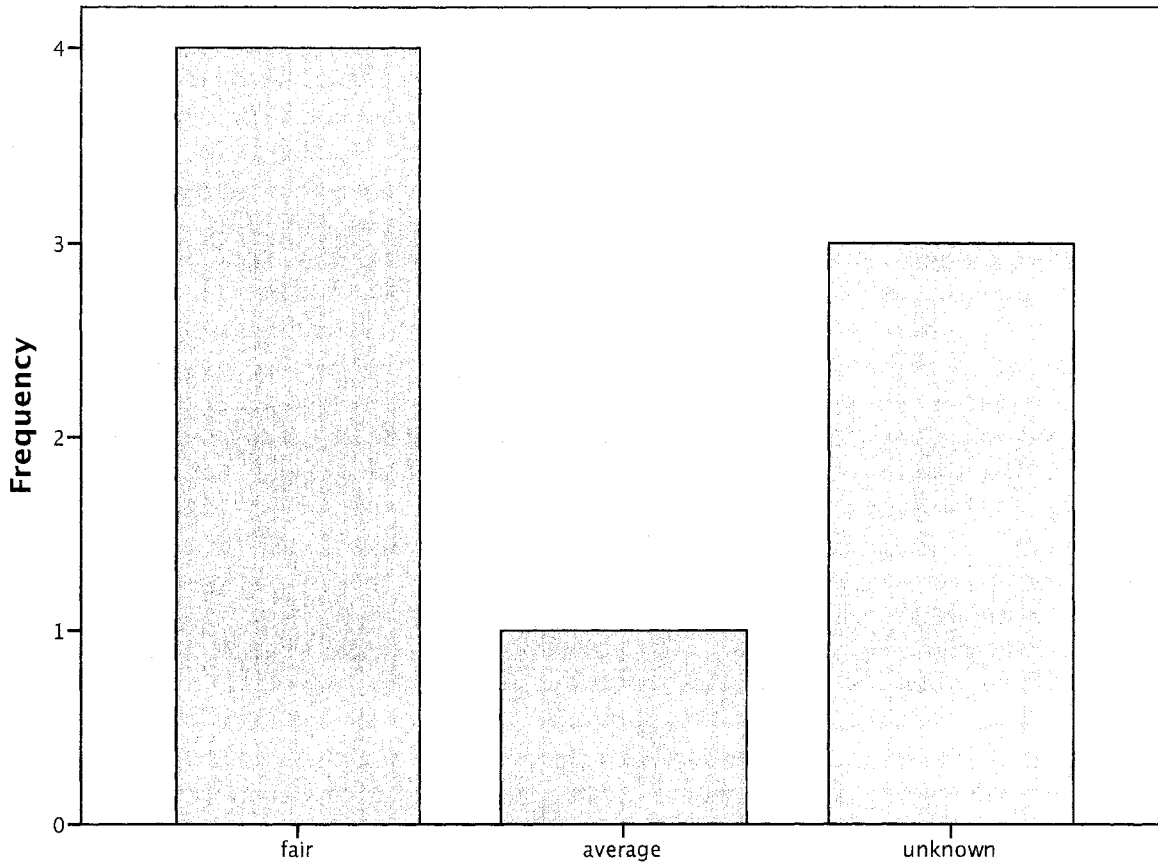
11. The quality of classrooms in Grand Rapids.

N	Valid	8
	Missing	0
Mean		3.625
Median		2.500

11. The quality of classrooms in Grand Rapids.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	4	50.0	50.0	50.0
average	1	12.5	12.5	62.5
unknown	3	37.5	37.5	100.0
Total	8	100.0	100.0	

11. The quality of classrooms in Grand Rapids.



11. The quality of classrooms in Grand Rapids.

12. The quality of classrooms in Howell.

Statistics

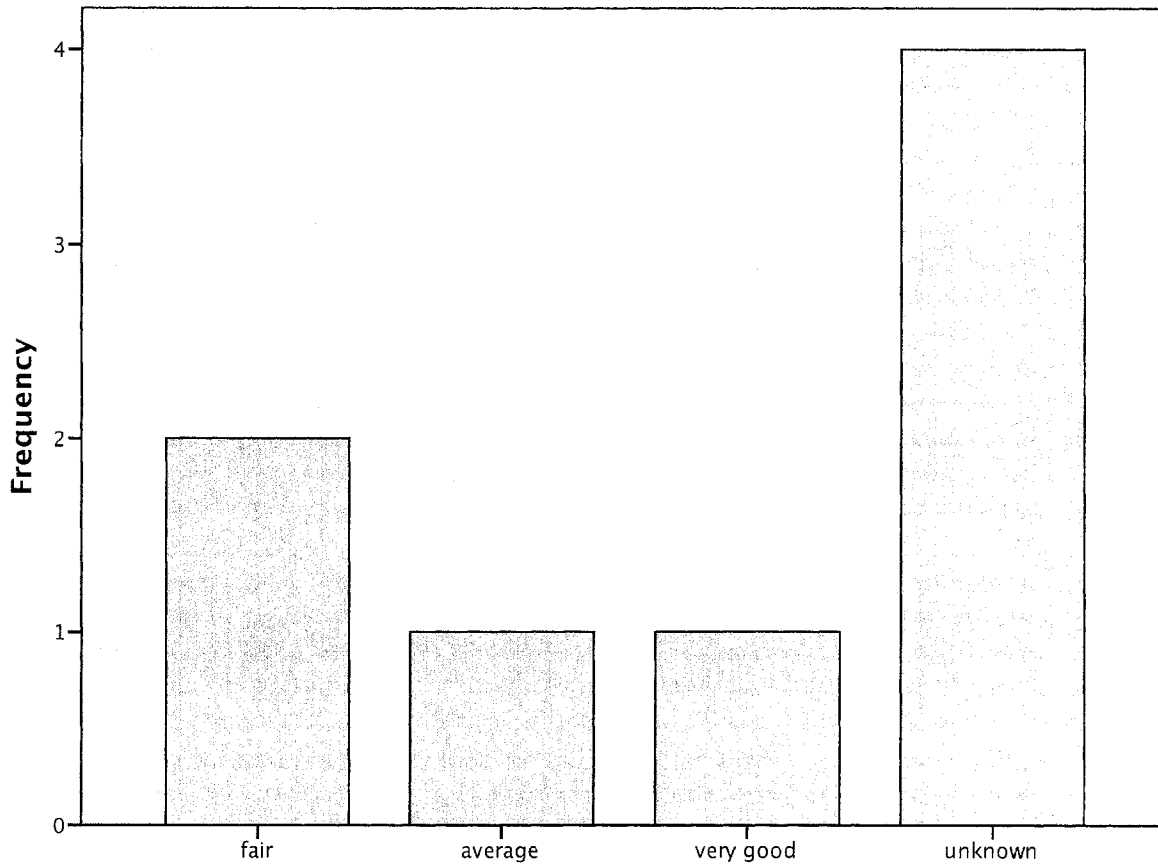
12. The quality of classrooms in Howell.

N	Valid	8
	Missing	0
Mean		4.375
Median		5.000

12. The quality of classrooms in Howell.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	2	25.0	25.0	25.0
average	1	12.5	12.5	37.5
very good	1	12.5	12.5	50.0
unknown	4	50.0	50.0	100.0
Total	8	100.0	100.0	

12. The quality of classrooms in Howell.



12. The quality of classrooms in Howell.

13. The culminating knowledge of graduates of the master's program.

Statistics

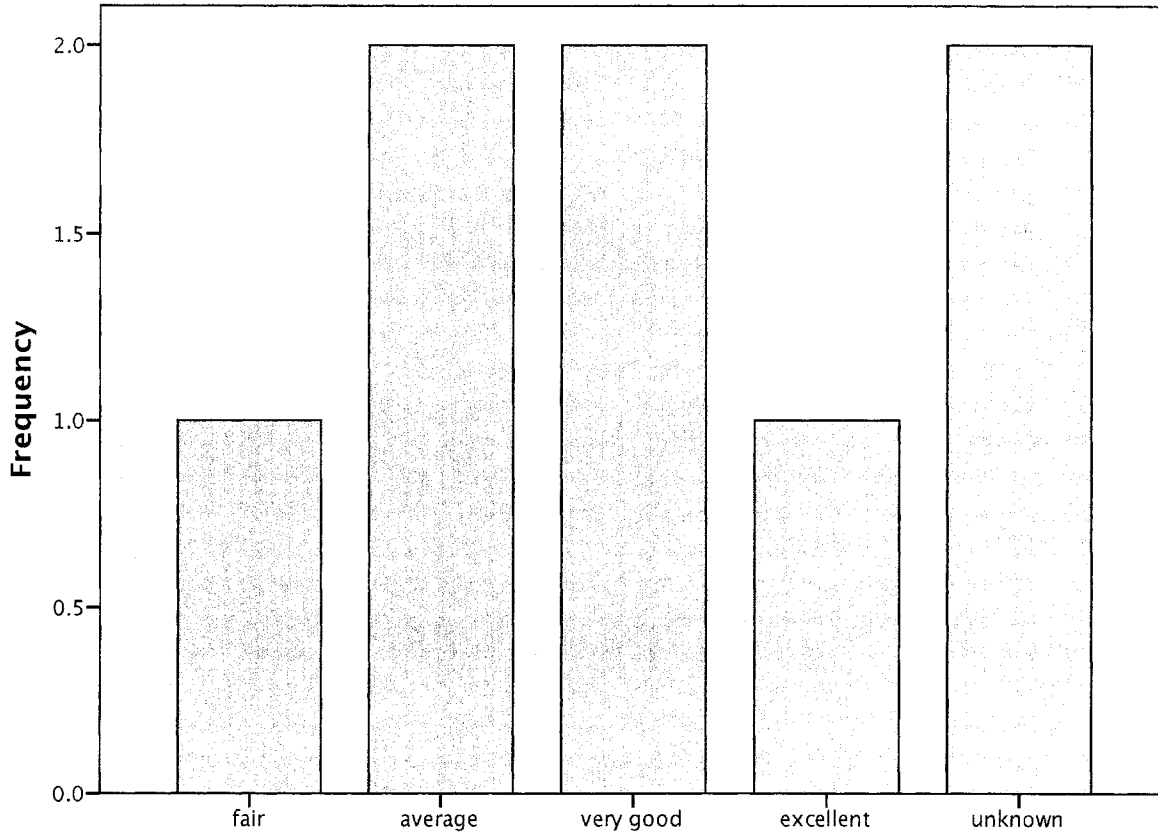
13. The culminating knowledge of graduates of the master's program.

N	Valid	8
	Missing	0
Mean		4.125
Median		4.000

13. The culminating knowledge of graduates of the master's program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	1	12.5	12.5	12.5
average	2	25.0	25.0	37.5
very good	2	25.0	25.0	62.5
excellent	1	12.5	12.5	75.0
unknown	2	25.0	25.0	100.0
Total	8	100.0	100.0	

13. The culminating knowledge of graduates of the master's program.



13. The culminating knowledge of graduates of the master's program.

14. The quality of instruction provided to the students by CJ faculty.

Statistics

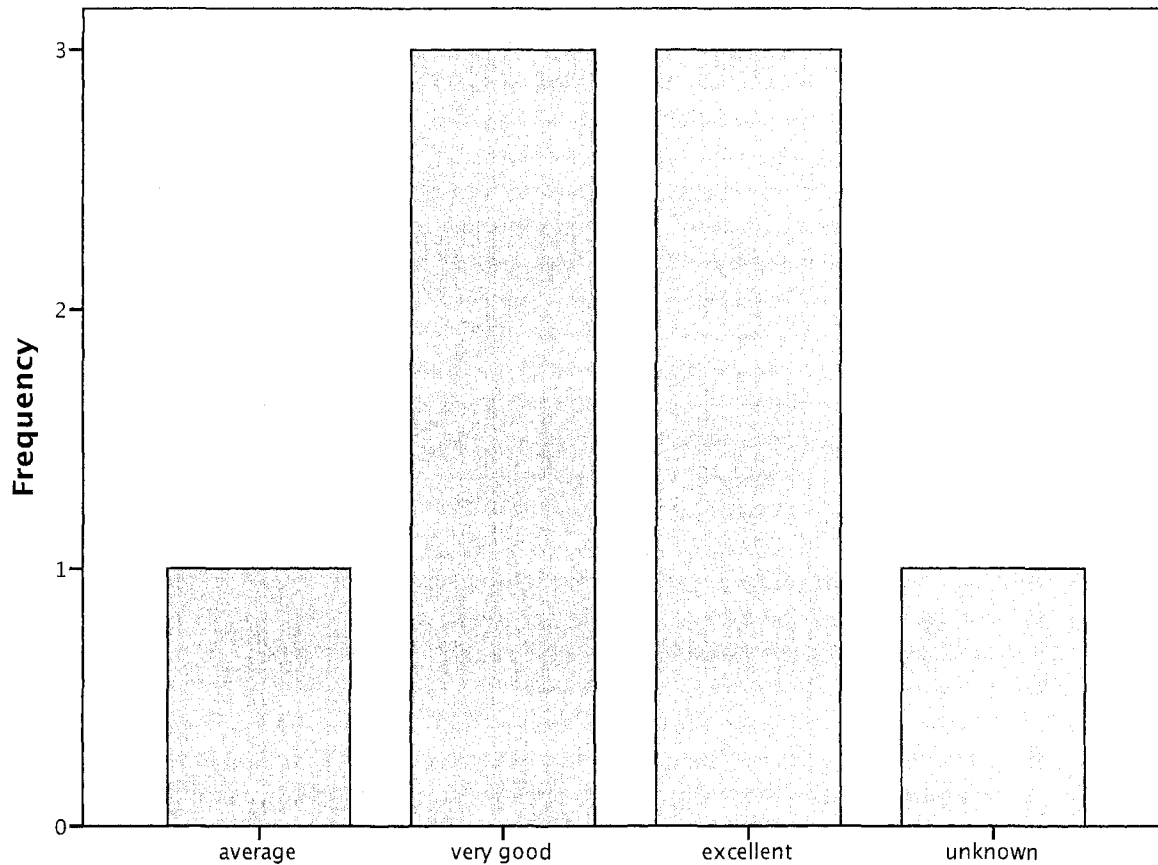
14. The quality of instruction provided to the students by CJ faculty.

N	Valid	8
	Missing	0
Mean		4.500
Median		4.500

14. The quality of instruction provided to the students by CJ faculty.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	1	12.5	12.5	12.5
very good	3	37.5	37.5	50.0
excellent	3	37.5	37.5	87.5
unknown	1	12.5	12.5	100.0
Total	8	100.0	100.0	

14. The quality of instruction provided to the students by CJ faculty.



14. The quality of instruction provided to the students by CJ faculty.

15. Reputation of master's in field.

Statistics

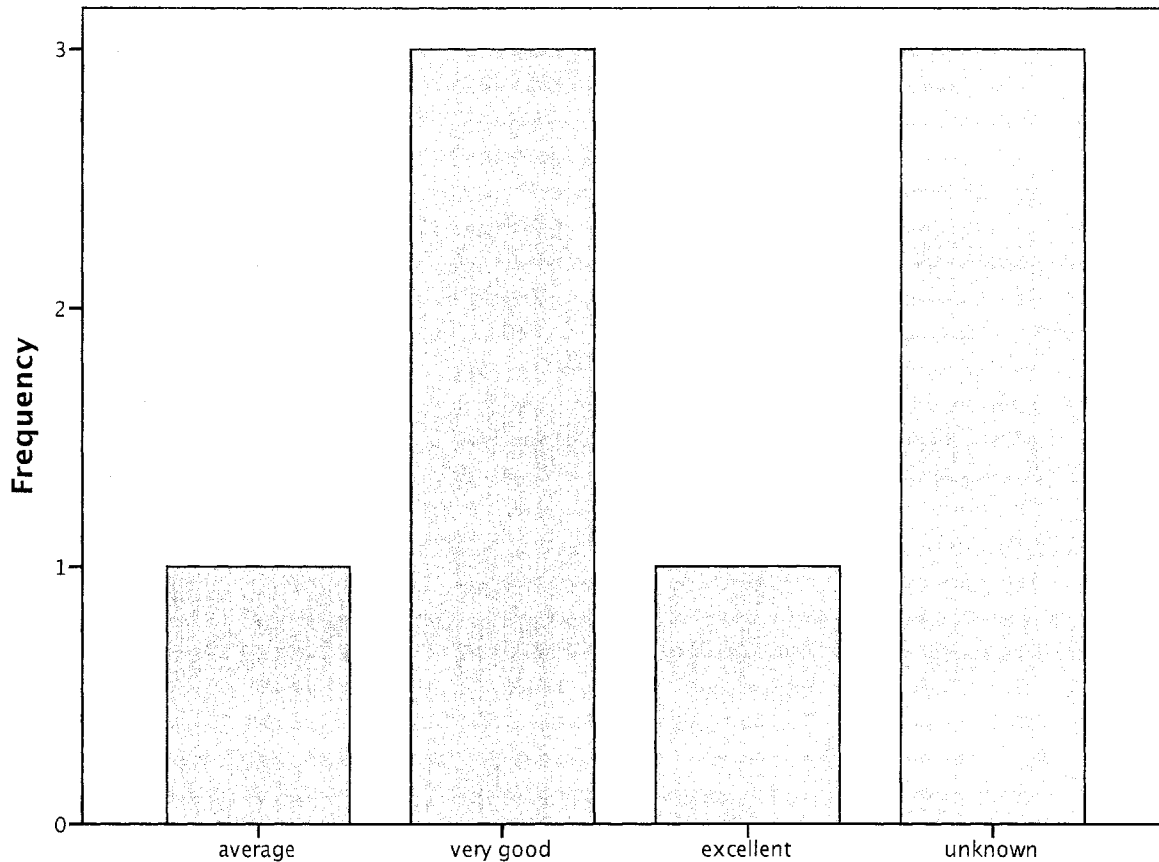
15. Reputation of master's in field.

N	Valid	8
	Missing	0
Mean		4.750
Median		4.500

15. Reputation of master's in field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	1	12.5	12.5	12.5
very good	3	37.5	37.5	50.0
excellent	1	12.5	12.5	62.5
unknown	3	37.5	37.5	100.0
Total	8	100.0	100.0	

15. Reputation of master's in field.



15. Reputation of master's in field.

16. The opportunities for research for graduate students.

Statistics

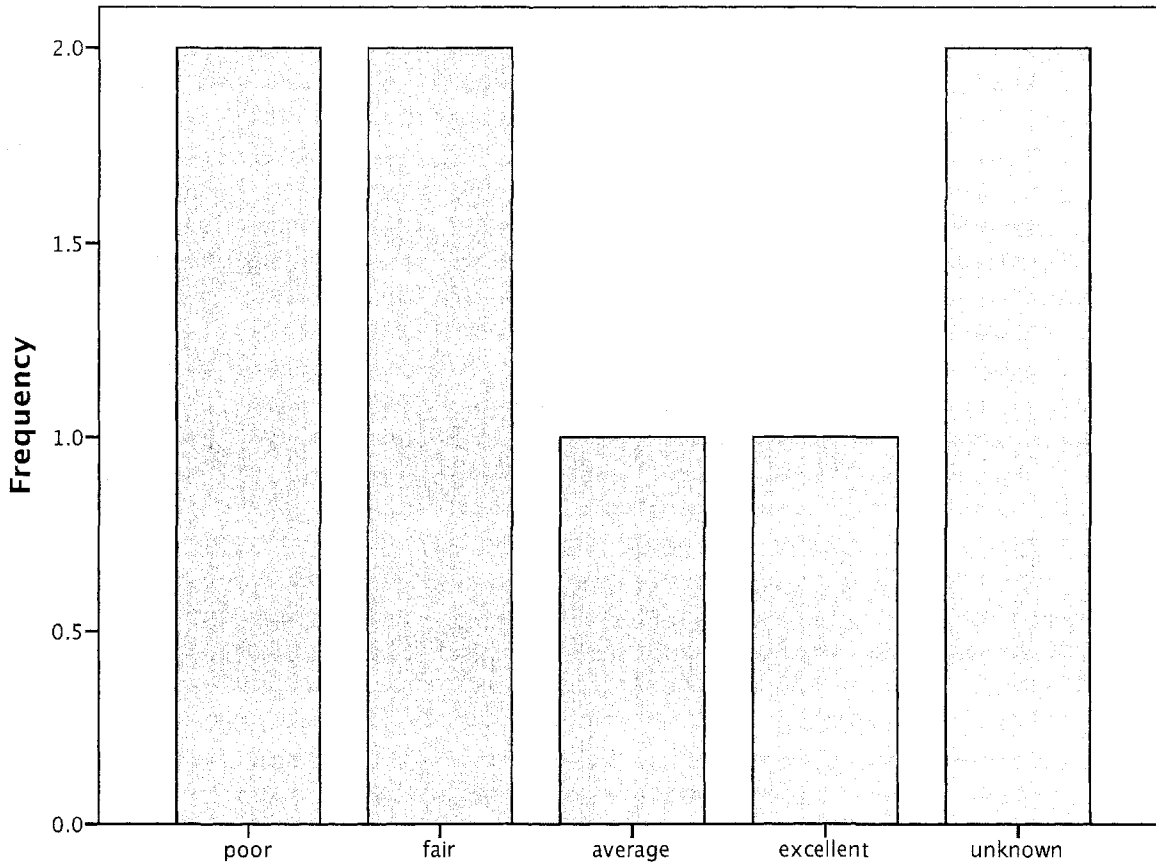
16. The opportunities for research for graduate students.

N	Valid	8
	Missing	0
Mean		3.250
Median		2.500

16. The opportunities for research for graduate students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	2	25.0	25.0	25.0
fair	2	25.0	25.0	50.0
average	1	12.5	12.5	62.5
excellent	1	12.5	12.5	75.0
unknown	2	25.0	25.0	100.0
Total	8	100.0	100.0	

16. The opportunities for research for graduate students.



16. The opportunities for research for graduate students.

17. The availability for funding (scholarships, assistantships) for graduate students.

Statistics

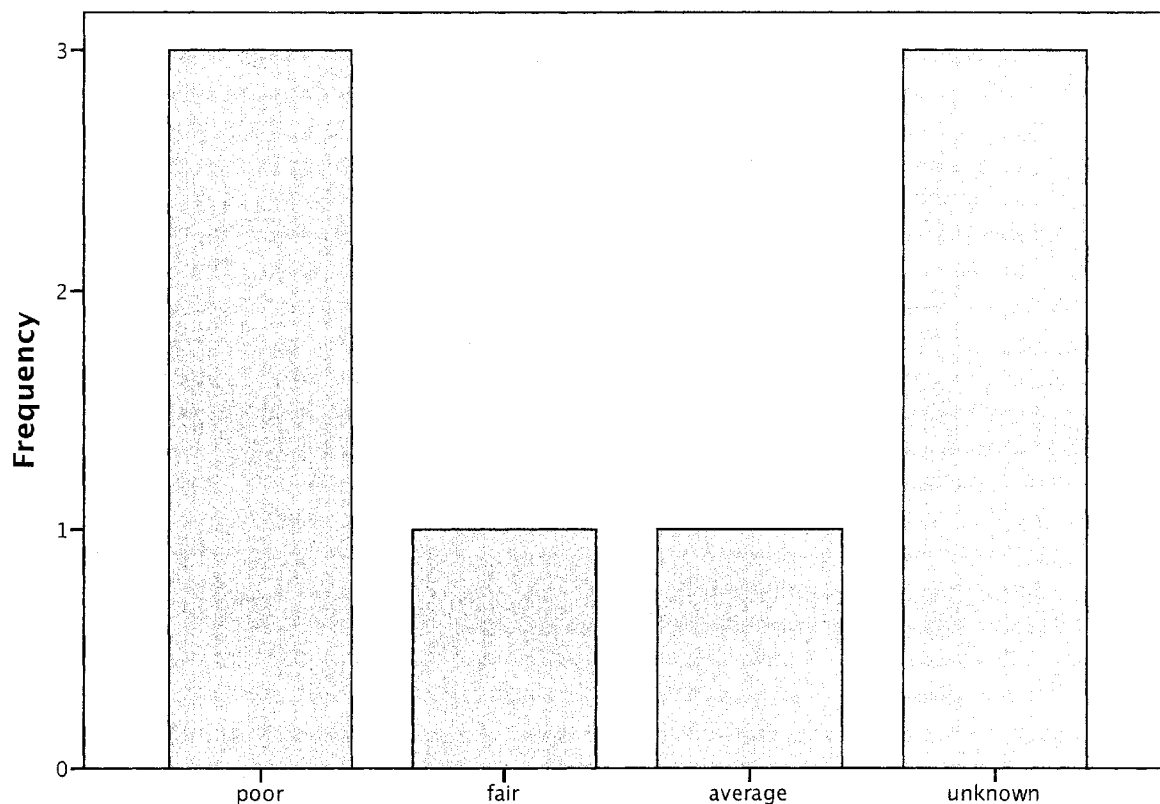
17. The availability for funding (scholarships, assistantships) for graduate students.

N	Valid	8
	Missing	0
Mean		3.250
Median		2.500

17. The availability for funding (scholarships, assistantships) for graduate students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	3	37.5	37.5	37.5
fair	1	12.5	12.5	50.0
average	1	12.5	12.5	62.5
unknown	3	37.5	37.5	100.0
Total	8	100.0	100.0	

17. The availability for funding (scholarships, assistantships) for graduate students.



17. The availability for funding (scholarships, assistantships) for graduate students.

18. The leadership of the graduate program.

Statistics

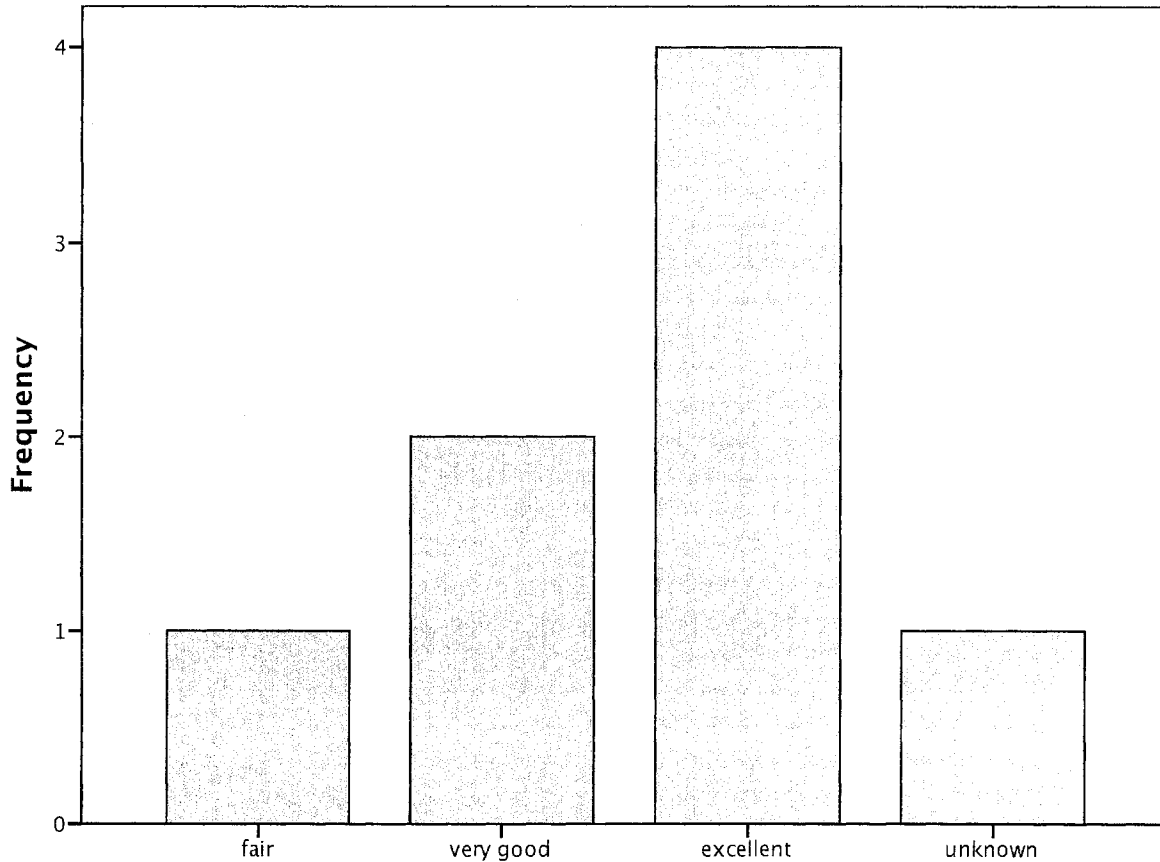
18. The leadership of the graduate program.

N	Valid	8
	Missing	0
Mean		4.500
Median		5.000

18. The leadership of the graduate program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	1	12.5	12.5	12.5
very good	2	25.0	25.0	37.5
excellent	4	50.0	50.0	87.5
unknown	1	12.5	12.5	100.0
Total	8	100.0	100.0	

18. The leadership of the graduate program.



18. The leadership of the graduate program.

19. The overall quality of the graduate program.

Statistics

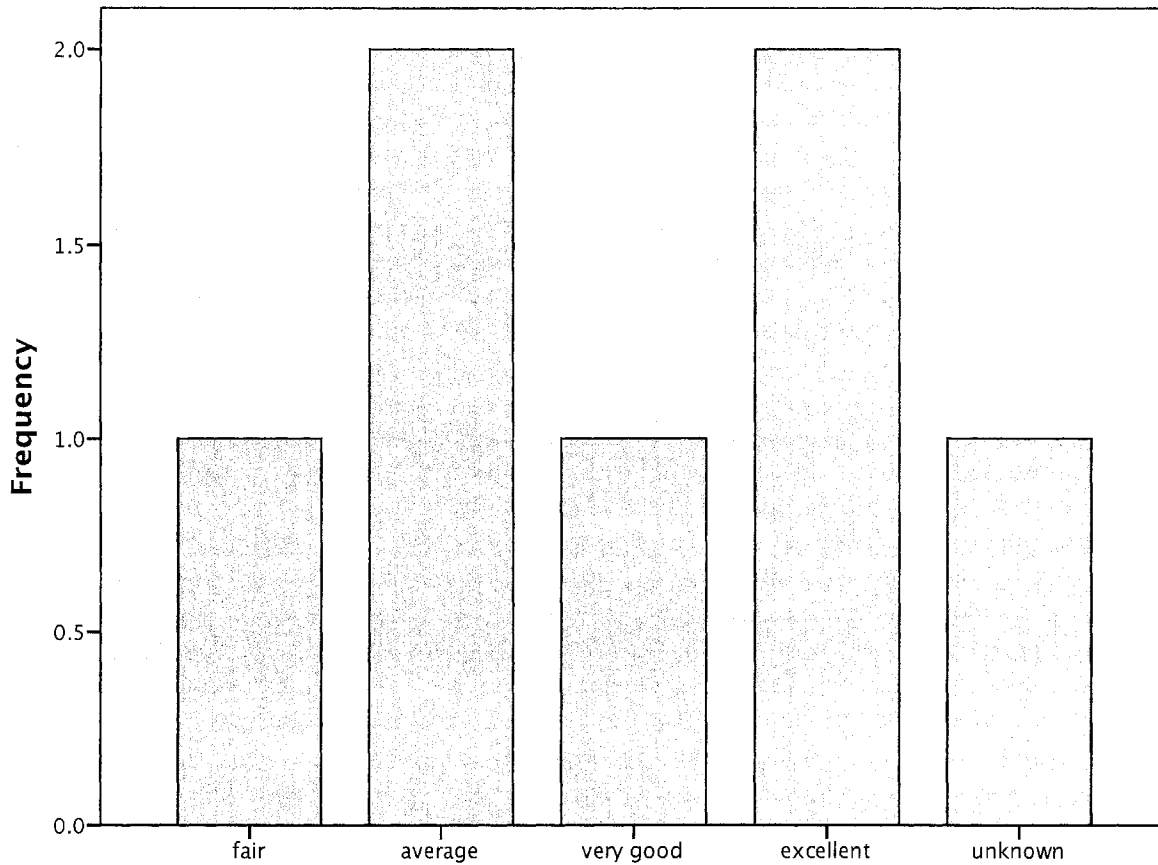
19. The overall quality of the graduate program.

N	Valid	7
	Missing	1
Mean		4.000
Median		4.000

19. The overall quality of the graduate program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fair	1	12.5	14.3	14.3
	average	2	25.0	28.6	42.9
	very good	1	12.5	14.3	57.1
	excellent	2	25.0	28.6	85.7
	unknown	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

19. The overall quality of the graduate program.



19. The overall quality of the graduate program.

20. I have taught in the graduate program

Statistics

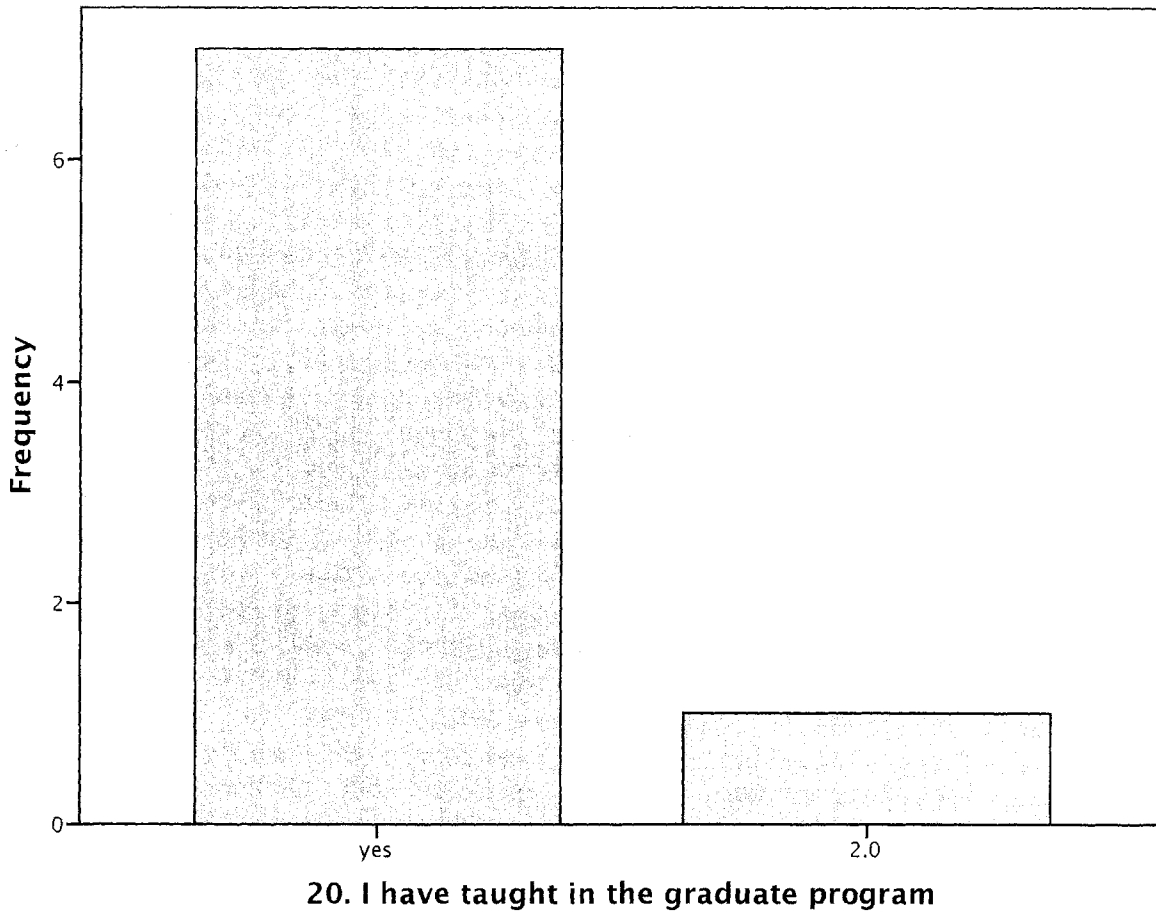
20. I have taught in the graduate program

N	Valid	8
	Missing	0
Mean		1.125
Median		1.000

20. I have taught in the graduate program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	7	87.5	87.5	87.5
2.0	1	12.5	12.5	100.0
Total	8	100.0	100.0	

20. I have taught in the graduate program



Frequencies

[DataSet2]

Faculty

1. The FLITE holdings in Criminal Justice meet the needs of graduate education.

Statistics

1. The FLITE holdings in Criminal Justice meet the needs of graduate education.

N	Valid	8
	Missing	0
Mean		4.250
Median		4.500

1. The FLITE holdings in Criminal Justice meet the needs of graduate education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid fair	1	12.5	12.5	12.5
acceptable	1	12.5	12.5	25.0
above average	2	25.0	25.0	50.0
very good	3	37.5	37.5	87.5
unknown	1	12.5	12.5	100.0
Total	8	100.0	100.0	

APPENDIX

G

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

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

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. There is a need for graduate education in the field of criminal justice.					
2. Newly appointed supervisors in criminal justice should possess a Master's degree.					
3. Possession of a Master's degree enhances the chance for promotion.					
4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.					
5. Offering courses in evaluation reflects the needs of the criminal justice field.					
6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.					
7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.					
8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.					
9. Graduate Education meets the needs of the criminal justice field.					

Attached is the current checksheet for the Graduate Program.

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

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

Frequencies

[DataSet2] /Users/vanderkg/Desktop/Finished APR SPSS Sets/Untitled2.sav

1 There is a need for graduate education in the field of criminal justice

Statistics

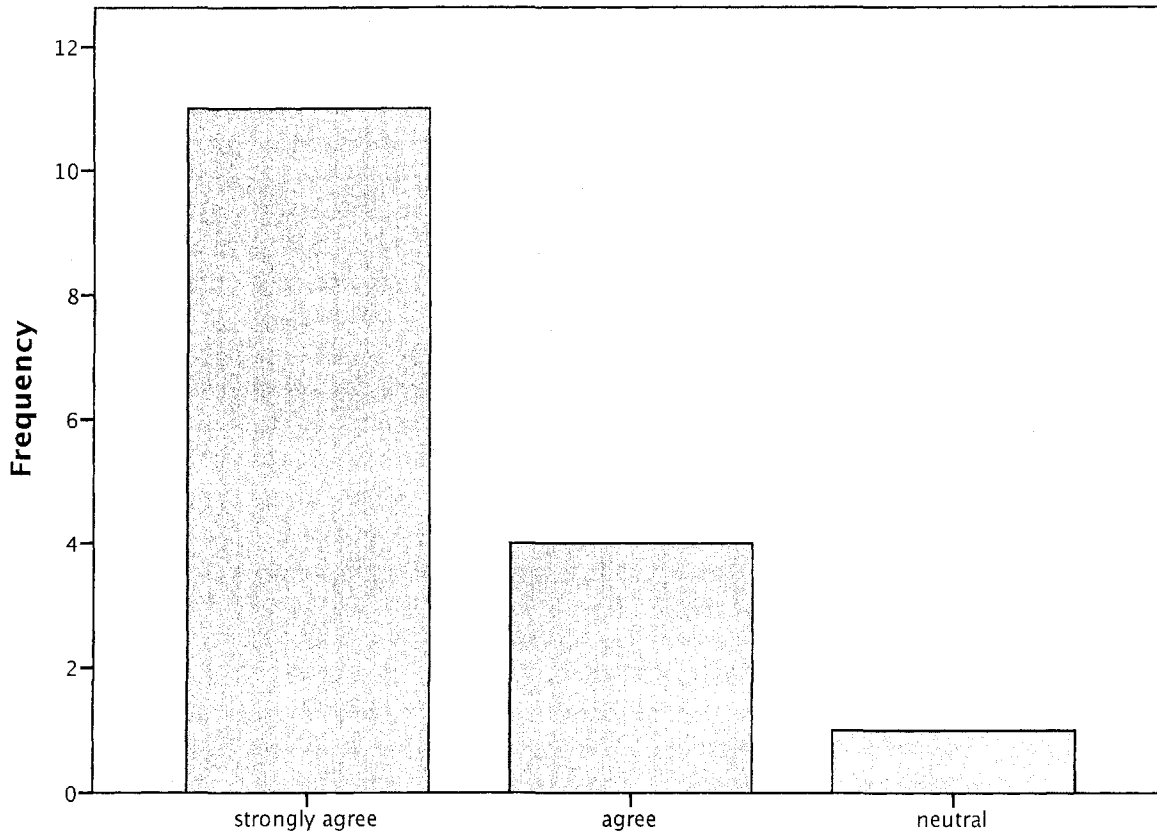
1. There is a need for graduate education in the field of criminal justice

N	Valid	16
	Missing	0
Mean		1.375
Median		1.000

1. There is a need for graduate education in the field of criminal justice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	11	68.8	68.8	68.8
agree	4	25.0	25.0	93.8
neutral	1	6.3	6.3	100.0
Total	16	100.0	100.0	

1. There is a need for graduate education in the field of criminal justice



1. There is a need for graduate education in the field of criminal justice

2. Newly appointed supervisors in criminal justice should possess a Master's degree.

Statistics

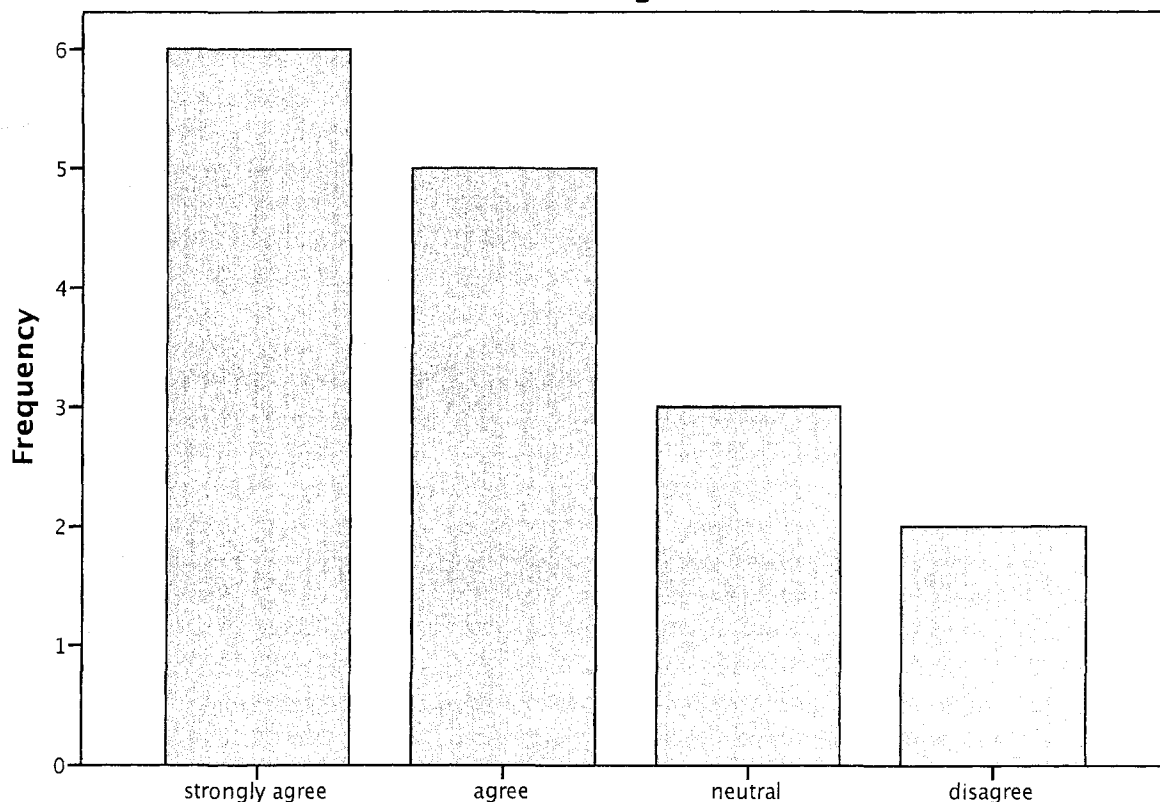
Newly appointed supervisors in criminal justice should possess a Master's degree.

N	Valid	16
	Missing	0
Mean		2.063
Median		2.000

2. Newly appointed supervisors in criminal justice should possess a Master's degree.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	6	37.5	37.5	37.5
agree	5	31.3	31.3	68.8
neutral	3	18.8	18.8	87.5
disagree	2	12.5	12.5	100.0
Total	16	100.0	100.0	

2. Newly appointed supervisors in criminal justice should possess a Master's degree.



2. Newly appointed supervisors in criminal justice should possess a Master's degree.

3. Possession of a Master's degree enhances the chance for promotion.

Statistics

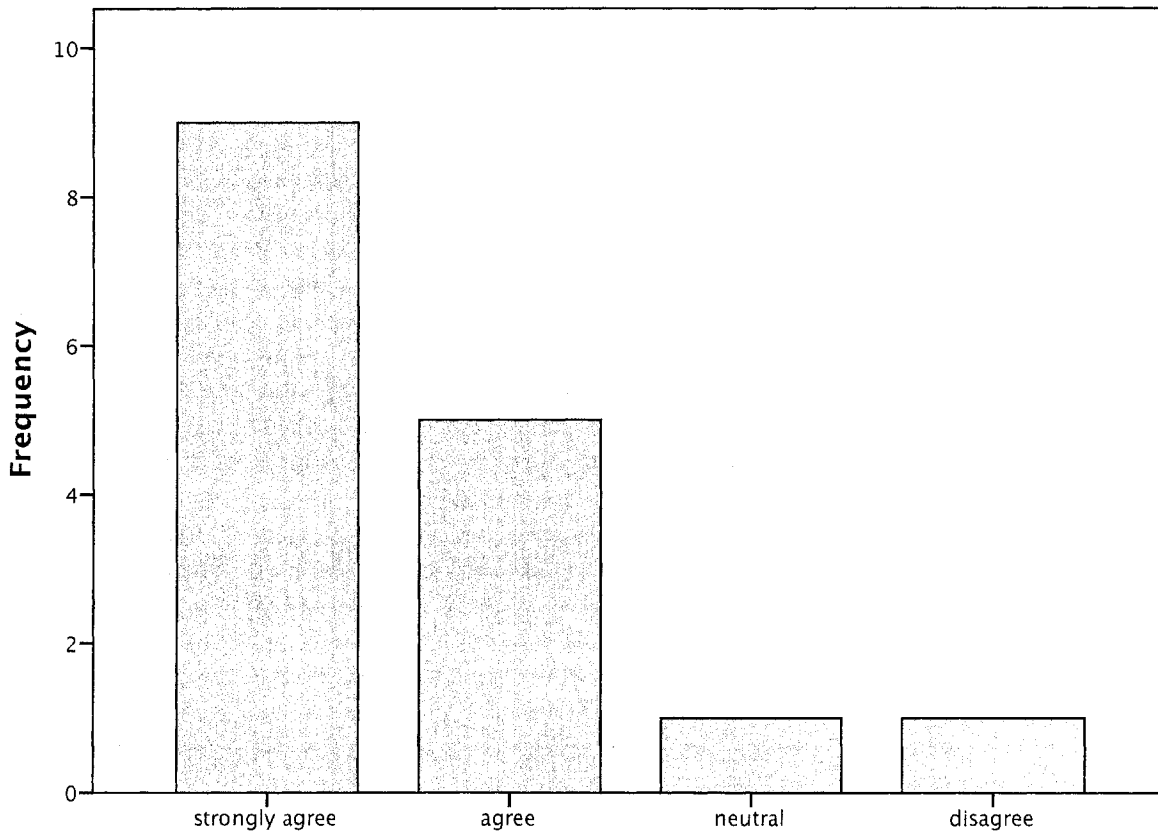
3. Possession of a Master's degree enhances the chance for promotion.

N	Valid	16
	Missing	0
Mean		1.625
Median		1.000

3. Possession of a Master's degree enhances the chance for promotion.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	9	56.3	56.3	56.3
agree	5	31.3	31.3	87.5
neutral	1	6.3	6.3	93.8
disagree	1	6.3	6.3	100.0
Total	16	100.0	100.0	

3. Possession of a Master's degree enhances the chance for promotion.



3. Possession of a Master's degree enhances the chance for promotion.

4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.

Statistics

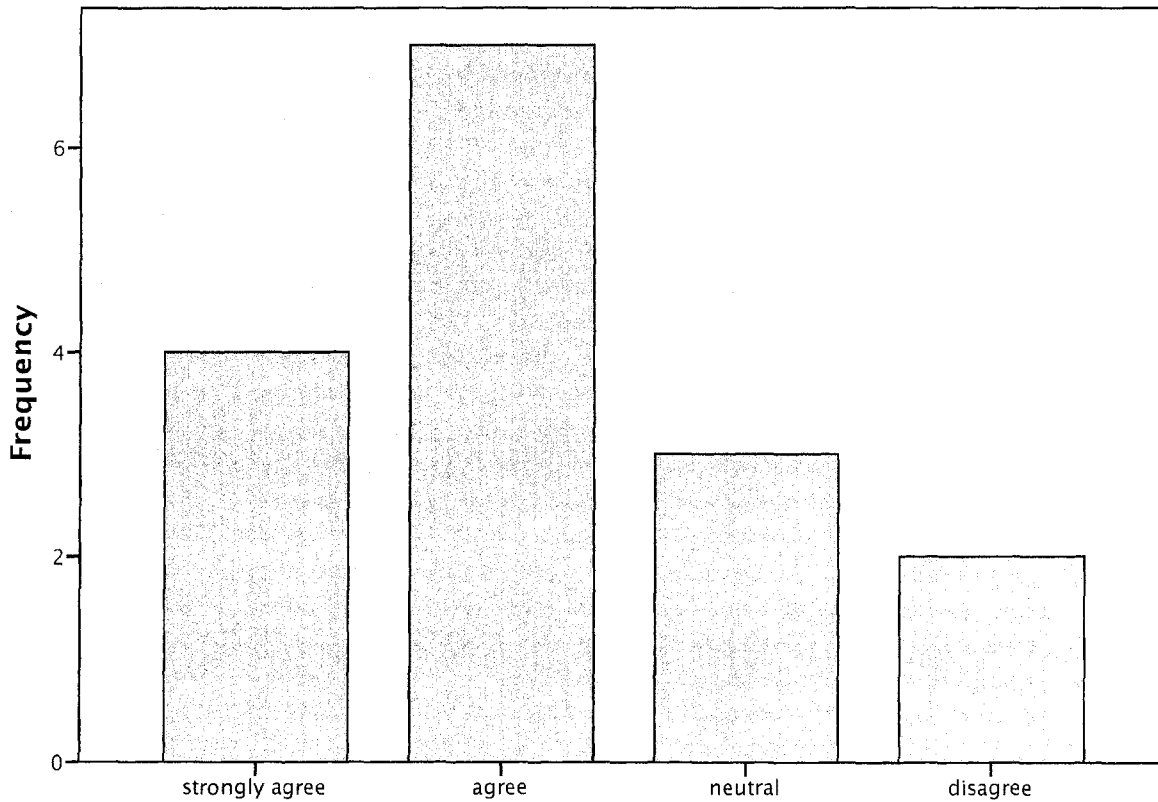
4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.

Valid	16
Missing	0
Mean	2.188
Median	2.000

4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	25.0	25.0	25.0
agree	7	43.8	43.8	68.8
neutral	3	18.8	18.8	87.5
disagree	2	12.5	12.5	100.0
Total	16	100.0	100.0	

4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.



4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.

5. Offering courses in evaluation reflects the needs of the criminal justice field.

Statistics

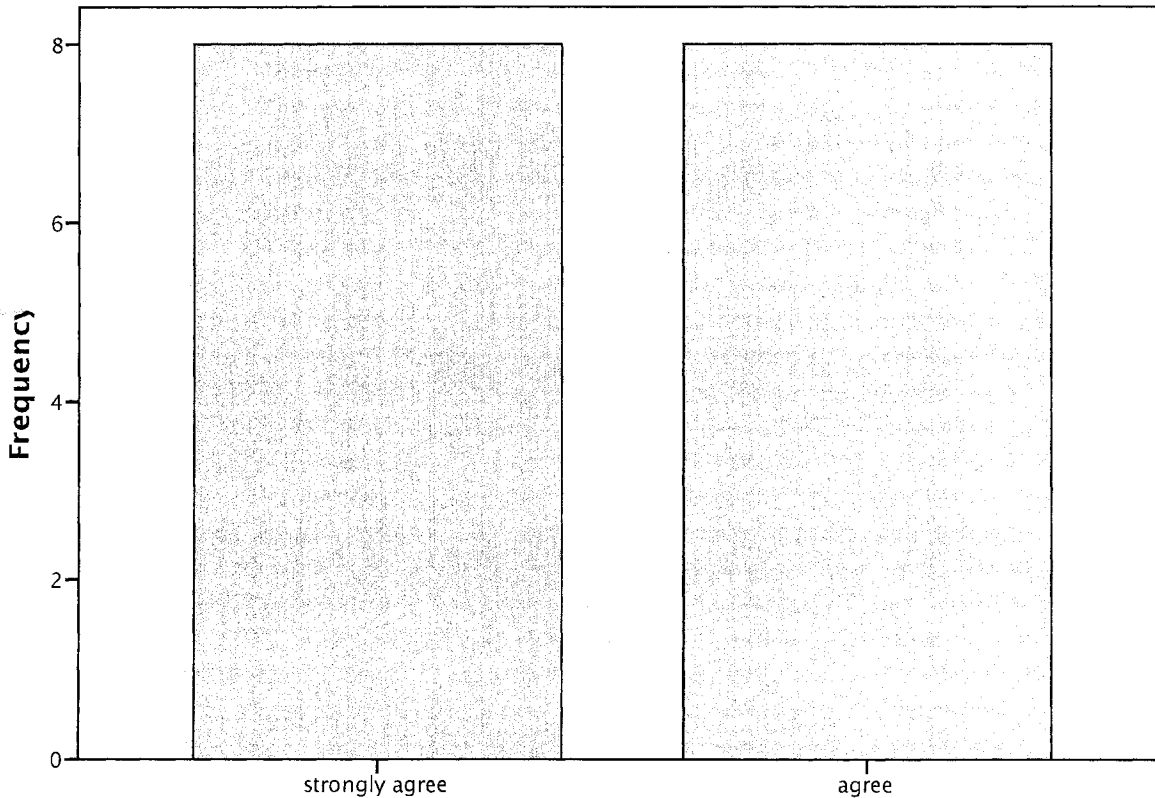
5. Offering courses in evaluation reflects the needs of the criminal justice field.

Valid	16
Missing	0
Mean	1.500
Median	1.500

5. Offering courses in evaluation reflects the needs of the criminal justice field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	8	50.0	50.0	50.0
agree	8	50.0	50.0	100.0
Total	16	100.0	100.0	

5. Offering courses in evaluation reflects the needs of the criminal justice field.



5. Offering courses in evaluation reflects the needs of the criminal justice field.

6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.

Statistics

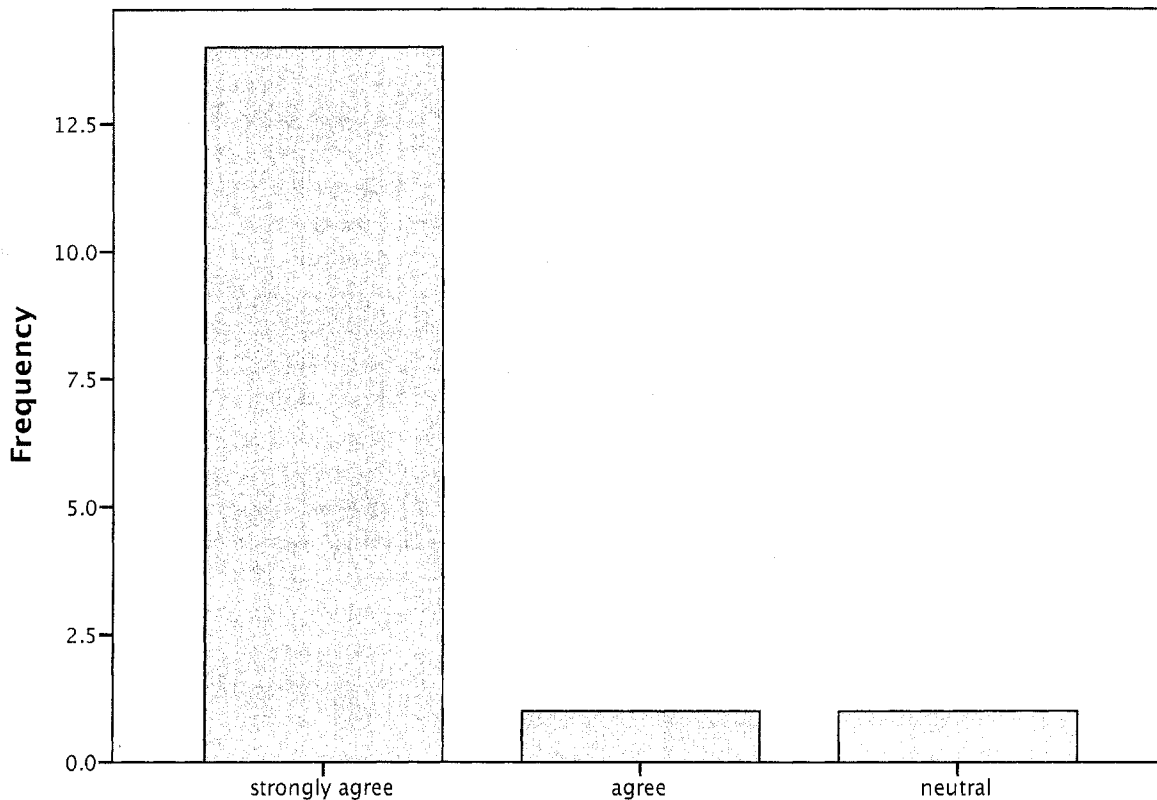
6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.

Valid	16
Missing	0
Mean	1.188
Median	1.000

6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	14	87.5	87.5	87.5
agree	1	6.3	6.3	93.8
neutral	1	6.3	6.3	100.0
Total	16	100.0	100.0	

6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.



6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.

7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.

Statistics

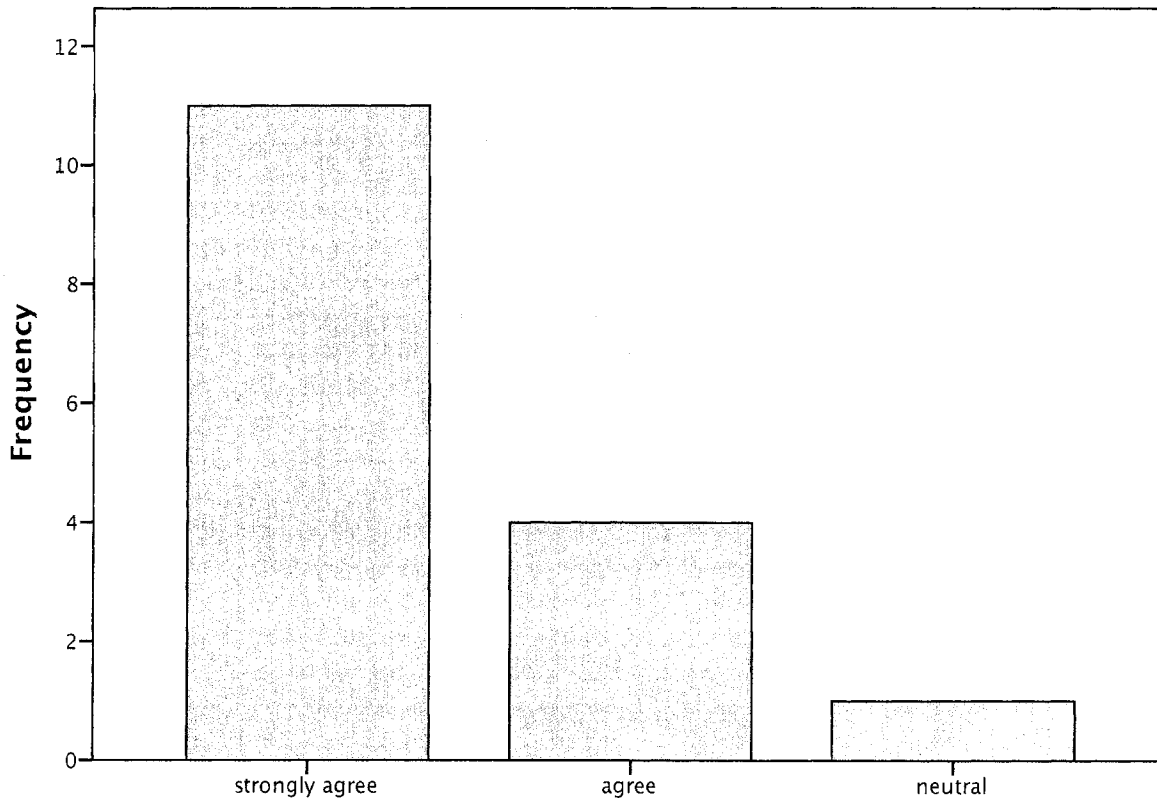
7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.

Valid	16
Missing	0
Mean	1.375
Median	1.000

7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	11	68.8	68.8	68.8
agree	4	25.0	25.0	93.8
neutral	1	6.3	6.3	100.0
Total	16	100.0	100.0	

7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.



7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.

8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.

Statistics

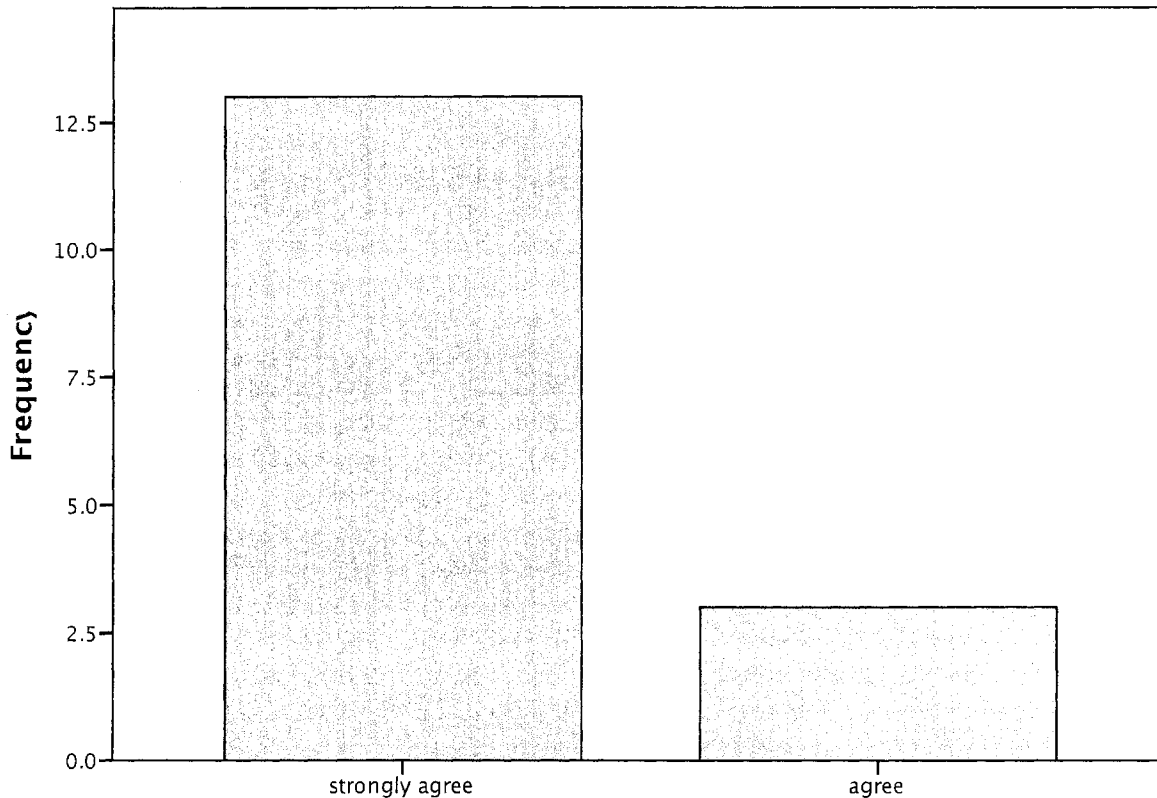
8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.

Valid	16
Missing	0
Mean	1.188
Median	1.000

8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	13	81.3	81.3	81.3
agree	3	18.8	18.8	100.0
Total	16	100.0	100.0	

8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.



8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.

9. Graduate Education meets the needs of the criminal justice field.

Statistics

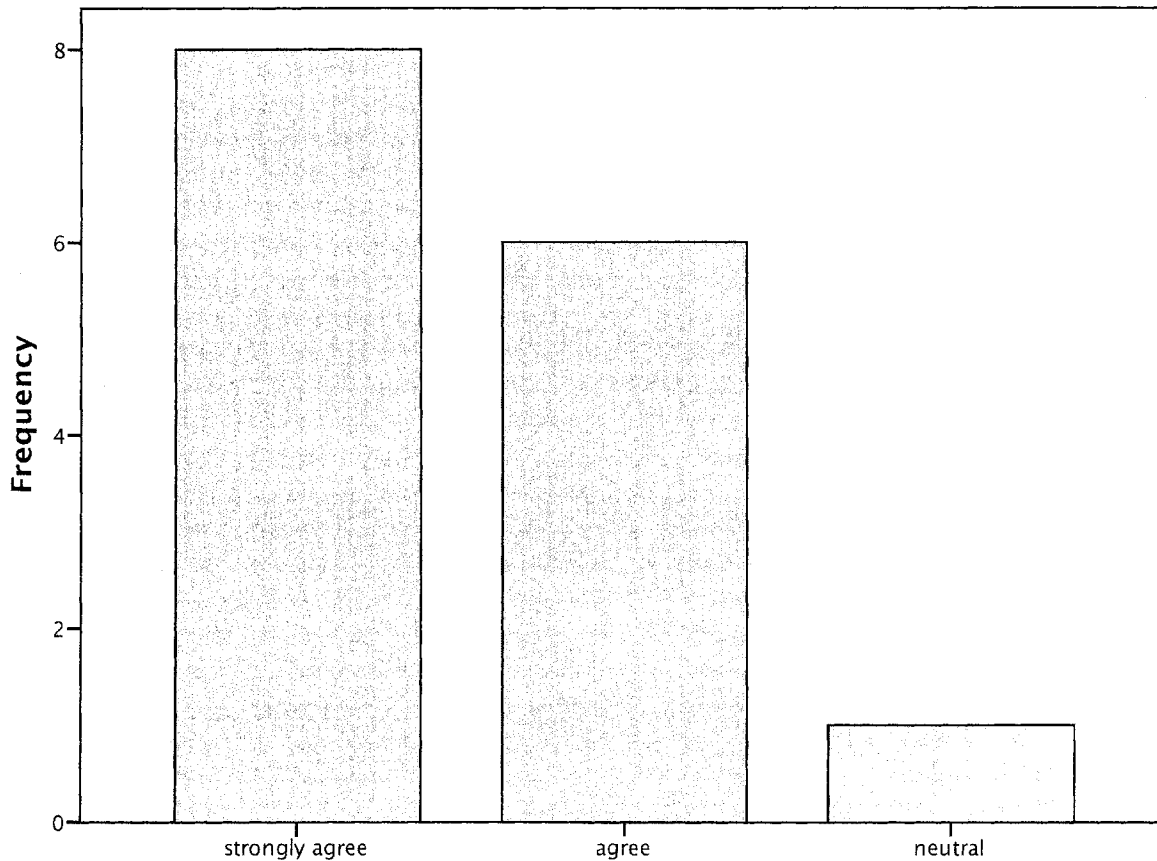
9. Graduate Education meets the needs of the criminal justice field.

N	Valid	15
	Missing	1
Mean		1.533
Median		1.000

9. Graduate Education meets the needs of the criminal justice field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	50.0	53.3	53.3
	agree	6	37.5	40.0	93.3
	neutral	1	6.3	6.7	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

9. Graduate Education meets the needs of the criminal justice field.



9. Graduate Education meets the needs of the criminal justice field.

APPENDIX

H

**Ferris State University
Administrative Program Review 2012
SCH's**

**ED
Criminal Justice Administration
MSCJ**

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	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	202	158	0	360
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	260	253	0	513
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	218	246	0	464
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	273	157	0	430
	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: Criminal Justice Administration MS

Program Credits Required (Total credits to graduate) 30

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$417.74
 **Department Cost per Student Credit Hour \$45.13
 ***Dean's Cost per Student Credit Hour \$38.22

Total Cost per Student Credit Hour (Average for program) \$501.09

Total Program Instructor Cost (Assumes a student will complete program in one year) \$12,532.09
 Total Program Department Cost \$1,353.94
 Total Program Dean's Cost \$1,146.57

Total Program Cost (Assumes a student will complete program in one year) \$15,032.60

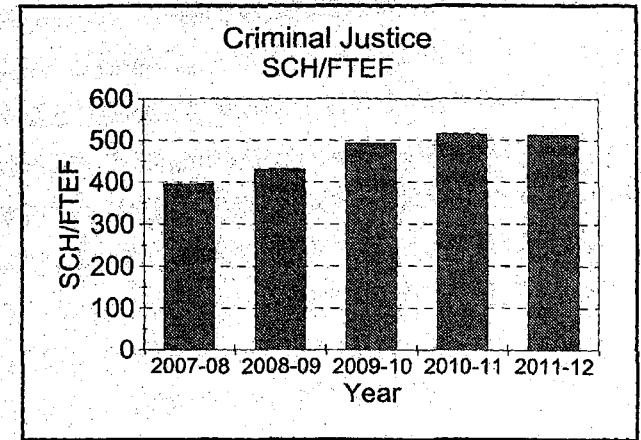
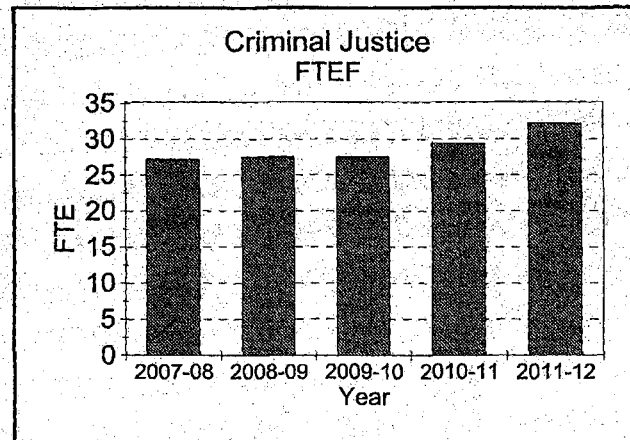
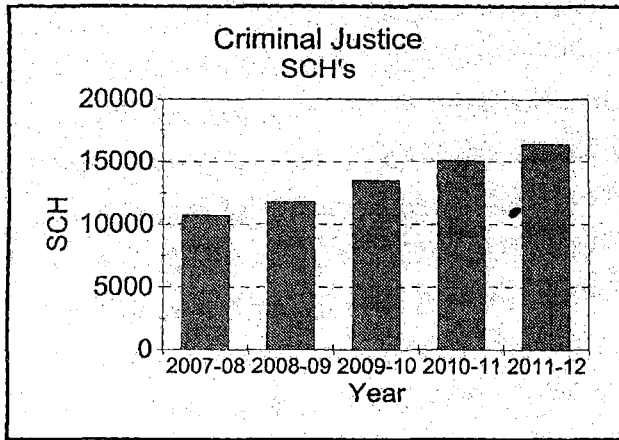
Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
CRIM605	G	\$19,731	\$4,036	\$3,525	90	\$219	\$45	\$39	3	\$658	\$135	\$117
CRIM608	G	\$11,295	\$3,363	\$2,937	75	\$151	\$45	\$39	3	\$452	\$135	\$117
CRIM615	G	\$18,149	\$4,574	\$3,995	102	\$178	\$45	\$39	3	\$534	\$135	\$117
CRIM620	G	\$15,329	\$5,246	\$4,582	117	\$131	\$45	\$39	3	\$393	\$135	\$117
CRIM640	N	\$23,961,369	\$6,421,702	\$3,994,422	134518	\$178	\$48	\$30	3	\$534	\$143	\$89
CRIM650	G	\$11,295	\$3,498	\$3,055	78	\$145	\$45	\$39	3	\$434	\$135	\$117
CRIM660	G	\$7,970	\$269	\$235	6	\$1,328	\$45	\$39	6	\$7,970	\$269	\$235
CRIM665	G	\$11,577	\$4,170	\$3,642	93	\$124	\$45	\$39	3	\$373	\$135	\$117
CRIM673	G	\$41,404	\$4,708	\$4,112	105	\$394	\$45	\$39	3	\$1,183	\$135	\$117

- * 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

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Spring Terms Combined

Criminal Justice (College of Education & Human Services)



<u>Year</u>	<u>SCH</u>	<u>FTEF</u>	<u>SCH/FTEF</u>
2007-08	10,705.00	27.02	396.20
2008-09	11,802.00	27.41	430.63
2009-10	13,502.00	27.40	492.77
2010-11	15,093.00	29.27	515.59
2011-12	16,419.00	32.03	512.61

Caution: When viewing graphs, please note the differences in scales

Source: Office of Institutional Research, g:\...fload\1112\prded1g.rsl

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by University by Department within College

Department	Year	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		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
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Criminal Justice Administration
 MSCJ

<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	57	0	0	32	3.51	1.71	4	19.48	15	28
200908	0	55	0	1	31	3.56	1.85	4	19.68	11	28
201008	0	71	0	0	31	3.45	2	4	18.64	11	27
201108	0	70	0	0	31	3.37	2.28	4	18.55	13	26
201208	0	62	0	0	31	3.61	2.65	4	18.46	13	25

**Ferris State University
Administrative Program Review 2012
Enrollment (Headcounts)**

**ED
Criminal Justice Administration
MSCJ**

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	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	25	31	0	56
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	32	39	0	71
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	28	42	0	70
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	35	27	0	62
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
Graduates**

**ED
Criminal Justice Admin
MSCJ**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	25	15	0	40
2009-2010	14	9	0	23
2010-2011	13	10	0	23
2011-2012	15	8	0	23

FALL ENROLLMENT BY PROGRAM

EDUCATION & HUMAN SERVICES	2009/10			2010/11			2011/12			2012/13		
	On	Off	OL	On	Off	OL	On	Off	OL	On	Off	OL
LEISURE STUDIES & WELLNESS												
Recreation Leadership & Management BS	77			76			73			41		
<i>PROGRAM LOCATION TOTAL</i>	77	0	0	76	0	0	73	0	0	41	0	0
<i>DEPARTMENT TOTAL</i>	77			76			73			41		
SCHOOL OF CRIMINAL JUSTICE												
Criminal Justice BS	188	404		189	506		248	568		258	590	
Master of Criminal Justice Administration	25	31		32	39		28	42		35	27	
Pre-Criminal Justice AA	299			346			347			367		
<i>PROGRAM LOCATION TOTAL</i>	512	435	0	567	545	0	623	610	0	660	617	0
<i>DEPARTMENT TOTAL</i>	947			1,112			1,233			1,277		
SCHOOL OF EDUCATION												
Adv. Studies Total Quality Mgmt CERT	0			1			0			0		
Allied Health Education BS		1			0			0			0	
Biology Education BS	27	1		28	1		23	0		15	2	
Business Education BS	3	0		1	0		2	0		0	0	
Busn Mgmt Mktg Tech Teaching BS										4		
Career & Technical Education MS	33	38		35	36		28	28		25	21	
Certification CERT							12	35		13	20	
Certification Elementary Education CERT								1		1	6	
Certification Graduate CERT	0			1			0	1		4	0	
Chemistry Education BS	3	1		1	1		3			3		
Curriculum & Instruction M.Ed.	52	81		56	53		47	37		60	33	
Early Childhood Education AAS	15			18			18			23		
Early Childhood Education BS	29	26		39	41		38	52		42	50	
Educational Leadership MS										1		
Elementary Education BS	189	116		161	132		161	138		153	124	
English Education BS	43	6		31	7		24	4		23	1	
Geography Education BS							1			0		
History Education BS	59	2		41	0		41	1		33	2	
Marketing Education BS							1			0		
Mathematics Education BS	45	13		46	8		48	9		30	8	
Political Science Education BS	3			2			1			2		
Pre-Teaching Elementary AA	13			14			13			21		
Pre-Teaching Secondary AA	28			32			36			31		
Pro-Mo-TEd-Technical Education				3		22	0		21	0		11
Social Studies BS	16	3		30	5		30	4		36	4	
Social Studies/Elementary BS	1			1			0			0		
Teacher Certification CERT	12	24		19	33		0	0		0	0	
Technical Education BS	6	23	15	8	5	0	6	2	1	3	1	0
Training in Business & Industry BS		0			0			0			0	
Wage Earning Home Economics Edu BS		0			0			0			0	
<i>PROGRAM LOCATION TOTAL</i>	577	335	15	568	322	22	533	312	22	523	272	11
<i>DEPARTMENT TOTAL</i>	927			912			867			806		

Ferris State University
 APR 08-12 Enrollment by Sex and Ethnicity

ED
 Criminal Justice Administration
 MSCJ

<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	57	29	28	1	22	0	0	0	34	0	0	0	13	44
200908	56	26	30	5	12	0	1	0	36	0	1	1	12	44
201008	71	34	37	3	15	5	2	0	43	0	2	1	22	49
201108	70	30	40	8	15	6	1	0	38	0	2	0	16	54
201208	62	28	34	8	11	4	0	0	38	0	1	0	16	46

**Ferris State University
APR Graduated 2007-08 Through 2011-12
Average ACT**

**ED
Criminal Justice Admin
MSCJ**

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2007-2008	17.56	12	24
2008-2009	20.12	13	27
2009-2010	20.67	15	28
2010-2011	19.73	16	26
2011-2012	19.18	13	27

Ferris State University
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Criminal Justice
 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	399	0	0	27	3.19	0.3	4	19.44	11	31
200908	0	417	0	0	29	3.22	.69	4	18.60	11	29
201008	0	327	0	0	28	3.06	.7	4	18.52	12	29
201108	0	213	0	0	29	3.32	1	4	19.02	14	27
201208	0	35	0	0	31	3.25	1.89	3.95	20.00	18	22

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average GPA

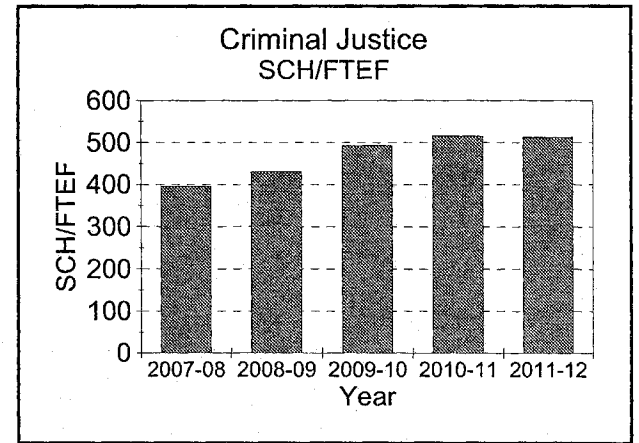
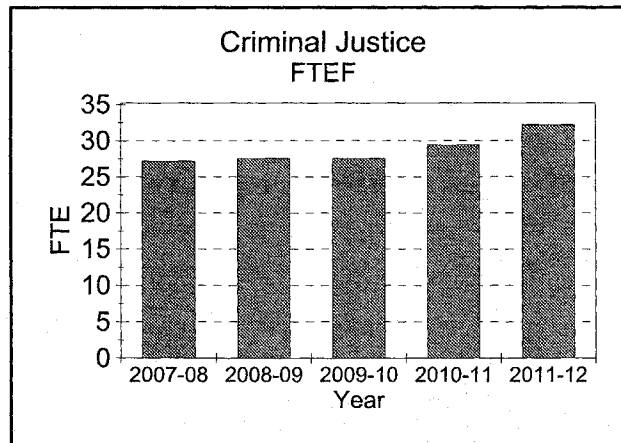
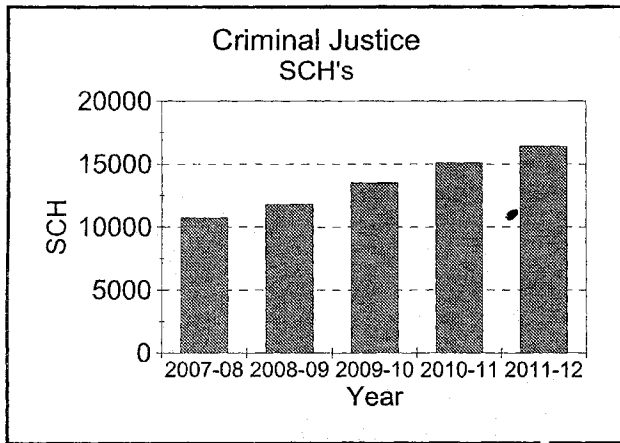
ED
Criminal Justice Admin
MSCJ

<u>Year</u>	<u>FSU GPA</u>		
	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2007-2008	3.61	2.97	4
2008-2009	3.59	3.04	4
2009-2010	3.69	3.01	4
2010-2011	3.63	3.15	4
2011-2012	3.63	2.95	4

**Student Credit Hours (SCH), Full Time Equivalent Faculty (FTEF) and SCH/FTEF
Aggregated by Department**

Fall and Spring Terms Combined

**Criminal Justice
(College of Education & Human Services)**



<u>Year</u>	<u>SCH</u>	<u>FTEF</u>	<u>SCH/FTEF</u>
2007-08	10,705.00	27.02	396.20
2008-09	11,802.00	27.41	430.63
2009-10	13,502.00	27.40	492.77
2010-11	15,093.00	29.27	515.59
2011-12	16,419.00	32.03	512.61

Caution: When viewing graphs, please note the differences in scales

Source: Office of Institutional Research, g:\...facload\1112\prded1g.rsl

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
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Criminal Justice Administration
 MSCJ

Term	<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	57	0	0	32	3.51	1.71	4	19.48	15	28
200908	0	55	0	1	31	3.56	1.85	4	19.68	11	28
201008	0	71	0	0	31	3.45	2	4	18.64	11	27
201108	0	70	0	0	31	3.37	2.28	4	18.55	13	26
201208	0	62	0	0	31	3.61	2.65	4	18.46	13	25

**Ferris State University
Administrative Program Review 2012
Enrollment (Headcounts)**

**ED
Criminal Justice Administration
MSCJ**

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	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	25	31	0	56
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	32	39	0	71
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	28	42	0	70
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	35	27	0	62
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2012
Graduates**

**ED
Criminal Justice Admin
MSCJ**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	25	15	0	40
2009-2010	14	9	0	23
2010-2011	13	10	0	23
2011-2012	15	8	0	23

Ferris State University
 APR 08-12 Enrollment by Sex and Ethnicity

ED
 Criminal Justice Administration
 MSCJ

Term	Enrolled	<u>Gender</u>			<u>Ethnicity</u>							<u>Full/Part Time</u>		
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
200808	57	29	28	1	22	0	0	0	34	0	0	0	13	44
200908	56	26	30	5	12	0	1	0	36	0	1	1	12	44
201008	71	34	37	3	15	5	2	0	43	0	2	1	22	49
201108	70	30	40	8	15	6	1	0	38	0	2	0	16	54
201208	62	28	34	8	11	4	0	0	38	0	1	0	16	46

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average ACT

ED
Criminal Justice Admin
MSCJ

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2007-2008	17.56	12	24
2008-2009	20.12	13	27
2009-2010	20.67	15	28
2010-2011	19.73	16	26
2011-2012	19.18	13	27

Ferris State University
 APR 08-12 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 Criminal Justice
 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	399	0	0	27	3.19	0.3	4	19.44	11	31
200908	0	417	0	0	29	3.22	.69	4	18.60	11	29
201008	0	327	0	0	28	3.06	.7	4	18.52	12	29
201108	0	213	0	0	29	3.32	1	4	19.02	14	27
201208	0	35	0	0	31	3.25	1.89	3.95	20.00	18	22

Ferris State University
APR Graduated 2007-08 Through 2011-12
Average GPA

ED
Criminal Justice Admin
MSCJ

FSU GPA

<u>Year</u>	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2007-2008	3.61	2.97	4
2008-2009	3.59	3.04	4
2009-2010	3.69	3.01	4
2010-2011	3.63	3.15	4
2011-2012	3.63	2.95	4

FALL ENROLLMENT BY PROGRAM

EDUCATION & HUMAN SERVICES	2009/10			2010/11			2011/12			2012/13		
	On	Off	OL	On	Off	OL	On	Off	OL	On	Off	OL
LEISURE STUDIES & WELLNESS												
Recreation Leadership & Management BS	77			76			73			41		
<i>PROGRAM LOCATION TOTAL</i>	77	0	0	76	0	0	73	0	0	41	0	0
<i>DEPARTMENT TOTAL</i>	77			76			73			41		
SCHOOL OF CRIMINAL JUSTICE												
Criminal Justice BS	188	404		189	506		248	568		258	590	
Master of Criminal Justice Administration	25	31		32	39		28	42		35	27	
Pre-Criminal Justice AA	299			346			347			367		
<i>PROGRAM LOCATION TOTAL</i>	512	435	0	567	545	0	623	610	0	660	617	0
<i>DEPARTMENT TOTAL</i>	947			1,112			1,233			1,277		
SCHOOL OF EDUCATION												
Adv. Studies Total Quality Mgmt CERT	0			1			0			0		
Allied Health Education BS		1			0			0			0	
Biology Education BS	27	1		28	1		23	0		15	2	
Business Education BS	3	0		1	0		2	0		0	0	
Busn Mgmt Mktg Tech Teaching BS										4		
Career & Technical Education MS	33	38		35	36		28	28		25	21	
Certification CERT							12	35		13	20	
Certification Elementary Education CERT								1		1	6	
Certification Graduate CERT	0			1			0	1		4	0	
Chemistry Education BS	3	1		1	1		3			3		
Curriculum & Instruction M.Ed.	52	81		56	53		47	37		60	33	
Early Childhood Education AAS	15			18			18			23		
Early Childhood Education BS	29	26		39	41		38	52		42	50	
Educational Leadership MS										1		
Elementary Education BS	189	116		161	132		161	138		153	124	
English Education BS	43	6		31	7		24	4		23	1	
Geography Education BS							1			0		
History Education BS	59	2		41	0		41	1		33	2	
Marketing Education BS							1			0		
Mathematics Education BS	45	13		46	8		48	9		30	8	
Political Science Education BS	3			2			1			2		
Pre-Teaching Elementary AA	13			14			13			21		
Pre-Teaching Secondary AA	28			32			36			31		
Pro-Mo-TEd-Technical Education				3		22	0		21	0		11
Social Studies BS	16	3		30	5		30	4		36	4	
Social Studies/Elementary BS	1			1			0			0		
Teacher Certification CERT	12	24		19	33		0	0		0	0	
Technical Education BS	6	23	15	8	5	0	6	2	1	3	1	0
Training in Business & Industry BS		0			0			0			0	
Wage Earning Home Economics Edu BS		0			0			0			0	
<i>PROGRAM LOCATION TOTAL</i>	577	335	15	568	322	22	533	312	22	523	272	11
<i>DEPARTMENT TOTAL</i>	927			912			867			806		

APPENDIX

I

Timothy M. Eklin

CAREER OBJECTIVE

To obtain a tenure-track faculty position as a criminal justice professor to blend my practitioner knowledge with rigorous academic pursuits while maintaining a vigilant focus on student learning.

QUALIFICATION HIGHLIGHTS

- Ph.D. candidate (ABD) with an anticipated completion before December 31, 2012
- 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
- Six years of classroom experience teaching corrections content at the college level
- Primary developer of the Bachelor of Science Degree in Criminal Justice at Baker College
- Conducted survey research on the leadership styles of prison executives in five Midwestern states
- Experience selecting random samples and performing survey data analysis using SPSS software
- Experience using grounded theory qualitative research methodology

PROFESSIONAL EXPERIENCE

- 2007 – Present **Baker College – Flint, MI**
ASSOCIATE DEAN – EDUCATION AND HUMAN SERVICE 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
 - Served as adjunct faculty in the corrections officer certification program 2005-2007
- 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
- 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

FORMAL EDUCATION

- 2012 Ph.D., Antioch University – Organizational Leadership and Change – *projected graduation 2012*
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

PROFESSIONAL MEMBERSHIPS AND SPECIALIZED TRAINING

- **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 nearly 10,000 state correctional officers in Michigan
 - Elected as committee vice-chairman during my second term
- **American Corrections Association (ACA)** – Professional II Member
 - Attended conference in Dallas, Texas – January 2008
 - The organization is focused on training standards and facility accreditation
- **Midwest Criminal Justice Association (MCJA) – Student Member**
 - Attended annual conference in Chicago, IL – September 2011
 - Won student academic paper competition for graduate students
- **Michigan Corrections Association (MCA) – Student Member**
 - Attended conference in Mount Pleasant, MI – September 2011
 - Co-presented a panel discussion focused on correctional leadership
- **Academy of Criminal Justice Sciences – ACJS**
 - Member (Ph.D. student membership)
 - Attended conference in Boston, MA – March 2009
 - Presented academic paper in New York, NY – March 2012
- **Michigan Department of Corrections Leadership Academy** – Graduated, 2003
 - Attended 80 hours of in-residency team building and leadership training
 - Involved a competitive selection process for high-potential future leaders

COMMUNITY INVOLMENT

- **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**
 - Served on the Board of Directors – August, 2008 to December, 2010
 - Active current member of the family selection sub-committee

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 Administrative Experience

January, 2012-
Present

Graduate Education Coordinator/Office of Graduate Studies
Appointed by Provost 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, marketing strategies, create presence in national organizations (Council of Graduate Schools, Midwestern Association of Graduate Schools), create structure for future program develop.

August, 1997-
December, 2011

Graduate Program Coordinator/School of Criminal Justice

Responsibilities include: develop all policies and procedures for graduate program, work with faculty to schedule classes, create marketing materials, (i.e. posters, pamphlets, etc.), revising program content when necessary, advising all graduate students, supervising all thesis committees, developing and updating the Graduate Program Handbook, recruitment, conduct University Program Review, creating and supervising off-campus expansion, chair department graduate committee and participating in all campus-wide graduate committees that affect program. The program began in Fall 1997 with two locations and today has a average enrollment of 70 students with three locations.

Academic Teaching Experience

January, 2012-
December, 2011

**Professor (2005)-School of Criminal Justice
Ferris State University, Big Rapids, Michigan**

Assistant Professor (1997), Associate Professor (2000), tenured (2002), Post tenure review (2007), Merit Promotion (2010), Post-tenure review (2011)

Graduate Courses include: Nature of Crime, Seminar in Corrections, Research Methods, Graduate Topics-Crisis Intervention, Graduate Topics-Qualitative Research, Graduate Topics-Crime and the Media, Graduate Topics-Women and Criminal Justice, Graduate thesis committee chair, Graduate thesis committee member, Comprehensive Critique/Exam, and Comparative Criminal Justice Systems—Study Away Program in Ireland

Undergraduate Courses include: Correctional Institutions*, Correctional Clients*, Introduction to Corrections*, Crime Control Policy, Conflict Management in Corrections*, Assessment Course, Report Writing for Criminal Justice, Internship Advisor, and Comparative Criminal Justice Systems—Study Away Program in Ireland.

*Certification Courses required by the Michigan Correctional Officer Training Council.

May, 1996-
July, 1997

**Assistant Professor-Department of Sociology, Social Work, & Criminology
Morehead State University, Morehead, Kentucky**

Courses included: Contemporary Social Problems, Criminology, Seminar in

Criminal Behavior, History of Corrections, and Sex & Gender.

1995-1996 **Adjunct Teaching Associate –School of Justice Studies
Arizona State University- Tempe, Arizona**
Course: 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, and 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: 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
- Forthcoming: Minor, K., Wells, J., Lambert, E., & Hogan, N. "Leave your job at work: The correlates of work-family conflict among correctional staff. *Prison Journal* accepted 6-11-13.
- 2013 Lambert, E., Kim, B., Kelley, T. & Hogan, N. "The association of affective and continuance commitment with correctional staff life satisfaction. *The Social Science Journal* 50, 195—203.
- 2013 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*, 28(1), 35-47.
- 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
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- 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 Cheeseman, 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.
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- 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
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- 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.
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- 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
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- 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.
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- 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:

- 2011 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

Griffin, M., Hogan, N., & Lambert, E. "Career stage theory and turnover intent among correctional officers". *Criminal Justice and Behavior*. Submitted March 18, 2013, revise and resubmit 5-27-2013.

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." *Punishment and Society*. Submitted October 26, 2012, revise & resubmit-5-20-13

Lambert, E., Barton-Bellessa, S., & Hogan, N. "The association between correctional orientation and organizational citizenship behaviors among correctional staff." *International Journal of Offender Therapy and Comparative Criminology*-revised & resubmitted 3-4-13.

Hogan, N., Barton-Bellessa, S., & Lambert, E. "Forced to CHANGE: Staff and inmate perceptions of the effects of involuntary treatment." *Journal of Qualitative Criminology*. Submitted March 18, 2013.

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.

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."

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.

Paper Presentation: Changing Institutional Behavior of High Risk Inmates with Cognitive Programming. Co-presenters: Eric Lambert & Shannon Barton.

2009

American Society of Criminology: Philadelphia, PA

Paper Presentation: The association between work-family conflict and job burnout among correctional staff: A preliminary study. Co-presenter: Eric Lambert

2009

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.

Paper Presentation: An exploratory examination of a gendered model of the effects of role stressors. Co Presenters: Eric Lambert & Irshad Altheimer.

2009 *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.

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 Institutional Review Board 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

Past Criminal Justice Employment History

- 1992-1996- **Arizona Supreme Court Defensive Driving Division - Traffic Safety Instructor.**
contracted through Community Services Associates, Inc. (Chandler, AZ)
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 Township, Erie, PA 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
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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

Russell E. Lewis

Professor
School of Criminal Justice
Ferris State University
Big Rapids, MI 49307
(231) 591-3581

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-one years. My leadership and managerial 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 and Graduate Faculty, School of Criminal Justice, Ferris State University

I was appointed to this position in August of 2001 and accepted it to be closer to my family and boyhood home. I teach law at both the graduate and undergraduate level and public finance at the graduate level. I also farm, write about antiques, especially sporting collectibles, and sell antique decoys and fishing items on eBay. I have most recently published Modern Fishing Lure Collectibles, Volume 4, in December 2005, published by Collector Books, one of my five books in a series on the history of fishing lures, rods and reels in America since 1937. I also recently completed the manuscript for Native American Artifacts which will be published in late 2006, a book covering indigenous art and material culture broken into regional histories. To date, I have written sixteen books on antiques and collectibles and currently have a best seller covering American Farm Collectibles. I am also writing two manuscripts in the field of law at this time. I maintain my bar membership and have a small practice specializing in corporate and real estate law.

1999-2001

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.

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 is available covering areas of anthropology, sociology and law. Also, any prior employer may be contacted without further notice and specific references are available upon request.

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

June 2002, Doctor of Philosophy Degree (ABD August 2004)

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, and CRIM-608 Organizational Leadership.

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

Assistant Professor

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 increase in 2004.

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.

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.

Served 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).

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 fully 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 2005-2006.

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 training methods.

Deputy Director

January 2003 – Present: 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 – 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 – Present: 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*

University Service:

2005 – Present: Serving on the Ferris State University School of Criminal Justice Graduate School Faculty Advisory Committee

2002 – Present: Serving on the Ferris State University Athletic Advisory Committee

2002 – Present: Served as the Associate Faculty Advisor for the Alpha Phi Sigma Criminal Justice National Honor Society Fraternal Chapter

2003 – Present: Served as the Faculty Advisor for the Lambda Alpha Epsilon Criminal Justice Fraternal Chapter

2001 – Present: Served 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*.

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 ***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. 150 certified PBL and PTO police trainers in United States)

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

Personal and Professional Interests

Primary Faculty Chapter 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, American Society of Law Enforcement Trainers (ASLET)

Member, International Law Enforcement Educators and Trainers Association (ILEETA)

State Director, Michigan Law Enforcement Torch Run for Special Olympics, 1990-1991
Also, State Planning Committee, 1988-1990
Torch Runner, 1985-1999

Life Member, Fraternal Order of Police Lodge 118

Member, Sterling Heights Police Commander Officers Association

Member, Michigan State University Alumni Association

Member, Ferris Faculty Association

Member, Ferris State University Bulldog Club

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

10634 North 24th Street
Plainwell, Michigan 49080
(269)373-6850
steven.reifert@wmich.edu

ACADEMIC EDUCATION

Ph.D. Candidate, Department of Sociology, Western Michigan University. ABD status. Dissertation: State-Corporate Crime in Kalamazoo Department of Public Safety, A Case Study. Specialty areas include: Criminology, Social Theory, Policing, Methods and Sociology of Technology.

Masters in Public Administration, Ball State University, August 1989.

Bachelors of Science, Social Psychology, Park College, Summa Cum Laude, 1985.

COURSES TAUGHT

Western Michigan University

Police and Crime Prevention, 1996-Present
Police Community/Dynamics, 1996-Present
Ethics in Criminal Justice, 2000-Present

Kalamazoo Valley Community College

State and Local Government, 1988-1990, 1994-1996
Introduction to Political Science, 1998-1990, 1994-1996

TEACHING AND RESEARCH INTERESTS

Teaching Interests:

Criminology	Criminal Justice
Community Policing	Police/Community Relations
Research Methods	Social 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

Aug 2006- Present –Ferris State University

Assistant Professor

Teaching Ethics in Criminal Justice, Research Methods in Criminal Justice, Program Evaluation and Juvenile Delinquency.

May 1998-Aug 2006- Kalamazoo Department of Public Safety

Public Safety Lieutenant

July 2005-Present, 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. Involved the use of wireless and fiber optics 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 Division 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. City'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

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 1998, 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.

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, Department of Justice, 2000.

“Deadly Force By and Against the Police,”(2002) *Policing and Violence*, Upper Saddle River, NJ: Prentice-Hall.

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.

PROFESSIONAL ORGANIZATIONS

American Society of Criminology
American Sociological Association
Michigan Communications Director’s Association
Association of Professional Communications Officers (APCO)
Michigan Association of Hostage Negotiators
Fraternal Order of Police

Curriculum Vitae

Chrystal Roach

Newaygo County Prosecuting Attorney

Professional Address

Prosecuting Attorney

P. O. Box 885

White Cloud, MI 49349

Phone: 231/689-7283; Fax: 231/689-7289

E-mail: chrystalroach@yahoo.com

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

2002 through 2009 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
- 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 – "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) - "Effective Advocacy: Legal and Ethical Issues In Investigating Families and Advocating for Children"
- 1985 through 1989 Muskegon County Family Court Divorce Adjustment Seminars – 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

- 5/95 – Present 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 preparation 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
Advisor 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
Prosecuting Attorneys Association of Michigan Board of Directors
Newaygo County Criminal Justice Council Vice President
Newaygo County Law Enforcement Officers Association
Newaygo County Critical Incident Advisory Board Chair

State Bar of Michigan Criminal Law Section Council (past)
Michigan State Board of Acupuncture

Community Boards

Child Death Review Team
Newaygo County Child Abuse Prevention Council
Save Lives Invest in Kids
Fremont Area Community Foundation Member
State of Michigan Board of Acupuncture

Professional Certifications

Trainer in Incident Response to Terrorist Bombing
Trainer in Prevention and Response to Suicide Bombing

References

Charles H. Koop
Antrim County Prosecuting Attorney
President Prosecuting Attorneys Association of Michigan
205 E Cayuga St
P. O. Box 280
Bellaire, MI 49615
231/533-6860

Patrick Hedlund
City of Newaygo, Michigan Chief of Police
28 State Road
P O Box 308
Newaygo, MI 49337
231/652-1655

Bob Mendham
City of White Cloud, Michigan Chief of Police
12 N. Charles
P.O. Box 607
White Cloud, MI 49349
231/689-1696

Mischelle Taylor Stone

504 Waterford Highlands Ct. Calera, AL 35040
205-934-8530 (O)
205-441-2144 (C)
Mstone@uab.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 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

University of Alabama at Birmingham, Birmingham, AL (2004-Present)
Assistant Professor, Department of Justice Sciences. Courses taught include introduction to criminal justice, criminological theory, introduction to private security, juvenile delinquency, juvenile corrections, adult correctional theory, adult correctional institutions, and ethics.

Michigan State University, East Lansing, MI (Summer, 1998). **Co-Instructor**, Internet Master's Program, School of Criminal Justice, Statistical Methods. Developed, designed and delivered web-based Master's level Methods course.

Michigan State University, East Lansing, MI (Fall, 1999). **Teaching Assistant**, School of Criminal Justice. Taught 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-Present). **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, budget development and administration, 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 (1983-85). **Assistant Probation Officer.**
District Court Probation. Responsibility for assessment of risk for adult offenders.

PUBLICATIONS

"Private Security" (2002). In the Encyclopedia of Crime and Punishment (Vol 3).
Thousand Oaks, CA: Sage Publications.

CONSULTATION/TRAINING DELIVERY

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 and program development.

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 hospitalized patients.

OUTREACH ACTIVITIES

Co-Presenter, Harvesting Learning: Making Connections Between Community and Classroom Learning, UAB, 2008

Co-Presenter, Teaching with Technology: Assuring Academic Integrity in Online Courses, UAB, 2008

Co-organizer, UAB forum on Facilitating Academic Integrity—2008

Member, UAB Scholarly Community of Inquiry Panel—2007-2008

Member, UAB Service Learning Advancement Committee, 2007-Present

Member, UAB Criminal Justice Advisory Board member—2005-Present

UAB Safe Zone Advisory Board member—2005-Present

Safe Zone Volunteer, UAB—2005-Present

Equality Alabama Board Member (2006-Present)

PAPER PRESENTATIONS

"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.

RESEARCH ACTIVITIES

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

Teaching Statistics Online: Effective Strategies for Enhanced Learning

TEACHER TRAINING AND DEVELOPMENT

How to Incorporate Critical Pedagogy in Service Learning Courses, October, 2008
Using Visual Aids in the Classroom, UAB, September, 2008

Blended and Online Course Design Workshop, UAB, March, 2008
Fundamentals of Designing a Successful Service Learning Course, UAB, February, 2008

From Service Learning to Engaged Scholarship, UAB, February, 2008

Deepening Capacity for Service-Learning Course and Syllabus Design, UAB, February, 2008

e-Portfolios and Their Role in Higher Education: Electronic Support of the Engaged Learner, February, 2008

Preparing on-line/Blended Learning Courses: Enhancing Interaction Thru Visuals and Media, January, 2008

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: New 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.

COURSES TAUGHT (C=Classroom; O=Online)

Introduction to Criminal Justice (C,O)	Criminological Theory (C,O)
Juvenile Corrections (C)	Juv. Delinquency (Grad, Undergrad)(C)
Juvenile Justice (C)	Introduction to Private Security (C,O)
Correctional Institutions (C)	Asset Protection Management (C)
Criminal Justice Methods (Graduate)(O)	Intro to American Corrections (C)
Introduction to Sociology (C)	Social Problems (C)
Introduction to Psychology (C)	Substance Use and Abuse (C)
Ethics (C)	

PROFESSIONAL TRAINING AND DEVELOPMENT

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, SCHOLARSHIPS AND AWARDS

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 Contribution in Education to Internet Master's Students, December, 1999.

PROFESSIONAL MEMBERSHIPS AND LICENSES

American Society of Criminology member
Academy of Criminal Justice Science member
American Society of Industrial Security (Current Chair, B'ham Chapter) 1997-Present
Michigan Council of Private Investigators—2000 to present
Licensed Private Investigator, Michigan—2000 to 2008; Alabama—2006 to 2008

REFERENCES

Dr. Laura Bierema, Associate Professor and Director of Adult Education
Department of Education, The University of Georgia
Room 421 River's Crossing
850 College Station Road
Athens, GA 30602
706-542-6174 (O)
706-248-5290 (C)
bierema@uga.edu

Dr. Suzanne Perumean-Chaney, Assistant Professor
Department of Justice Sciences, UAB
210 University Boulevard Office Building
1530 3rd St. South
Birmingham, AL 35294-4562
205-934-2069 (O)
205-533-1538
schaney@uab.edu

Mr. Bob Berry, Director of Homeland Security
City of Hoover
2020 Valleydale Road
Hoover, AL 35244
205-739-7298 (O)
205-541-5169 (C)
bobberry1043@bellsouth.net

Curriculum Vitae
Gregory P. Vander Kooi
Professor of Criminal Justice
Graduate Program Coordinator
Ferris State University

Professional Address:

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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.

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-Securiblack, 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-Securiblack, 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, **Masters 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, **Bachelors Degree of Science, in Criminal Justice**

Ferris State University
Big Rapids, Michigan 49307

April 1976, **Associates Degree in Applied Science – Law Enforcement**

Delta College
University Center, Michigan 48710

Professional Academic Experience

2011-present, **Professor of Criminal Justice**

Instructing CRIM 220, Supervision- Management in Criminal Justice;
CRIM 311, Police and Society; and CRIM 665, Financial Management;
CRIM 111, Introduction to Corrections; CRIM 673, Human Resource
Management.

2010-2011, **Adjunct Professor**

Davenport University
Lansing, Michigan 48933
Instructor in the field of Public Safety and Security Management

2005-2006, **Adjunct Professor**

Saginaw Valley State University
University Center, Michigan 48710
Instructed Human Relations in Criminal Justice; Seminar in Criminal
Justice Administration.

1989-2008, **Drug Abuse Resistance Education Instructor and Mentor**

Contract employee with Michigan State University D.A.R.E. Training
Center, taught several two week officer training schools for
elementary and middle school certification of officer candidates;
taught the D.A.R.E. curriculum in four public school systems and three
parochial schools.

Professional Non-Academic Experience

2007-2010, **Undersheriff**

Midland County Sheriff's Office

Midland, Michigan 48640

Developed and updated policies and procedures for patrol, corrections, animal control 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

with two unions. Supervised labor issues and grievance matters.

Emergency Operations Center representative. Planning Team for

Emergency Preparedness. Community Policing Coordinator.

Neighborhood Watch and Business Watch Coordinator. Started and

managed Project Lifesaver program. Organized alcohol and tobacco

compliance checks. Administered "911" Cell Phone Bank recycling

program. Worked with AARP Senior Safe Driving Programs.

Reinstituted the Precious Metals requirements. EMS Board

Representative. BAYANET Board, Chief's meetings, Citizen Law

Enforcement Academy Alumni Board, Humane Society Board, Senior

Services Board, Jail Transition Team, Gun Board and United Way of

Midland County. Conducted pre-employment interviews, oral

boards, and involved in hiring process. Coordinated scheduled and

shift assignments. Directly supervised Patrol Captain and Jail

Administrator. In the absence of the Sheriff, administered entire

Sheriff's Office.

2009-2010, **Midland County Jail Transition Team**

Lead team of corrections employees with the transition of working in an old jail to moving into a new modern jail facility. The transition, How to Build a New Institution (HONI), we developed new policies and procedures, staffing requirements, shift assignments, created training to use new equipment, movement of staff in the new jail, developed punch lists for contractors, movement of inmates from the old to the new jail.

1978-2007, **Midland County Sheriff's Office**

Deputy Sheriff, Citizen Assistance Responder, Community Policing Officer, DARE Instructor and Mentor, and corrections.

Training and Development

- Effective Discipline, Michigan Risk Management, 2007
- Department of Homeland Security, Terrorism Surveillance, 2004
- President of DARE Officers Association of Michigan, two terms. Elected by peers to represent Michigan at national conferences, presided over monthly meetings, and administered the mission of the organization.
- D.A.R.E. National Conferences, including Louisville, Kentucky; Houston, Texas; Orlando, Florida; San Antonio, Texas; Atlantic City, New Jersey; Jefferson City, Missouri; St. Louis, Missouri; Washington D.C.; Los Angeles, California.
- Street Gangs Seminar, 1997
- Computer Training, Level I, 1996
- Crowd Control Training, 1995
- Gang Training, 1994
- Officer of the Year, 1993
- Blood Borne Pathogen Training, 1992
- Facing Alcohol Concerns Through Education, 1991
- Hazardous Materials, First Responder, 1991
- Fifth Amendment Training, 1991
- D.A.R.E. Middle School Certification, 1991
- Drug Recognition Specialist, 1990
- D.A.R.E. Elementary Certification, 1989
- Inspection of Salvage Vehicles, 1989
- Updating Criminal Laws and Procedures, 1987
- Survival Training, 1984
- Preliminary Breath Test Training, 1983
- Preliminary Breath Test Training, 1983
- RADAR, Michigan Operator, 1983
- Advanced Police Officer Certificate, MLEOTC, 1983
- Simulator Training, 1983
- PR-24S Training, 1983
- Criminal Investigations, Advanced, 1982

- Criminal Investigations, Advanced, 1982
- Law, Interrogation, Admissions and Confessions, 1981
- Accident Investigation II, 1981
- Accident Investigation I, 1981
- Crime Scene Protection, 1981
- RADAR, Doppler Operation, 1979
- Marine Training, 1978
- MLEOTC certified, 1978

1998-2008, **D.A.R.E. Mentor Certified Instructor**

Instructor to law enforcement officers throughout the world,
Mentoring the D.A.R.E. curriculum.

1989-2008, **D.A.R.E. Instructor**

Instructor to thousands of youth, from Kindergarten through
High school.

Professional Papers and Presentations

2010, Charter Communications and Great Lakes Bay Region First Responders,
developed and presented curriculum for children safety, "*Seals of Safety*".

2009, Kiwassee Kiwanis of Midland, Keynote speaker, co-presenter, with Sheriff
Jerry Nielsen, "*Building a New Jail and Being Good Neighbors*".

2009, Midland County Board of Commissioners, developed catalog and presented
to county commissioners, "*Housing Inmates in a New Jail*".

2008, Midland Citizens Law Enforcement Academy, developed and presented
curriculum, covering the police, courts, and corrections.

2004, Traverse City, Michigan, Keynote speaker at the Crime Prevention
Association of Michigan Conference, titled, "*Conflict Management Involving
Adolescents*".

2003, Wayne State University, presented to faculty and colleagues, *"Community Oriented Policing in Today's World"*.

2002, Midland Daily News, Editorial Opinion Article, *"D.A.R.E. Program More Than Lecturing to Students"*.

2002, Mott Community College, presented to doctoral students attending a lecture in the School of Education of Wayne State University, titled, *"Humanistic Approach: A Worthy Theory"*.

2000, Saginaw Valley State University, presented to faculty and colleagues, *"Enhancing D.A.R.E. Lessons: How Instructors Impact Our Youth"*.

2000-2001, Mt. Pleasant, Michigan and Grand Rapids, Michigan, presented at conferences for D.A.R.E. officers and educators, titled, *"Breath of Death: Awareness and Prevention Information Related to Inhalants"*.

Grant Writing

- A.R.R.A. Byrne JAG Grant. Used for Community Oriented Policing Initiatives.
- Community Disaster Preparedness Grant. On two occasions a preparedness program was presented to the community.
- Child Life Preserver Grant. Received the grant through the Midland Jaycees Fraternal Organization.
- Bicycle Safety Helmet Grant. On two occasions awarded grants from the Michigan Department of Community Health.
- D.A.R.E. Elementary and Middle School Grant. On four occasions awarded grants through the Office of Drug Control Policy (Byrne Memorial Grant).
- D.A.R.E. High School Grant. On three occasions awarded grants through the Office of Drug Control Policy (Byrne Memorial Grant).
- U.S. Federal Block Grant. Awarded to the Midland County Sheriff's Office.
- Community Oriented Policing Grant. Two Federal COPS Grants

awarded.

- Parks and Recreation Grant. Application to provide patrols for Midland County parks.
- Governor's Discretionary Funds Grant. Offered through the Office of Drug Control Policy, adding patrols in county parks and providing youth with summer activities.

University Involvement

- Presently attending Academic Advisor Training
- Attended Political Action Committee
- Attended New Faculty Orientation

Community Involvement History

- Midland County United Way, Campaign Cabinet Member (two years)
- Midland County Tobacco Coalition
- Midland Area Partnership, Coalition Member
- Students Against Drunk Driving
- Midland Community Center Health and Safety Fairs
- Midland County Educational Services Agency Safe and Drug Free Schools Consortium
- Meridian School District Drug Free School Policy Board
- Coleman Community Network
- Midland Blooms
- Past Chair of the B.P.O.Elks, Lodge #1610, Drug Awareness Program
- St. Brigid of Kildare, Chairman of Parish Council
- Intermediate School District, Safe and Drug Free Policy Board

Professional Involvement and Recognition

- Member, Academy for Criminal Justice Sciences
- Applied for membership with the Mid-West Criminal Justice Association
- Jail Transition Team Recognition Award, 2009
- Michigan Sheriff's Association, Distinguished Service Award, 2000
- D.A.R.E. Officers Association of Michigan, Award of Valor, 2000
- State of Michigan Legislative Tribute, 2000
- National D.A.R.E. Officers Association, 1989-2008
- D.A.R.E. Officers Association of Michigan, 1989-2008
- Veterans of Foreign Wars, Distinguished Civilian Award, 1998
- D.A.R.E. Training Mentor Awards, (four times)
- Midland County Bar Association, Liberty Bell Award, 1995
- State of Michigan House of Representatives Resolution, 1994
- National Exchange Club, Officer of the Year, 1993
- D.A.R.E. Officer Training Team Award, 1989
- Midland County Jail Integration Group
- Governors Discretionary Grant Review Board, (three years)

KRISTIN WALTERS, M.S.

4330 Timber Ridge Trail SW, Apt. 12- Wyoming, MI 49509

(616)717-2341

kristinwalters@ferris.edu

EDUCATION

Ferris State University, Big Rapids, MI
M.S. in Criminal Justice Administration 2001
Graduated with honors

Ferris State University, Big Rapids, MI
B.S. in Criminal Justice and Security Administration 1983

TEACHING EXPERIENCE

Ferris State University
Instructor-Criminal Justice August 2009-present

PROFESSIONAL EXPERIENCE

Animal Emergency Hospital, Grand Rapids, MI November 2008-August 2009
Director of Operations

- Managed all non medical operations for the hospital, including client relations, facilities and equipment maintenance, policy formulation, personnel scheduling

Kissimmee Police Department, Kissimmee, FL July 2008-October 2008
Administrative Services Supervisor

- Manage Records Unit, overseeing 10 records clerks
- Uniform Crime Reporting program administrator
- Alarm billing manager

Kissimmee Police Department, Kissimmee, FL October 2004-July 2008
Deputy Police Chief

- Administrative Deputy Chief overseeing Financial Services, Communications, Professional Standards, Accreditation, Training and Records

Grand Rapids Police Department, Grand Rapids, MI June 1985-October 2004
Police Lieutenant (2001-2004)

- Administrative Lieutenant, Southeast Service Area
- Infection Control Supervisor
- Watch Commander, Patrol Unit Two

Police Sergeant (1993-2001)

- Patrol Unit supervisor
- Field Training Officer Supervisor
- Supervise operation of the Special Services/Traffic Unit
- Coordination of police activities at city special events such as parades, festivals and runs

- Instruct police recruit traffic enforcement training
- Instruct police recruit OUIL enforcement training
- Co-instruct Michigan State University's Alcohol and Other Drug Enforcement Seminar to GRPD personnel
- Internal Affairs Unit Supervisor/Investigator

Patrol Officer/Detective (1985-1993)

- Investigation of homicides, criminal sexual conduct and robberies
- Kent County Grand Jury Investigator (1991)
- Uniformed road patrol enforcing state laws and Grand Rapids' city ordinances
- Police paramedic

Grand Rapids Public Schools, Grand Rapids, MI

May 1984-June 1985

Public Safety Officer

- Patrol Grand Rapids Community College
- Patrol Grand Rapids Public School property
- Enforcement of state laws and Grand Rapids' city ordinances

Rogers Department Store, Wyoming, MI

1984-1985

Security Agent

- Surveillance of interior store property
- Loss prevention

MEMBERSHIPS

Academy of Criminal Justice Sciences
Midwestern Criminal Justice Association

APPENDIX

J

Program Information

Master of Science in Criminal Justice Administration

The Master of Science in Criminal Justice Administration is designed to offer post-baccalaureate education to criminal justice professionals, administrators, and traditional students seeking criminal justice graduate education. The curriculum offers course work and skills necessary for successful administration in police, corrections, and courts agencies as well as private criminal justice agencies such as residential treatment centers, halfway houses, and private security firms. Students seeking admission to law school and doctoral studies in criminal justice will find this program appealing.

Admission Information

Regular admission status may be granted to applicants having submitted all required information. Applications will be reviewed on a continuing basis; therefore students are encouraged to apply early and to facilitate financial aid requests when needed. Students may be admitted for both full- and part-time studies. *Provisional admission* status may be accorded to applicants who have submitted required credentials, yet exhibit deficiencies in certain requirements.

Applicants receiving *provisional admission* will be offered *regular admission* upon successfully completing 12 graduate semester hours of course work with a 3.0 GPA or higher.

Basic Requirements for Admission

The Master of Science in Criminal Justice Administration admissions committee will convene to review application materials. The committee will base its recommendations primarily upon grade point average, recommendation letters, personal statement and any relevant work experience.

- a. baccalaureate degree (preferably in criminal justice or social science) from an accredited institution;
- b. an earned cumulative GPA of 3.0 or higher;
- c. applicants must submit official copies of transcripts from the college conferring their bachelors degree and any graduate university courses; FSU students should contact CJ offices;
- d. three reference forms or professional letters of recommendation from faculty or agency employers; and
- e. a personal statement indicating why the individual is pursuing the master's degree at Ferris.

Before beginning coursework, students will attend a graduate student orientation and will be notified of time/location of meeting at time of acceptance.

Program Requirements

Graduation Requirements:

- a. Complete 30 semester hours with a 3.0 GPA or higher.
- b. Up to 6 credit hours may be transferred from another accredited graduate program in criminal justice.
- c. No grade under a C is permitted. All work below a C must be repeated to fulfill graduation requirements. Only one C (or C+) is allowed on the final transcript. Upon any second grade below C, the student may be removed from enrollment.
- d. Students must complete all degree requirements within 5 years of starting classes at Ferris State University. An extension may be granted for extenuating circumstances, upon recommendation of the student's major program advisor and written approval of the Director of the School of Criminal Justice.

Additional information on the program is available by calling (231) 591-3652 or (231) 591-2458.

Program Course Requirements:

Criminal Justice Core (12 hours)

CRIM 605	Legal Issues in Criminal Justice	3
CRIM 615	Nature of Crime	3
CRIM 625	Criminal Justice Data Collection & Analysis	3
CRIM 630	Seminar in Law Enforcement OR	
CRIM 640	Seminar in Corrections	3

Skill/Tool Requirements (3 hours)

CRIM 650	Criminal Justice Research Methods	3
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Administration (9 hours)

CRIM 608	Organizational Leadership	3
CRIM 665	Financial Management for CJ Administrators	3
CRIM 673	Human Resource Management	3

Required In-Class Credit Hours = 24

Culminating Experience (6 hours)

OPTION 1:		
CRIM 660	Thesis	6
OPTION 2:		
CRIM 670	Graduate Topics	3
CRIM 699	Comprehensive Critique/Exam	3
		30 semester hours

Course Descriptions

CRIM 605 Legal Issues in Criminal Justice

This course is designed to provide the student with a basic understanding of legal issues surrounding the role of an administrator and a line worker. Subjects to be addressed include civil liability under state tort law, civil liability under federal law, criminal liability, and the impact of recent court decisions. Students will acquire a working knowledge of their legal role and responsibility and will learn risk management strategies to reduce the risk of exposure to liability.

CRIM 608 Organizational Leadership

This course is designed for graduate students interested in identifying and enhancing their leadership styles and skills in preparation for management careers in the field of criminal justice. Students will be exposed to related theories, concepts and issues, and will apply these theories and skills through selected projects and experiential exercises.

CRIM 615 Nature of Crime

This course examines the theory and research on the nature and correlates of crime. The relationship between explanations of and the policies proposed to reduce crime will be covered. The most recent contributions to understanding the nature of crime will be reviewed.

CRIM 625 Data Collection & Analysis in Criminal Justice

This course will introduce students to the various data collection and analysis methods used in Criminal Justice research. The course focuses on proper collection methods, data entry, and data analysis using various statistical software packages. Students will be exposed to different statistical techniques and multivariate methods of analysis.

CRIM 630 Seminar in Law Enforcement

This course is designed for graduate students with an interest in contemporary policing. This course will explore the role of police in American society. Attention is given to the origin of policing, the nature of police organizations and police work, and patterns of relations between police and the public. The values of a democratic society as they affect the law enforcement role are also discussed.

CRIM 640 Seminar in Corrections

This course is designed to give an analytical perspective to the history, development, current practices, critical issues and future of corrections. Various theoretical and practical approaches to corrections and the research intended to support or refute these perspectives will be assessed.

CRIM 650 Criminal Justice Research Methodology

This course provides students with an understanding of criminal justice research, the concepts and logic of research designs, and explores experimental research designs. The student will be familiarized with research methods in order to lay the groundwork for designing research projects, as well as to interpret research designs and findings of studies they read. Additionally, students will compile and analyze criminal justice data using statistical computer programming (e.g. SPSS).

CRIM 660 Criminal Justice Thesis

This is a directed studies course, which requires students to apply research methods learned in the curriculum in solving a criminal justice problem or resolving an issue in the criminal justice system. The focus will be on the application of scientific technique to problem solving and the preparation of a formal, written thesis and defense of research.

CRIM 665 Financial Management for Criminal Justice Administrators

This course introduces professionals in the criminal justice field to the basic principles of accounting and financial management, including the preparation of budgets, the use of external and internal audits, and the working relationship between accounting personnel and other administrators. Special emphasis will be placed on governmental accounting and its unique considerations.

CRIM 670 Graduate Topics in Criminal Justice

This course offers a concentrated study of selected critical issues in the criminal justice system. Topics that are timely and of concern to both academicians and practitioners will be chosen for study.

CRIM 673 Personnel/Human Resource Management

This program takes a problem solving/ decision-making approach to human resource management. Students will overview and integrate such topics as: legal aspects of personnel management, job analysis, employee selection and performance evaluation, training and development, compensation systems, and labor relations.

CRIM 680 Special Studies in Criminal Justice

The special studies are for students who have completed all the required courses and are working on the completion of their thesis. This continuing credit allows the student to remain active in the program.

CRIM 699 Comprehensive Critique/Exam

This course is designed to review key areas of concentration taught in the program including the criminal justice core courses, research and evaluation, and managerial skills. By reviewing the key concepts of these major areas, the student will be prepared for the end of the term comprehensive exam.

FERRIS STATE UNIVERSITY
MASTER OF SCIENCE --CRIMINAL JUSTICE ADMINISTRATION

NAME: _____ Student#: _____

REQUIRED		PROGRAM CORE - 15 Credit Hours Required:	S.H.	GRADE
CRIM	605	Legal Issues in Criminal Justice	3	
CRIM	615	Nature of Crime	3	
CRIM	625	Criminal Justice Data Collection and Analysis	3	
CRIM	630	Seminar in Law Enforcement OR		
CRIM	640	Seminar in Corrections	3	
CRIM	650	Criminal Justice Research Methodology	3	
ADMINISTRATION - 9 Credit Hours Required:				
CRIM	608	Organizational Leadership	3	
CRIM	673	Human Resources Management	3	
CRIM	665	Financial Management for CJ Administrators	3	
CULMINATING EXPERIENCE (Select one option) - 6 Credit Hours Required:				
OPTION 1				
CRIM	660	Criminal Justice Thesis **	6	
OPTION 2				
CRIM	670	Graduate Topics in Criminal Justice	3	
CRIM	699	Comprehensive Review/Exam	3	

This degree requires 30 semester hours for graduation.

**** CRIM 660 CJ Thesis is offered during the summer session each year. If a student does not complete their work by the end of the summer, an IP (in progress) grade will be given until the work is completed. Each semester after the summer session, the student must register for 1 credit of Crim 697 (Special Studies in Criminal Justice) until the final work is approved.**

APPENDIX

K

FERRIS STATE UNIVERSITY
College of Education and Human Resources

Masters Program
Fall Semester 2012

CRIM 605 (3 credits)

Legal Issues in Criminal Justice

Instructor: Dr. Chrystal Roach
Telephone: (231) 591-3128
E-mail: ChrystalRoach@ferris.edu (university email)
Office hours: 2:45pm to 4:50pm as needed at MTEC

COURSE DESCRIPTION:

The course focuses on the legal issues faced by criminal justice administrators and those they supervise. This course will address criminal liability, civil liability under state law and federal law, including issues presented by persons with disabilities, sexual harassment, as well as the interplay between criminal liability and the *GARRITY* Rule.

COURSE OBJECTIVES:

Students will develop an understanding of the nature and extent of liability associated with criminal justice, including where liability may be incurred and how it can be avoided or minimized.

The objectives for the course are to understand, explain and articulate the conundrum of this statutory area.

At the conclusion of this course, students will be able to:

- Identify and articulate the basic concepts of civil liability.
- Demonstrate an understanding of the civil liability they face as administrators and employees within the public sector..
- Locate and describe specific provisions of the state and federal statutes which govern criminal and civil liability.
- Demonstrate an understanding of the statutory schemes of each state and federal statute studied and its relationship to law enforcement in Michigan.
-

- Demonstrate a working knowledge of the interaction of civil law and criminal statutes necessary for effective understanding and implementation of these laws.
- Demonstrate a working knowledge of legal processes of the statutes at a level necessary for effective functioning and implementation of the laws as they pertain to employment practices.
- Demonstrate an understanding of the differences between Michigan and Federal law relative to the issues of civil rights.

PERFORMANCE CRITERIA:

Students must achieve a minimum grade of C (70 percent) in this course. The final evaluation in this class will be based upon the student's performance on each of three scheduled assignments as well as on class participation.

20%.....Outline Garrity, Elliot-Larsen, Sexual Harassment, ADA

20%.....Outline 42 USC 1983

20%.....PowerPoint presentations on above

20%.....Examination

20%.....Participation

GRADING SCALE:

A	=	93 and above	C	=	70 to 76
A-	=	90 to 92	C-	=	68 to 69
B+	=	87 to 89	D+	=	66 to 67
B	=	83 to 86	D	=	63 to 65
B-	=	80 to 82	D-	=	60 to 62
C+	=	77 to 79	F	=	0 to 59

CLASS PARTICIPATION:

Participation, preparation, and interaction is expected and required of every master's student during all of the classes. Each student must contribute significantly to this class in each session. Students must prepare for class by reading the assigned material prior to class, and being ready to discuss all of the assignments. Class activities are designed to highlight and emphasize course topics and readings. Each student's preparation and participation will be evaluated on a continuous basis throughout the course, leading to a subjective assessment in relation to his or her efforts toward individual improvement. This assessment will be an appraisal from the instructor. This subjective evaluation

will encompass the amount of personal drive, improvement, self-direction and motivation, as well as leadership, communication, and comprehension of course materials displayed by the student during the term.

CLASSROOM CONDUCT/ACADEMIC DISHONESTY:

Students shall act in compliance with Ferris State University rules and regulations. Each instructor expects that students, as practitioners within the law enforcement profession, will act with honor and integrity at all times. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on assignments or examinations, discussing assignments with other students when the instructor has imposed a confidentiality requirement and lying to the instructors. Students who are accused of dishonest behavior will be disciplined pursuant to the Ferris State University Policy on Academic Dishonesty. Any student who acts in a disruptive, inappropriate, or counterproductive manner during class will be required to leave the classroom, and will be considered "absent" for purposes of the attendance policy.

Plagiarism will not be tolerated and will result in a failing grade in this course. Plagiarism includes, but is not limited to, copying material without attribution to the author and representing this work as your own. All sources of material shall and must be attributed fully and appropriately.

All electronic devices (pagers, cell phones, PDA's) must be deactivated during class times so as not to disturb the class in progress. The use of all tobacco products during class is prohibited.

CLASS ATTENDANCE:

Given the intensive nature of this course, there are no excused absences. Any absence from class will result in the lowering of a grade by one full letter grade.

INJURIES:

Students are required to report all injuries or illnesses that occur during class to the instructor immediately, with injury reports submitted by the instructor as required. An injury assessment and/or first aid will be administered with strong consideration for emergency medical care and treatment.

WITHDRAWAL:

The failure to attend class does not constitute a withdrawal. Students must follow all proper procedures for an official withdrawal from the course. The failure to do so may result in a failing grade.

ACCOMMODATIONS AND SUPPORT SERVICES:

Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Recruits with a documented disability (physical, learning, mental,

or emotional) which requires a classroom accommodation should immediately contact the FSU University College Disabilities Services Office (DSO) for disability verification and for determination of reasonable accommodation needs.

RESERVATION CLAUSE:

The instructor reserves the right to alter or amend any assignment or provision in the syllabus if, in the instructor's opinion, academic interests will be better served. Students will be given advance notice of any such change during class.

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

**Ferris State University
College of Education and Human Services**

**Winter 2007
CRIM 608 - Organizational Leadership in Criminal Justice
3.0 Graduate Credit Hours**

**Section EHA (Howell)
Selected Saturdays 9:00 am – 6:00 pm**

Instructor: Cecil Queen, Associate Professor

Office: 521 Bishop Hall, 591-5865

E-Mail: Via Web CT or queenc@ferris.edu

Office Hours: Saturday 6:00 pm – 7:00 pm (after class) or By Appointment

Required Textbooks:

Northouse, Peter G. (2007). *Leadership: Theory and Practice*. (4th Ed.)
Thousand Oaks, CA: Sage Publications.

Puccio, G.J., Murdock, M.C., & Mance, M. (2007). *Creative Leadership: Skills that Drive Change*. Thousand Oaks, CA: Sage.

Bennis, Warren & Nanus, Burt. (1997). *Leaders: Strategies for Taking Charge*.
(2nd Ed.). New York: HarperCollins.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th Ed.). Washington DC: American Psychological Association.

DiSC Classic Profile (Paper Version), Resources Unlimited, Inscape Publishing,
www.resourcesunlimited.com or (800) 278-1292. To be purchased on-line or by
telephone. Price: \$17.00

Course Description:

This course is designed for criminal justice graduate students interested in identifying and enhancing their leadership styles and skills in preparation for management careers in the field of criminal justice. Students will be exposed to related theories, concepts and issues, and will apply these theories and skills through selected projects and experiential exercises.

This course will examine various contemporary models of leadership impacting the criminal justice system. The course is specifically concerned with the development of critical thinking as it directly relates to leadership theory and practice, as well as the systems thinking perspective. Students will be required to demonstrate an understanding of the various leadership theories and the systems thinking, where our learner-centered class environment will consist of spirited discussions led by students to enhance learning and to challenge other ways of thinking. The emphasis of this course will be on active student participation where learning is the personal responsibility of the student. Learning requires action on the part of the student. The instructor's responsibility is to create conditions that promote learning and provide opportunities for study, analysis, discussion, problem solving, and personal reflection. In order to support this responsibility, the instructor will usually act as a facilitator for most discussions with the students actively leading the daily class activities, presentations, and discussions. Your ability to effectively communicate clearly, orally, and in writing are key leadership skills that the students will be required to practice and demonstrate in a variety of activities and assignments. This course will be supplemented by the use of Web CT where regular computer access and use of electronic technology will be required.

Learning Outcomes:

The students will critically explore and examine numerous classical and contemporary theories of leadership and their implications for leaders in criminal justice organizations. Readings from the literature, class discussions, and out-of-class applications provide understanding and insight to criminal justice practitioners who face significant leadership challenges in the 21st century. This course requires continuous examination of theory and practice from a variety of leadership perspectives. This course will also provide an overview of theories of management and how they contrast and interact with leadership ideas. Students will be required to research, assess, review, and discuss in depth these theories and issues. Various personal skills critical to the success of criminal justice professionals will be developed that include written and verbal communication, critical thinking, problem solving, research, observation, team work, and organization.

1. Students will be able to give others positive criticism and feedback on the issues during regular discussion using communication dynamics in a professional manner.

2. They will learn to become active listeners by being constantly engaged in thinking about on-going discussions and by being prepared to summarize, elaborate on, and relate to personal knowledge and experiences the topics being reviewed each day.
3. Students will become aware and display understanding of numerous perspectives related to leadership theory and practices.
4. Students will develop an awareness and understanding of critical thinking concepts by consistently applying the standards of critical thinking to the elements of thought.
5. Students will also begin to develop awareness and understanding in the application of the leadership theories to practical situations within differing organizational environments.
6. Students will learn and develop a theoretical foundation for the study and critical assessment of leadership, which will correlate with the preparation for the School of Criminal Justice core comprehensive examination process.
7. All students will display understanding of the correlation of leadership theory to the performance and related outcomes in organizations.
8. Students will exhibit competence in their ability to write using a reasonable and effective command of the English language while applying the formats within the latest edition of the APA Publication Manual, as well as technology in word processing and electronic delivery related to Web CT for course applications.
9. Students will demonstrate competence in effective, professional, and responsible student behaviors as related to class attendance, being on time, and submitting assignments when required.
10. Students will be able to display their ability to work with others productively when dealing with group settings, and will be aware of problem-based learning strategies that will be incorporated into the course delivery method.
11. Students will be able to describe, explain, and, hopefully, understand the multifaceted issues and problems facing criminal justice leaders today.
12. Students will be able to show their understanding of the importance of being prepared for class each day by reading and analyzing the assigned readings and being ready to summarize the main ideas discussed in the previous class.

Course Requirements:

Bennis & Nanus Book Review: Prepare and present a partial review of *Leaders: Strategies for Taking Charge*. This review should focus on your critical analysis of the strategies addressed within the book where each group (as assigned) will present one of the four strategies outlined by the authors. The presentations will be comprised of students working as teams with each team member orally presenting fairly equal portions of the presentation. Each team must e-mail the instructor copies of their presentation plan by **Wednesday, February 7, 2007 at 12:00 noon** using Web CT. The actual presentations will occur on **Saturday, February 10, 2007** during class and will require a minimum of thirty (30) minutes for each presentation. The rubric provided on the main page of Web CT will be used for grading the presentation. Remember to always engage your audience when conducting any presentation in order to maintain their attention and enhance their learning of the content.

Leadership Interview: In order to obtain firsthand knowledge about the rewards and demands of serving in a leadership position, students will choose a veteran criminal justice leader and conduct an in-depth interview to attempt to ascertain their insight into their perspectives of leadership. Student must consider their selected leader's time schedule and remain reasonable with their time for this interview. Note taking is required and the interviews may be recorded (with permission).

You will then write a summary of what you learned about leadership from this person and their personal practices. Your paper must include an introduction to briefly describe the organizational environment (police department, court, jail/prison, parole/probation, etc.) that your selected leader oversees, a narrative expanding on their responses to your questions, and a final section reflecting on what you learned. The paper shall also incorporate the answer to: Which leadership theory or approach best fits with your selected leader and why? Remember to devote adequate space for personal reflection with the paper length restrictions in mind. Remember also that short papers are the most difficult to write due to needing to include "ten pounds of sand in a five pound bag."

Listed below are some suggested questions, although you may add to or delete from the list as you see fit:

- Why did you become (chief, sheriff, warden, court administrator)? What are your reasons for remaining in criminal justice leadership?
- What are your primary roles and responsibilities?
- What key skills are needed to a criminal justice leader, and why are those skills critical to success?
- How would describe the challenges and characteristics of your work?

- As a criminal justice leader, describe how you promote improved employee achievement in your agency.
- Describe your views on professional management development and describe what steps you take to personally promote professional development and the development of leadership in your agency.
- What are the top three changes that are occurring in criminal justice currently and what demands will they place upon future leadership?
- Describe some of the common mistakes made by "beginning" leaders and how those mistakes can be avoided.
- What personal rewards and sacrifices have you experienced as a public figure or leader?
- What advice would you give to someone who is strongly considering moving up the organizational ladder toward a leadership position in your type of criminal justice agency?

The body of the paper should be no more than 4-6 pages, plus a title page. An abstract page is not required for this short essay. It will be due on **Wednesday, February 28, 2007 by 12:00 noon** and must be submitted electronically on Web CT. No late papers will be accepted as the electronic submission process will close at that time. The rubric provided on the main page of Web CT will be used for grading the presentation. The papers will be graded and returned electronically using Web CT.

Leadership Book Review: In congruence with the course learning outcomes, students must become familiar with current leadership trends and issues. In order to partially accomplish this, students must read and critically analyze a relatively well-known leadership book (published within the last few years) using logical reasoning as a basis for their review. The students must prepare a set of summary materials for each member of the class which will include writing a short summary of the book (4-6 pages, plus a title page) and making a presentation to the class (no more than 20 minutes). Your summary materials and presentation will be evaluated by the instructor with your overall grade resulting in separate scores for the paper and presentation. The elements of critical thinking, as discussed in class, must be incorporated and applied to their summarization of this leadership work. The book selected must be approved by the instructor in advance and should be selected from the list (see Appendix A). Other great leadership works will be considered.

The written report should summarize the book's key points, as well as offer your views on the merits of its key concepts, assumptions, and arguments. You should also discuss how you personally share or do not share the various leadership styles or skills in the book and explain in detail as to why. You should also be able to defend your position as whether you recommend this book for reading by your peers. APA formatting for the paper is required; no abstract page is needed for this short essay. Due to the short nature of this paper, no quotes from the authors will

be allowed as all graduate level students must develop strong paraphrasing and summarizing skills. The rubric provided on the main page of Web CT will be used for grading the paper and presentation. **For papers submitted on or before March 4, 2007, the instructor will award 10 bonus points.**

Remember: Your summary presentation is equally important as the written summary. Please be creative in your presentation of your material and be certain to engage your peers in some manner in order to maintain their attention and ability to learn about your book.

All papers are due on **Wednesday, April 4, 2007 at 12:00 noon** and are to be submitted electronically using Web CT. The book summary presentations will occur on **Saturday, April 21, 2007** during class. You can utilize any presentation technology that you wish to assist in your delivery of the materials. At the end of the course, each student will have a set of leadership book reviews which will be a great resource for your academic work and professional career.

Creative Leadership Presentation: Student presentations of some course material will be the highlight of this learner-centered leadership course approach. Class discussions are not intended to provide complete coverage of the assigned reading material and should be considered as supplement information only. The required textbooks should serve as the major sources of information, as well as any relevant outside material that the student chooses to investigate. Further, class information will consist of data gained from student presentations and contributions to discussion where peer oriented teaching and learning is at the forefront.

Each student must email a copy of their lesson plan for the one hour minimum presentation on that week's assigned topic on the **Wednesday prior** to their presentation. Each presentation should include the following, as appropriate:

- Use of some instructional technology (white boards, Power point, etc.)
- Use of handouts
- Use of audio and visual materials
- Use of multimedia projection
- Use of some type of hands-on learning experiences or activities
- Clear and concise presentation of the core premises of the idea(s) or theory
- Submission of three (3) potential open-ended essay exam questions with the answers (To provide a potential study guide for exams and preparation for core comprehensive exams)

The rubric provided on the main page of Web CT will be used for grading the presentation.

Examinations: There will be two written, essay examinations for this course which will assist students with their ability to learn and develop a theoretical foundation for the study and critical assessment of leadership. This essay examination process will correlate directly with your preparation for the School of Criminal Justice's core comprehensive examination process. The examinations will be weighed at 200 points each (400 points or 40% of the course grade). The midterm examination will occur during class on **February 24, 2007** from 9:00 a.m.-11:00 a.m. with the final examination occurring on **April 21, 2007** at 9:00 a.m.-12:00 p.m.

Attendance Policy: The instructor understands that students will on occasion need to be away from class due to illness or other important matters. The following policy recognizes these life issues but at the same time reflects the need to be present in class in order to learn and share your learning through presentations with others. Each student will be allowed to miss up to eight hours of class. These absences may be for any reason and do not require giving me an excuse. A student who is absent more that eight hours time will be required to withdraw from the class or receive a failing (F) grade for the course depending on when they have the additional absence. Eight hours of absence represents about 20% of the course meeting hours. Your expected perfect attendance results in 50 points toward your final grade.

Exceptions to the Attendance Policy (Verification is required):

1. A university-sponsored event in which an excused absence from the Vice President for Academic Affairs office is given.
2. Death of an immediate family member.
3. Extended hospitalization.

Course Grading:

Bennis Strategy Presentation:	100 points
Leadership Interview Paper:	100 points
Leadership Book Review Paper:	100 points
Leadership Book Review Presentation:	100 points
In-Class Creative Leadership Presentation:	150 points
Midterm Examination:	200 points
Final Examination:	200 points
Attendance	50 points
	<hr/>
Total Points for Course:	1000 points

Grading Scale (Based on % of Points):

94 – 100 = A	73 – 76 = C
90 – 93 = A-	70 – 72 = C-
87 – 89 = B+	67 – 69 = D+
83 – 88 = B	63 – 66 = D
80 – 82 = B-	60 – 62 = D-
77 – 79 = C+	59 – 0 = F

Student Academic Dishonesty/Demeanor: The instructor fully expects criminal justice graduate students to act with honor and integrity at all times. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on assignments, cheating on examinations, lying to the instructor, writing plagiarism, failing/refusing to work on a group assignment, and group project plagiarism. Any student found engaging in academic dishonesty will receive a failing grade on the activity and for the entire course. I will additionally seek all disciplinary sanctions allowed by Ferris State University's Policy on Academic Dishonesty.

Any student that continually acts in a disruptive, inappropriate, or counterproductive manner during class will be asked to leave the classroom and the course. If necessary, the student will be dealt with according to Ferris State University policies.

All electronic devices (pagers, cell phones, PDA's) must be deactivated (or placed on silent vibrate mode for those who are on call) during class times so as to not disturb the class in progress. The use of all tobacco products during class is prohibited.

Accommodations and Support Services: Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should immediately contact the University College Disabilities Services (DSO) for disability verification and for determination of reasonable accommodation needs. Staff from DSO can be found in room 310 of the Starr building (extension 5039), or room 317 of the Starr building (extension 3772).

Withdrawal: The last day to withdraw from the class with a "W" is March 23, 2007. Failure to attend class does not constitute a withdrawal. You must follow all proper procedures for an official withdrawal from the course. Failure to do so may result in a failing grade.

Note: The instructor reserves the right to change any or all of the aforementioned should the need arise. If changes are to be made, all students will be notified during class of the changes.

Appendix A

Leadership Book List: Students are to select a book from this leadership list for the described assignment. Students may also identify other possibilities and discuss those options with the instructor.

1. Bellman, G. M. (2001). *Getting things done when you are not in charge* (2nd ed.). San Francisco: Berrett-Koehler Publishers.
2. Bennis, W. (2000). *Managing the dream: Reflections on leadership and change*. Cambridge, MA: Perseus Publishing.
3. Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.
4. Bennis, W., Spreitzer, G. M., & Cummings, T. G. (Eds.). (2001). *The future of leadership*. San Francisco, CA: Jossey-Bass.
5. Blanchard, K., Carlos, J., & Randolph, A. (1999). *The 3 keys to empowerment*. San Francisco: Berrett-Koehler Publishers.
6. Covey, S. R. (1990). *Principle-centered leadership*. New York: Fireside.
7. Dickman, M. H. & Stanford-Blair, N. (2002). *Connecting leadership to the brain*. Thousand Oaks, CA: Corwin Press.
8. Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
9. Gardner, Howard. (1995). *Leading minds: An anatomy of leadership*. New York, NY: BasicBooks.
10. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
11. Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.
12. Greenleaf, R. K. (1998). L. C. Spears (Ed.), *The power of servant leadership*. San Francisco: The Greenleaf Center for Servant Leadership.
13. Haberfeld, M.R. (2006). *Police leadership*. Upper Saddle River, NJ: Pearson Prentice Hall.

14. Kotter, J.P. (1996). *Leading change*. Boston: Harvard Business School Press.
15. Kouzes, J. M. & Posner, B. Z. (2002). *The leadership challenge: How to keep getting extraordinary things done in organizations* (3rd ed.). San Francisco: Jossey-Bass.
16. Manz, C. C. & Sims, H. P. (2001). *The new superleadership: Leading others to lead themselves*. San Francisco: Berrett-Koehler Publishers.
17. Maxwell, J. M. (2001). *The 17 indisputable laws of teamwork: Embrace them and empower your team*. Nashville, TN: Thomas Nelson, Inc.
18. Rhodes, D. L., Ed. (2003). *The difference "difference" makes : Women and leadership*. Stanford, CA. Stanford Law and Politics.
19. Senge, P. M. (1994). *The fifth discipline: The art and practice of learning organizations*. New York: Doubleday/Currency.
20. Wheatley, M. J. (1999). *Leadership and the new science*. San Francisco: Berrett-Koehler Publishers, Inc.
21. Yukl, G. A. (1998). *Leadership in organizations* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
22. Zander, R. S. & Zander, B. (2000). *The art of possibilities*. New York: Penguin Books.

Nature of Crime
Crim 615 –Fall 2011
EHA: Saturdays, 8:00am-5 pm 9/10, 9/24, 10/1, 10/15, 10/29

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Taught to you by: Nancy L. Hogan, Ph.D.—Professor/Graduate Program Coordinator
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Office Hours: Monday & Wednesday 8:00-10:00 am Monday night 5:00-6:00 pm

Objectives

This course will examine the theory of and research on the nature of crime and its correlates. The most recent contributions to understanding the nature of crime will be explored as well as an in-depth examination of the relationship between these explanations and policies that have been proposed to reduce crime.

Textbooks

Akers, Ronald L, & Sellers, Christine S. (2008). *Criminological theories: Introduction ,evaluation, and application*. (5th ed.). Los Angeles: Roxbury. ISBN: 0195332520

Barlow, Hugh D. & Decker, Scott H. (2009). *Criminology and public policy. Putting theory to work*. Philadelphia, PA: Temple University Press. ISBN: 1-4300-00078/e-book 1-4399-00086

Fishman, Charles (2011). *The Walmart effect: How the world's most powerful company really works—and how it's transforming the American economy*. NY, NY: Penguin. ISBN: 978-0-14-303878-8

Messner, Steven F., & Rosenfeld, Richard (2007). *Crime and the American dream*. (4th ed.). Belmont, CA: Thomson-Wadsworth. ISBN: 0-534-61958-4

Wilson, James Q. (1983) *Thinking about crime, revised edition*. New York, NY: Vintage Books. ISBN-0-394-72917-x.

Wright, John., Tibbetts, Stephen. & Daigle, Leah. (2008). *Criminals in the making*. Los Angeles, CA: Sage. ISBN: 978-1-4129-5520-1.

Publication Manual of the American Psychological Association, sixth edition (1009). Washington DC: American Psychological Association. ISBN: 978-1-4338-0561-5

Withdrawal

The last day to withdrawal the class with a W is November 3, 2011. By not showing up for class does not constitute withdrawal. The student must follow proper procedure to withdraw from the course.

Academic Honesty

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

I reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide an electronic copy, documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, I will assume that it is plagiarized and will take disciplinary action, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Judicial Services, and removal from the criminal justice program. Each incident will be judged on a case by case basis.

Class Attendance

Class attendance is a basic requirement of the course and will be taken at the start of each class; unexcused absences are not permitted. Since one class equals 3 weeks of coursework, you will have to make up part of the time by coming to a class or two in Big Rapids, depending on how much of the Howell class you miss. At this level, it is expected that you arrive on time and be prepared. Missing class or consistently being late may result in loss of a letter grade or, if repeated, in a failing grade for the course. If you are compelled to miss a class, you are expected to contact me as soon as possible to explain your absence from class. Excused absences include illness (verifiable by a doctor's excuse), hospitalization, death in the family, or work-related. At this point, I will inform you when to come to Big Rapids and how many times.

Class Participation

Since this is a graduate class, you are strongly encouraged to participate in class discussions. Students who contribute meaningful comments regularly may have their course grade raised when it becomes crunch time!

Class Conduct

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class, but is disrespectful to both classmates and the professor.

A few other rules also apply to the classroom. **Do Not** have a cellular phone that rings. If it does, you will be asked to leave for the day and an assessment will be made as to whether you will be allowed to re-enter the course. If you have a pager, set it on buzz. Same rules apply to the pager as the phone. Also, the classroom is not an eating center. You may have a drink in class, but it is unacceptable to bring food into the classroom while I am instructing. In particular, do not order a pizza and have it delivered to the classroom! I also expect you to dress appropriately for the classroom setting. No revealing clothing (such as see through or bathing suits) should be worn that may cause other students to not pay attention. Finally, no pets should be brought to class! If you bring a laptop, you are expected to use word processing only. No reading email, Facebook, or surfing the internet. If this occurs, you will not be allowed to bring a laptop to class and have to take notes the old-fashioned way by writing them!

Requirements

1. Students are expected to read all assignments. This will promote class discussion and active class participation.
2. Completion of writing assignments (100 points each unless otherwise stated).

You will have readings taken from the books/articles assigned for the course. From those readings, a question will be given. You are to answer the question using all the reading assignments given for that week. This two-three page (unless otherwise stated) writing assignment must follow the format instructions below. Failure to do so will result in loss of points. You must not exceed the page limit (a few lines (less than 6) on over the maximum page limit) or write less than minimum page limit. Each essay must include a reference page. **Place your name on the back of the last page only.** *Do not place the paper in a folder or use a cover sheet. The whole purpose of the name on the back is so I don't know whose paper I am grading.*

In general, the paper is expected to focus on the core issues contained in the readings assigned for that week. Your opinion is not valid unless requested! Do not add your own resources as you do not have space to do this. Make sure that you include each reading as part of your answer and **CITE YOUR WORK!** Unless prior approval is given, no late assignments will be accepted.

3. Class Presentation (100 points)
4. Final Paper (200 points)

I DO NOT ACCEPT LATE PAPERS! Schedule your time prior to the assignment due date. In extreme cases (beheadings), some papers may be handed in late, but with the understanding that the score will be dropped one grade level. Even with the extreme case grace, if it is not turned in on the agreed upon date, it is a goose egg.

The writing assignments and final paper will be graded on the following grade scale:

93-100	A	78-79	C+
90-93	A-	74-77	C
88-89	B+	70-73	C-
84-87	B	Below this, consider it an F	
80-83	B-	(incomplete assignment/test = 0)	

Formatting Instructions

All writing assignments for this course are to be typed. The format is double-spaced, 1 inch margins (all sides), 12 point font, Times New Roman print, and page numbers in the top right hand corner. Use current APA manual and cite correctly! Also, use a printer that is legible.

FOR ALL ASSIGNMENTS, PUT YOUR NAME ONLY ON THE BACK OF THE LAST PAGE---NO NAMES ON THE FIRST PAGE OR THE TOP OF EACH PAGE---IF YOU DON'T OWN A STAPLER, GO TO YOUR FAVORITE DISCOUNT STORE AND GET ONE FOR \$1.99. ALL PAPERS ARE TO BE STAPLED!!!

Schedule of Events
EHA 2011

September 10th

Political Ideology and the Causes of Crime & Deterrence/Rational Choice

Readings:

Wilson, James Q, (1985). *Thinking about crime*. Chapters: 1,2,3,4,5,12,13

Hogan, Nancy L. (2010). Elliott Currie: The market society and crime. In F.Cullen & P. Wilcox (Eds.), *Encyclopedia of criminological theory* (e-reserve)

Warner, Barbara D. & Burchfield, Keri (2010). Misperceived neighborhood values and informal social control. *Justice Quarterly*, 28(4), (e-reserve)

Unnever, James, Cullen, Francis & Fisher, Bonnie (2007)–“A liberal is someone who has not been mugged”: Criminal victimization and political beliefs. *Justice Quarterly*, 24 (2), 309-334. (e-reserve)

Akers, Ronald (2008). *Criminological theories*. Chapter 2

Clarke, Ronald & Cornish, Derek (2001), *Rational Choice* (e-reserve) (in book: *Explaining Criminal and Crime* by Paternoster & Bachman)

Paternoster, R. (2010). How much do we really know about criminal deterrence? (e-reserve) *The Journal of Criminal Law & Criminology*, 100 (3)

Question:

According to Wilson, what causes crime? Explain what deterrence/rational choice theory is and how it relies on rationality. (make sure you explain the tenets of the theory) Using Deterrence, how does Wilson (and other conservative thinkers) propose to reduce the crime rate? Based on recent research presented above, are the ideas of Wilson valid for crime control? Explain your answer. (4-6 pages)

In class assignment—find one research article testing deterrence 2000---2011 read and be able to explain to the class the project and the results—will find in class.

September 24th

Conflict/Marxist/Critical theory, Social Disorganization, Anomie, and Strain Theories, and Systemic Influences on Crime

Readings:

Akers, Ronald (2008) *Criminological Theories*, Chapter 7, 9, 8, 10,

Messner & Rosenfeld (2007). *Crime and the American dream*. (entire book)

Fishman, Charles (2006) *The Wal-Mart effect*. (entire book)

Question:

Briefly explain Conflict theory, Social Disorganization, Anomie (Durkheim) and Strain theory (Merton). What elements are then incorporated into Messner's and Rosenfeld's theory of Institutional Anomie? What are value orientations and how do these affect social structures (i.e. school)? How can social institutions be strengthened to help prevent crime? As an example, how does Walmart show the value orientations of the American Dream? Overall, how does this lead to a breakdown of communities and the crime rate? (5-7 pages)

Assignment --Bring to class—Research a business or corporation of your choice. How does it reflect (or not) the value orientations of Institutional Anomie...Be ready to discuss in class.

In class research —look up information on Walmart or its manufacturers...

October 1st

Social Learning / Social Bonding/Control theories, Labeling/Feminist theories

Readings:

Akers, *Criminological Theories*, Chapter 5, 6, 7 & 11

Gottfredson & Hirschi (2003) *The Nature of Criminality: Low Self Control* (on reserve) (in *Theories of Crime: A reader* by Renzetti, Curran, & Carr)

Unnever, Cullen & Agnew (2006). Why is bad parenting criminogenic? Implications from rival theories. *Youth Violence and Criminal Justice* -- Sage online (on reserve)

Question:

Briefly explain Social Learning, Social Bonding, and General Theory of crime. How does bad parenting fit into these theories? What is the feminist perspective? What is labeling theory? (3-4 pages)

Assignment—prior to class: Get one **academic** journal article on women, either as an offender or a victim. Please read it and bring it to class for discussion.

October 15th**Life Course Criminology----Biological Influences & Psychological Influences****Readings:**

Akers, Chapter 3, 4

Wright, Tibbetts, & Daigle, Chapters 1-7

Question:

What does Life Course Criminology mean? Explain thoroughly. Then explain the early development of biological and psychological theories. What advances today have been made that challenge earlier beliefs? (compare and contrast the older theories to Wright et al.) (4-5 pages).

Assignment—In class research--

Find one article and bring to class that describes the “face” of crime (race/ethnicity, sex, socio-economics, educational level, employment, etc). Be prepared to briefly present its contents.

October 29th**Life stages and its effects and the Predictors of Crime****Readings:**

Wright et al., Chapter 8-12—class presentations on chapters

*Hawkins, Herrenkohl, Farrington, Brewer, Catalano, Harachi, & Cothorn (2000) *Predictors of Youth Violence* (<http://ojjdp.ncjrs.org/publications>)

*Wasserman, Miller, & Cothorn (2000). *Prevention of Serious and Violent Juvenile Offending*.
<http://ojjdp.ncjrs.org/publications>

*Loeber, Farrington, & Petechuk (2003) *Child Delinquency: Early Intervention and Prevention*.
<http://ojjdp.ncjrs.org/publications>

*Mulder, Brand, Bullens, VanMarle (2010). A classification of risk factors in serious juvenile offenders and the relation between patterns of risk factors and recidivism. In *Criminal Behaviour and Mental Health*. (e-reserve)

*Ward, Day, Bevc, Sun, Rosenthal, & Duchesne(2010). Criminal Trajectories and Risk Factors in a Canadian Sample of Offenders. In *Criminal Justice and Behavior*,37: (e-reserve)

Question:

What are the predictors of delinquency? (Use only the articles with an asterisk * to answer this question (2-3 pages))

FINAL presentation and assignment will be passed out in class September 24th with a due date listed.



COURSE SYLLABUS
Program Evaluation [Crim 620-001]
Spring, 2010
January 11th - May 7th, 2010

For any course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or announcement within Blackboard when changes are made in the requirements and/or grading of the course.

1. INSTRUCTOR INFORMATION

- 1.1 Mischelle Stone, Ph.D.
517 BIS
Telephone: 231-591-3782
E-mail: MischelleStone@Ferris.edu
Office Hours: T, TH 3:00-4:30 PM and by appointment

2. INSTRUCTOR BACKGROUND

- 2.1 See vita posted on course website and School of Criminal Justice Website.

3. COURSE MEETING TIME AND PLACE

- 3.1 Meeting Place: Howell Campus
- 3.2 Meeting Day: SAT: 1/16;1/30;2/6;2/20;3/20
- 3.3 Meeting Time: 8:00-5:00 PM

4. REQUIRED READING

- 4.1 The required text for the course is identified below:
Text: Utilization-Focused Evaluation
Author: Michael Q. Patton
Edition: 4th
- 4.2 Students are expected to have their textbook from the first day of class. Not having your textbook is not a justifiable defense for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.
- 4.3 All students are required to complete all of the reading assignments **prior to class meetings**. Studying only the lecture material OR the book is certain to result in a lower grade for the course than if you read both and fully participate in the course.

5. ADDITIONAL READING

- 5.1 Each week of the course contains references for readings from the text, and lecture and discussion material provided in class. Short readings will also occasionally be posted to the course site within Blackboard. You must be sure to complete the reading BEFORE CLASS for each of the weeks in the course schedule. You are encouraged to download the outline for each class meeting prior to coming to class so that you can use it as a note-taking guide.

6. LATE REGISTRATION

- 6.1 Students who do not attend class in Week One should drop the course. No exceptions will be made. Students who do not feel they can attend the first class should not enroll in this class.
- 6.2 If you have trouble receiving your text book before class in Week 1 you will have to work extra hard to catch up on all reading by the 1/30/10 date. Not having your book on the first day of the class is not an excuse for late work after the deadlines in the Course Schedule.

7. OFFICE HOURS

- 7.1 I will make every attempt to be available to students before class begins and after class ends to accommodate any additional help or information you may desire.
- 7.2 I am frequently online and available via e-mail within the FerrisConnect Crim 620 course site. If you would like a specific time to communicate privately about personal issues, send your request via an e-mail within FerrisConnect asking for a time to “chat” with me. For questions related to the course, use the discussion area entitled “Questions for the Instructor” so that everyone can see the questions and benefit from the answers.
- 7.1 For private questions that relate only to you, use the e-mail function found by clicking on the E-Mail Tool on the Course Menu within FerrisConnect.
- 7.2 Do not use my Ferris e-mail unless FerrisConnect is down.

8. COURSE PREREQUISITES

- 8.1 Besides having graduate standing, there are no prerequisites for this class except a desire to learn and do well in the course.

9. COURSE PURPOSE

- 9.1 This course is designed as a graduate level seminar for students interested in understanding the theory and design of evaluation of criminal justice systems, and developing program evaluation skills. This course is designed to allow the student to become a “user” of various tools used in the evaluation of programs and agencies. Learners are expected to create a learning community where they can safely explore and experience how program evaluation provides important and useful information to criminal justice agencies, and agencies in other professions.

10. COURSE GOALS

- 10.1 Explore the historical precedents and development of evaluation practice
- 10.2 Enable learners to think strategically and critically about competing ideas regarding evaluation perspectives and strategies.
- 10.3 Understand the variables that affect evaluation choices, options, and decisions.
- 10.4 Identify and develop core competencies of evaluation practice.
- 10.5 Address issues of critical importance to the theory and practice of evaluation.
- 10.6 Recognize the value of diversity in developing in evaluation perspectives and practice.
- 10.7 Design, conduct, and present in writing and orally a program evaluation
- 10.8 Develop and share gained insights related to evaluation theory, method, and practice.

11. COURSE LEARNING OBJECTIVES

- 11.1 Demonstrate the application of course material to improve thinking, problem solving, and decision-making.
- 11.2 Analyze and critically evaluate ideas, arguments, and points of view.
- 11.3 Express oneself orally and in writing.
- 11.4 Demonstrate specific skills, competencies, and points of view needed by professionals in the field of criminal justice.
- 11.5 Formulate theoretical and practical questions and specify answers to those questions.
- 11.6 Demonstrate a clearer understanding of, and commitment to personal values, and critique the assumptions associated with evaluation design and implementation.
- 11.7 Demonstrate competency writing reaction papers.
- 11.8 Demonstrate an understanding of the collaboration required for successful evaluation projects.

12. METHODOLOGY

- 12.1 Learners are expected to use the skills of critical thinking, and active learning to accomplish learning objectives.
- 12.2 Students are expected to be active and collaborative learners and assume responsibility for learning and discovery, as well as questioning the perspectives of the instructor and colleagues.
- 12.3 Formative assessments in the form of reaction papers will provide assessment and feedback of student performance of course learning objectives.
- 12.4 Summative assessment in the form of an exam will provide assessment and feedback of student performance on course learning objects.

13. COURSE POLICIES

- 13.1 Attendance: All students are expected to be timely in their presentation for class meetings, and to attend every class. **UNDERSTANDING THAT EMERGENCIES DO OCCUR, STUDENTS WILL BE ALLOWED TO MISS EIGHT HOURS OF CLASS WITHOUT PENALTY FOR STUDENTSHIP. ANY STUDENT MISSING ANY PORTION OF THE NINTH HOUR IS REQUIRED TO DROP THE COURSE (ASSUMING THEY HAVE A PASSING GRADE). STUDENTS WHO DO NOT HAVE A PASSING GRADE ARE NOT PERMITTED TO CONTINUE IN THE COURSE AND MUST DROP AT THEIR OWN PERIL.** Time missed in the course is calculated in ½ hours, so being tardy by 15 minutes = ½ hour missed.
- 13.2 Conduct: The expectation for individual and group conduct is one based on mutual respect for each other, the instructor, the course material, and the learning process. Students are expected to read the material in the text and the lecture material presented in the course, reflect on their experience and learning, raise questions and observations about the material, and incorporate these observations into their performance in the course. There are several issues that have the potential to interfere with these processes. The first is not reading the assigned reading material. The second is coming to class unprepared to fully participate in the course. The third is waiting until the last minute to prepare to take the assessments. Be sure to give this course your best effort!
- 13.3 Make-Up Work: I do not allow make-up work except in the case of an emergency. Documentation may be requested. The instructor is the sole arbiter of what constitutes an emergency. This extends to missed classes or portions of missed classes. I do not accept defenses of "I had to work later than I planned", or I had 'Computer', 'Internet', or 'Connection' problems. These are not acceptable reasons for missing or being unable to retrieve important course information or complete assignments and assessments. You must have reliable Internet service. If you do not have it at home, you may access it at the FLITE. Be sure to check their hours of accessibility for students. Also, be sure to review the computer requirements for this course in the Welcome Statement in the Course Orientation materials on the Course website in FerrisConnect.
- 13.4 Academic Misconduct: My policies on academic misconduct are consistent with those of FSU contained in the student handbook.. (Click on the link below to view FSU's policy on academic misconduct):

[http://www.ferris.edu/htmls/administration/Student Affairs/Studenthandbook/handbook.htm](http://www.ferris.edu/htmls/administration/Student%20Affairs/Studenthandbook/handbook.htm)

- 13.4.1 I report ALL initial instances of academic misconduct to the student judiciary and refer the student for academic counseling. Following a second offense, I refer the student to the student judiciary and request disciplinary action. After many years of teaching (and living!) I have come to believe that "cheating" is born out of fear—i.e., we are tempted to "cheat" when we are fearful that if we don't we will experience some consequence greater than that associated with the cheating. Whether we "cheat" by speeding, not being truthful, or taking someone else's work as our own, the behavior is, at its core, an attempt to deal with fear.

Therefore, I recommend that you do the following if you contemplate cheating in this class:

1. Identify the underlying fear associated with the assignment
 2. Ask yourself what would happen if you *didn't* cheat
 3. Evaluate how you would deal with the consequence of *not cheating*
 4. Now, think about how you were going to cheat
 5. Ask yourself what would happen if you *did* cheat (failure of the assignment, class, and possibly losing the opportunity to complete your education at Ferris)
 6. As you bring the act of cheating into your consciousness, note whether you are moving toward a feeling of joy and enlightenment, or whether your sense of self feels diminished
 7. Choose
- 13.5 University E-Mail
- 13.5.1 All students are required to obtain and use the FSU e-mail address that is automatically assigned to you as FSU students. All official correspondence (including bill, statements, e-mail from instructors, and grades) will ONLY be sent to your FSU e-mail address.
- 13.5.2 All students are responsible for ensuring that the correct e-mail address is listed in FerrisConnect at the beginning of Week #1.
- 13.5.3 E-mail is the only way I can communicate with you before the course starts, if Blackboard is down, or after the course ends. In general, I will respond to your e-mail within 24-48 hours; however, it is important that if you make a request for a response from me and I make a subsequent request for more information, you must respond back to me in a timely fashion (within 24-48 hours).
- 13.5.4 All e-mail communication with the instructor should take place within FerrisConnect using either the e-mail function (private issues) or the Discussion forum (public view).
- 13.5.5 Your FSU e-mail address is the same as your Web Express user ID followed by @FSU.edu. You can get to your e-mail account by logging onto the course and clicking "E-mail Login". You may forward your account, but be sure to check your account within the course site to make sure it is forwarding properly. Some Internet providers such as AOL or Yahoo may not provide appropriate forwarding services. After you log into your e-mail within the course site, you can click on "options" on the left hand side of the page. Then click on "forwarding". This enables you to set up the e-mail address to which you will forward your e-mail.
- 13.5.6 Do not wait until the night before or the day of an assignment or exam to e-mail me with questions. A failure to plan in advance may result in your inability to secure an answer to your question before the assignment is due, or before an exam.
- 13.5.7 Cell Phone and Computer Use: I view the use and accessibility of cell phones in the classroom as a distraction to our ability to exercise good studentship. Therefore, cell phone use is prohibited once the class has begun. Computers in the classroom are allowed, but only for use that is class-related. Students attempting to use their phones in the classroom or use their computers for activities that are not related to class may lose their privilege to bring the phone or computer to class.

14. METHODS OF EVALUATION

- 14.1 Final course grades are computed using point totals for studentship, in-class and take home assignments, and your exams.
- 14.2 The grading scale for this course is as follows:

<i>Points</i>	<i>Grade Range</i>
473-525	A
421-472	B
369-420	C
316-368	D
↓	Contact me way before this happens!

- 14.3 You will have two exams in this course (250 pts.). Both will be in class, and will be essay in nature. The exams will contain a series of questions on material covered in the course **from the beginning of the course**.
- 14.4 In Class Writing Assignments (100 pts). Students will complete several "in-class" exercises; some will be working independently, others in a group. Following the completion of the assignment, students will be randomly selected to orally present on their assignment. Not all of the assignments will be graded.
- 14.5 Reaction Papers (100 pts): **Important Note Regarding The Reaction Papers:** You will complete five reactions papers based on the assigned readings. Each reaction paper is worth 20 points. I will not accept late papers. Students are expected to work independently on their reaction papers. Collaborating with another student, a former student, or a prospective student violates the ethical expectations for your conduct on these assignments. In addition, students are prohibited from using the Internet to research answers to the reaction papers. A violation of these restrictions constitutes academic dishonesty as outlined in Section 13.4 of the Course Syllabus. The reaction papers must be by the due date outlined, and must meet the structural guidelines that accompany the assignment (i.e., length, typed, etc.). **ALL WORK MUST ALWAYS BE CONTAIN ACCURATE SPELLING AND RULES OF GRAMMAR. A FAILURE TO MEET THIS EXPECTATION MAY RESULT IN A GRADE OF "NO CREDIT" FOR THE ASSIGNMENT.**
- A Note On All Assignments: Always, always, always, keep an electronic back up copy of all of the work you produce in this class.**
- 14.6 Studentship (75 Points): Each student is assigned 75 studentship points at the beginning of the semester. These points are yours to keep or to lose. Your studentship grade is designed to reflect active learning and critical reading, thinking, and analytical skills, as well as collegiality and collaboration. It is expected that you will prepare for and attend all class sessions (on time), reflect on your experience and learning, raise questions and observations about the material, share your learning with colleagues, challenge each other constructively, and listen to each other. A failure to do this in any given class period will result in a loss of points for that period.

15. COURSE SCHEDULE

- 15.1 The schedule for readings, discussion topics, and assignment due dates is below. Be sure to plan ahead.

**CRIM 620—Program Evaluation
Course Schedule—SP 10**

Meeting Date	Reading Assignment	Topic	Activity	What's Due?
Sat. 1/16		Studentship & Collaboration Utilization-Focused Research Complete Reaction Paper #1	Lecture Class Discussion Collaborative Exercise	Reaction Paper #1
Sat. 1/23	Text: Chps. 1,2,3 Pp. xiii-95 Text: Chps. 14,15 Pp. 523-576	Utilization-Focused Research Getting Started Fostering Intended Use Ethics, Processes, Premises	Class Does Not Meet	
Sat. 1/30	Text: Chps. 4,5 Pp. 97-191 Text: Chps. 14,15 Pp. 523-576	Intended Uses Situational Evaluation Fostering Intended Use Ethics, Processes, Premises	Lecture Class Discussion Class Activities	Reaction Paper #2
Sat. 2/6	Text: Chps. 6,7 Pp. 195-267	Focusing On Outcomes	Class Does Not Meet	Reaction Paper #3
Sat. 2/13	Text: Chps. 8,9 Pp. 271-330	Mid-Term Exam Evaluation Focus Implementation Evaluation	Lecture Class Discussion Class Activities	Reaction Paper #4
Sat. 2/20	Text: Chp. 10 Pp. 333-379 Text: Chap. 11 Pp. 383-412	Conceptualizing Intervention Evaluations Worth Using	Lecture Class Discussion Class Activities	Reaction Paper #5
Sat. 3/20		FINAL EXAM ESSAY IN CLASS	YOU MADE	IT!

COURSE SYLLABUS

Criminal Justice Data Collection and Analysis [Crim 625-001]

Spring, 2013

January 14, 2013 - May 11, 2013

For any course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or announcement within Blackboard when changes are made in the requirements and/or grading of the course.

1. INSTRUCTOR INFORMATION

- 1.1 Mischelle Stone, Ph.D.
534 BIS
Telephone: 231-591-3782
Message: I strongly prefer that you message me within the course site rather than e-mail me.
Office Hours: TU, TH 3:00-5:00 PM, and by appointment. **The best time to catch me is on Thursday.**

2. INSTRUCTOR BACKGROUND

- 2.1 See vita posted on course website and School of Criminal Justice Website.

3. COURSE MEETING TIME AND PLACE

- 3.1 Meeting Place: BIS 215
- 3.2 Meeting Day: Thursday
- 3.3 Meeting Time: 6:00 PM - 9:00 PM

4. REQUIRED READING

- 4.1 **Texts:**
 - a) **Statistical Analysis in Criminal Justice and Criminology (2nd ed.)**
Authors: Vito, et al.
 - b) **Designing Qualitative Research (5th ed.)**
Authors: Marshall and Rossman
 - c) **SPSS Survival Manual**
Author: Julie Pallant
- 4.2 You are expected to have your textbooks from the first day of class. Not having your textbook is not a justifiable defense for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.
- 4.3 You are required to complete all of the reading assignments **prior to class meetings**. Studying only the lecture material OR the books is certain to result in a lower grade for the course than if you read both and fully participate in the course.

5. ADDITIONAL MATERIALS

- 5.1 You should have a hand-held calculator that enables you to calculate square roots and other basic statistical functions.
- 5.2 Each week of the course contains references for readings from the text, and lecture and discussion material provided in class. You must be sure to complete the reading **BEFORE CLASS** for each of the weeks in the course schedule. You are encouraged to download the outline for each class meeting prior to coming to class so that you can use it as a note-taking guide.

6. LATE REGISTRATION

- 6.1 If you register during the first week of the semester during late registration you may already be one class behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions will be made. If you do not feel you can meet this deadline should not enroll in this class. Also note that late registration may mean that you do not receive your books in time to make up the work you missed in Week #1. Not having your books on the first day of the class is not an excuse for late work after the deadlines in the Course Schedule.

7. OFFICE HOURS

- 7.1 My office hours are listed above in section 1.1. Be advised, however, that I often have more than one student who wants to see me during the posted office hours I have for my courses. If you want to be certain to see me, contact me after class or via e-mail within the course site and make an appointment to see me outside of my office hours.
- 7.2 I am frequently online and always available via e-mail within the FerrisConnect course site. If you would like a specific time to communicate privately about personal issues, send your request via an e-mail within FerrisConnect asking for a time to "chat" with me. For questions related to the course, use the discussion area entitled "Questions for the Instructor" so that everyone can see the questions and benefit from the answers.
- 7.1 For private questions that relate only to you, use the e-mail function found by clicking on the Message Tool on the Course Menu within FerrisConnect.
- 7.2 Do not use my Ferris e-mail unless FerrisConnect is down.

8. COURSE PREREQUISITES

- 8.1 The prerequisite for this class is graduate standing in Criminal Justice, a prior research methods/statistics course, or Crim 650.

9. COURSE PURPOSE

- 9.1 This course introduces you to the logic of quantitative and qualitative research design and data analysis. It also provides an introduction to the how to apply important concepts related to design and analysis. It offers you an opportunity to interpret statistical tests in a way that that follows scientific conventions in criminal justice. The course focuses on fundamental data collection and analysis using both quantitative and qualitative data.

10. COURSE GOALS

- 10.1 Describe how crime in the U.S. is measured
- 10.2 Demonstrate the ability to think strategically and critically about competing viewpoints regarding various data gathering and statistical techniques.
- 10.3 Interpret criminal justice data.
- 10.4 Address issues of critical importance to data gathering and statistical analysis, including those related to race, class, gender, and cultural bias.
- 10.5 Model critical thinking principles in the classroom.
- 10.6 Increase your capacity to learn

11. COURSE LEARNING OBJECTIVES

- 11.1 Describe how crime in the U.S. is measured.
- 11.2 Analyze and critically evaluate ideas, arguments, and points of view regarding data gathering techniques and statistical analysis.
- 11.3 Demonstrate competency in expressing oneself orally and in writing.
- 11.4 Differentiate quantitative data gathering techniques from qualitative techniques.
- 11.5 Collect and analyze data using computer-based skills.
- 11.6 Demonstrate a clearer understanding of, and commitment to, personal values.
- 11.7 Demonstrate the ability to intelligently present a data-gathering technique and the appropriate statistical analysis that accompanies it.
- 11.8 Demonstrate the ability to correctly interpret statistical data.
- 11.9 Apply data collection and statistical analysis techniques to real-world problems.

12. METHODOLOGY

- 12.1 Learners are expected to use the skills of critical thinking and active learning to accomplish learning objectives.
- 12.2 Students are expected to be active learners and assume responsibility for learning and discovery, as well as questioning the perspectives of the instructor and colleagues.
- 12.3 Formative assessments in the form of writing assignments, statistical analysis, and peer-to-peer teaching will provide assessment and feedback of student performance of course learning objectives.
- 12.4 Summative assessments in the form of exams and a final proposal will provide assessment and feedback of student performance on course learning objects.

13. COURSE POLICIES

- 13.1 Attendance: You are expected to be timely in their presentation for class meetings, and to attend every class.
- 13.2 Conduct: The expectation for individual and group conduct is one based on mutual respect for each other, the instructor, the course material, and the learning process. Students are expected to read the material in the text and the lecture material presented in the course, reflect on their experience and learning, raise questions and observations about the material, and incorporate these observations into their performance in the course. There are several issues that have the potential to interfere with these processes. The first is not reading the assigned reading material. The second is coming to class unprepared to fully participate in the course. The third is waiting until the last minute to prepare to take the assessments. Be sure to give this course your best effort!
- 13.3 Make-Up Work: I do not allow make-up work except in the case of your hospitalization due to illness or injury, or the illness or death of someone in your immediate family. Documentation may be requested. This extends to missed classes. I do not accept defenses of "I had to work later than I planned", or "I had to go home on an emergency". "Computer", "Internet", or "Connection" problems are not acceptable reasons for missing or being unable to retrieve important course information or complete assignments and assessments. You must have reliable Internet service. If you do not have it at home, you may access it at the FLITE. Be sure to check their hours of accessibility for students. Also, be sure to review the computer requirements for this course in the Welcome Statement in the Course Orientation materials on the Course website in FerrisConnect.
- 13.4 Academic Misconduct: My policies on academic misconduct are consistent with those of FSU contained in the student handbook. (Click on the link below to view FSU's policy on academic misconduct):
<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/handbook.htm>
- 13.4.1 I report ALL initial instances of academic misconduct to the student judiciary and refer the student for academic counseling. Following a second offense, I refer the student to the student judiciary and request disciplinary action. After many years of teaching (and living!) I have come to believe that "cheating" is born out of fear—i.e., we are tempted to "cheat" when we are fearful that if we don't we will experience some consequence greater than that associated with the cheating. Whether we "cheat" by speeding, not being truthful, or taking someone else's work as our own, the behavior is, at its core, an attempt to deal with fear. Therefore, I recommend that you do the following if you contemplate cheating in this class:
1. Identify the underlying fear associated with the assignment
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 3. Evaluate how you would deal with the consequence of *not cheating*
 4. Now, think about how you were going to cheat
 5. Ask yourself what would happen if you *did* cheat (failure of the assignment, class, and possibly losing the opportunity to complete your education at Ferris)
 6. As you bring the act of cheating into your consciousness, note whether you are moving toward a feeling of joy and enlightenment, or whether your sense of self feels diminished
 7. Choose
- 13.5 University E-Mail
- 13.5.1 You are required to obtain and use the FSU e-mail address that is automatically assigned to you as FSU students. All official correspondence (including bill, statements, e-mail from instructors, and grades) will ONLY be sent to your FSU e-mail address.
- 13.5.2 You are responsible for ensuring that the correct e-mail address is listed in FerrisConnect at the beginning of Week #1.
- 13.5.3 E-mail is the only way I can communicate with you before the course starts, if Blackboard is down, or after the course ends. In general, I will respond to your contact within 24-48 hours; however, it is important that if you make a request for a response from me and I make a subsequent request for more information, you must respond back to me in a timely fashion (within 24-48 hours).
- 13.5.4 All communication with the instructor should take place within FerrisConnect using either the message function (private issues) or the Discussion forum (public view).

- 13.5.5 Your FSU e-mail address is the same as your Web Express user ID followed by @FSU.edu. You can get to your e-mail account by logging onto the course and clicking "E-mail Login". You may forward your account, but be sure to check your account within the course site to make sure it is forwarding properly. Some Internet providers such as AOL or Yahoo may not provide appropriate forwarding services. After you log into your e-mail within the course site, you can click on "options" on the left hand side of the page. Then click on "forwarding". This enables you to set up the e-mail address to which you will forward your e-mail.
- 13.5.6 Do not wait until the night before or the day of an assignment or exam to message me with questions. A failure to plan in advance may result in your inability to secure an answer to your question before the exam.
- 13.5.7 Cell Phone and Laptop Computer Use: I view the use and accessibility of cell phones in the classroom as a distraction to our ability to exercise good studentship and a threat to academic integrity; therefore, cell phone use is prohibited in the classroom once the class has begun. You risk having your phone confiscated for the duration of the semester as a consequence of violating this policy. You may use your laptops to record your thoughts and ideas about class material; other uses of the laptop during class (including web surfing and checking e-mails) may result in the loss of your laptop privileges during the semester.

14. METHODS OF EVALUATION

- 14.1 Final course grades are computed using point totals for the assignments, the exams, and your studentship. You must turn in your assignments in class.
- 14.2 The grading scale is as follows:

<i>Points</i>	<i>Grade Range</i>
810-900	4.0
720-809	3.0
630-719	2.0
540-629	1.0
↓	Contact me way before this happens!

- 14.3 **Midterm Exam:** Students will complete a take-home mid-term exam during the semester. The exam will contain questions regarding both data collection and statistical analysis.
- 14.4 **Assignments:** Students will complete eight assignments. Each assignment is worth 25 points; additional guidelines will be provided in class.
- 14.5 **Data Analysis Critique Final Exam:** You will be required to critique the methodological and statistical robustness of an article.
- 14.6 **Studentship:** The expectations for your Studentship performance will be outlined, discussed and evaluated several times throughout the semester.
- 14.7 **Learning Opportunities Summary**

Learning Opportunity	Points
Mid-term Exam	200
Assignments	400
Data Analysis Critique Final Exam	200
Studentship	100
Total Points	900

15. A MESSAGE FROM THE INSTRUCTOR ABOUT THE SYLLABUS

- 15.1 Please note that the syllabus is a dynamic document that is subject to change at the discretion of the instructor. When changes are warranted, every attempt is made to make them so that they benefit students.

16. A MESSAGE FROM THE DEAN'S OFFICE

- 16.1 Dean Michelle Johnston has asked faculty to include information relating to the academic calendar for students in the College of Education and Human Services. Please read the calendar below carefully and pay close attention to the established deadlines.

I look forward to your participation in the course. Feel free to contact me by messaging me, stopping by during my office hours, making an appointment to see me, and/or e-mailing me.

SYLLABUS ATTACHMENT SPRING 2013
COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

IMPORTANT DATES

SPRING 2013

Late registration	Wed - Fri	Jan 9,10,11
First day of classes	Monday	Jan 14
Last day for Drop/Add (closes at 5 PM Thursday)	Thursday	Jan 14-17
Martin Luther King Day (no classes)	Monday	Jan 21
Mid-term grades due	Monday	Mar 11
Spring recess	Sat- Sun	Mar 9-17(class resumes Mar 18)
First Day of Early Registration Summer 2013	Monday	Jan 21
First Day of Early Registration Fall 2013	Monday	Mar 18
Last day for "W" grades	Thursday	Mar 28
Mid-semester recess	Thursday – Sunday	Mar 28-31 (class resumes April 1)
Last day of classes	Friday	May 3
Examination Week	Mon – Fri	May 6-10
Commencement	Friday, Saturday	May 10 & 11
Final grades due by 1:00 pm	Monday	May 13

SESSIONS

Sessions	Dates	Last Date to drop	Withdraw Date
Full Session	Jan 14- May 3	Jan 17	Mar 28
Session A	Jan 14- Mar 5	Jan 17	Feb 14
Session B	Mar 6- May 3	March 18	Apr 16
Session D	Jan 14- Feb 15	Jan 17	Feb 4
Session E	Feb 18- Apr 1	Feb 19	Mar 8
Session F	Apr 2-May 3	Apr 3	Apr 22

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:

Monday – Thursday.....7:30 am – 12:00 am
Friday.....7:30 am – 9:00 pm
Saturday..... 9:00 am – 6:00 pm
Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
Friday.....7:30 am – 9:00 pm
Saturday..... 9:00 am – 6:00 pm
Sunday..... 1:00 pm– 12:00 am
Computer Lab in Bishop Hall...check posted hours

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or 4 days from the beginning of the course (see above dates). Check on your MY FSU to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for Spring 2013 is **March 28, 2013**.

Either go to the Student Academic Affairs Office in **Bishop Hall 604** on the main campus or phone the office at **231-591-3646** or **231-591-2700** to request a four -part form to withdraw from a

(Withdrawing continued)

course(s). DO NOT contact your instructor to request a withdraw from a course; he/she will not be able to facilitate this for you.

After the request to withdraw, check your class schedule to make sure the withdraw (W) is posted. This process can take several days. If you do not see the posting within a week, please stop by or call Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up. Should you miss the deadline to withdraw, **due to extenuating circumstances**, you may appeal with a written statement supporting your request. The Dean's office will review all appeals (form can be found on the Ferris web site). Those can be emailed to langant@ferris.edu or mailed to **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307**.

To make a complete withdraw from **all courses** you must contact admissions at **231-591-2805**.

To make a complete withdraw due to medical reasons, contact the **Health Center at 231-591-2614**. See the website for directions for any total withdraws from the university.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- Individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- Workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

**Personal Counseling, Sexual Assault,
Substance Abuse**

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

<u>College of Education & Human Services</u>		
<u>Offices</u>		
School Ed	BIS-421	591-5361
Criminal Justice	BIS-506	591-5080
TDMP	BIS- 303	591-2712
Certification	BIS-626	591-5375

ACADEMIC MISCONDUCT

misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

**CRIM 625—Data Collection and Analysis
Course Schedule—SP 13**

Meeting Date	Reading Assignment	Topic	Assignment Due Date
Thurs. 1/17	Course Orientation (Website)	Course Introduction Studentship	
Thurs. 1/24	Vito, et al. Chapter 1	The Purpose of Statistical Analysis SPSS	Assignment #1 Due
Thurs. 1/31	Vito et al. Chapter 2	Basic Elements of CJ Research	Come prepared with career you are interested in! Assignment #2 Due
Thurs. 2/7	Vito et al. Chapter 3	Summarizing Data and Presenting the Results	Assignment #3 Due
Thurs. 2/14	Vito, et al. Chapter 4	Summarizing Data and Presenting the Results	
Thurs. 2/21	Vito, et al. Chapter 5	Measures of Central Tendency Measures of Dispersion Guest Speaker The Ethics of Data Analysis And Presentation	Assignment 4 Due
Thurs. 2/28	Vito, et al. Chapter 6		
Thurs. 3/7		Mid-term Exam	In Class
Thurs. 3/14		No Class—Spring Break	
Thurs. 3/21		No Class—ACJS Conference	
Thurs. 3/28	Vito, et al. Chapter 7	Probability and the Normal Curve	Assignment #5 Due
Thurs. 4/4	Vito, et al. Chapter 8		
Thurs. 4/11			
Thurs. 4/18	Instructor Handouts	Introduction to Qualitative Data Collection Primary Data Collection Methods	
Thurs. 4/25		Qualitative Methods Continued	

Thurs. 5/2		Secondary and Specialized Methods Analyzing and Interpreting Data	
Thurs. 5/9		Final Exam	In Class

Ferris State University

Crim 630

Course Syllabus

Spring 2010

Course Title: Seminar in Law Enforcement

Course Number: CRIM 630

Professor: Steve Reifert, email reifers@ferris.edu

Office: Bishop Hall Room 505, phone 591-5013.

Office Hours: After class or by appointment.

Classroom: Bishop 213.

Course Meetings Times: Big Rapids, Mondays 6:00-8:50 p.m.

Required Material: Newburn, T. (ed.). (2005). *Policing Key Readings*, Portland, OR: Willan Publishing.

Other Readings as Assigned on Ferris Connect.

Course Description: This course is designed to give an analytical perspective on the history, development, current practices, critical issues, and the future of law enforcement. Primary focus will be directed towards an exploration of the various theoretical and practical approaches to law enforcement and the research intended to support or refute these perspectives. This is an intense examination of the current state of the law enforcement profession and existing obstacles and demands on that the profession.

Course Objectives: By the end of the course the student will be able to:

- Demonstrate an understanding of the history and development of law enforcement in the United States.
- Critically analyze contemporary/current issues in law enforcement.
- Understand the major paradigms existing within law enforcement.
- Give presentations of various articles/chapters related to law enforcement.
- Be able to write reaction papers for articles related to various topics.
- Support your position on a major research paper.

Course Organization and Procedure: Classroom time will be primarily student presentations of articles coupled with detailed classroom discussions of each article. Each article lends itself in differing ways to the topic of the day. Students are expected to read and be familiar with each

assigned reading as they pertain to the daily topics. This is a graduate class with considerable interaction between the professor and students; so, students are expected to come to class prepared and ready to interact with their peers and the professor. Students will be presenting their final project and reactions to readings during the course and the proper respect due them is required. Ferris Connect will be used extensively for the course; students are expected to be able to use that program through the Ferris State University web page.

Course Evaluation: Course evaluation and grades will be based on reaction papers, annotated bibliography, classroom presentations/discussions, and a final research paper. Reaction papers and assignments can be found on Ferris Connect with at least one assignment due per week. Reaction papers may be from any of the assigned readings for the day. Presentation grades will come from your classroom discussions of your article or chapter. The final project will be a research paper on a topic of your choice.

Reaction Papers: These papers will be 2-3 pages on one of the articles for that day. It is not a summary of all the articles. Pick one article and write a paper on that. The format should be one or two paragraphs summarizing the article followed by your reaction to the article. It can be reflexive, position, critical or a combination of those. Pick two or three salient issues in the article to focus on and write on those. Do not try to write on every issue in the article. It is not a summary paper so I can see you read the article but rather your critical analysis of that article. Perhaps your feelings on what the author stated or the fact that the information may not fit in today's contemporary law enforcement environment.

Annotated Bibliography: This will include a brief summary of each of the articles assigned during the course. This should/will not read like the abstract. It is intended to demonstrate to me that you read each article and is to serve as a review sheet for future Comprehensive Examination questions. APA formatting must be followed.

Grading of presentations will be discussed in class.

Final Research Paper: This is a research paper on a topic of your choice. It can be a historical look, position paper, compare/contrast or reaction/reflexive on a particular issue. Whichever is chosen it must be supported by outside research. If you choose a position you must support that position by outside research. The required length will be discussed in class but appropriate references and APA style is required. It is highly recommended that students purchase the APA Style Guide.

No Late Papers!

Breakdown is as follows:

Research Paper= 35%

Reaction Papers= 30%

Annotated Bibliography 25%

Presentations= 10%

Attendance for the class is considered mandatory. No missed classes will be allowed without prior approval. Class participation will be key to not only your grade but to understanding the material as well.

Academic Honesty: Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline violators accordingly. The following is the policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

I reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, I will assume that it is plagiarized and will take disciplinary action, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Judicial Services, and removal from the criminal justice program. Each incident will be judged on a case by case basis.

Class Conduct: Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during

class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class, but is disrespectful to both classmates and the professor.

The grading scale shall be as follows:

94-100%	= A
92-94%	=A-
89-91%	= B+
84-88%	= B
80-83%	= B-
76-79%	= C+
72- 75%	= C
68-71%	= C-62-67% = D
Below 62%	is failing =F

Class Assignment Schedule

In general we will follow the following schedule:

Weeks 1 through 3 - The Emergence and Development of the Police -See articles in Ferris Connect- History folder

Weeks 4 through 6- Role and Function of Police

Weeks 7-through 9- Police Culture/Ethics (Part E in Newburn)

Weeks 10 through 12- Policing Strategies

Weeks 13 through 15- Emerging Patterns Future

Ferris Connect will be the source of reading and writing assignments.

Spring Break is March 6th through March 14th

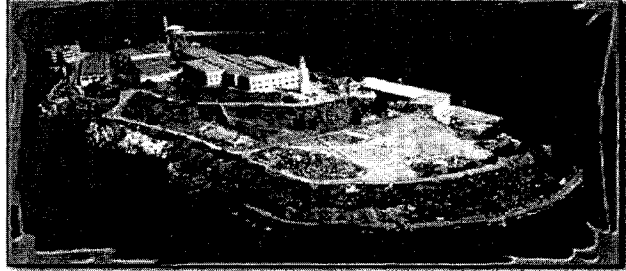
Final Examination Week schedule to be announced

This syllabus represents a flexible guide and may be deviated from, changed or added to by the Professor at any time. I reserve the right to make needed and appropriate adjustments in this syllabus.

Seminar in Corrections
Crim 640/Winter 2008
Section 001/Monday- 6:00 pm -8:50 pm/Room BIS 213
Section AGA/Wednesday-6:00-8:50 pm

Nancy L. Hogan, Ph.D.
Professor/Graduate Program Coordinator

525 Bishop Hall
Big Rapids, MI 49307
231-591-2664
E-mail: hogann@ferris.edu



Alcatraz

Office Hours: Monday 5:00-6:00 pm
Tuesday 8:00-11:00 am

Textbooks

Conover, T. (2001). *Newjack*. New York, NY: Vintage Books.

Lerner, J. (2002). *You got nothing coming*. New York, NY: Broadway Books.

Rothman, D. (2002). *Discovery of the asylum*, Hawthorne, NY: Walter de Gruyter, Inc.

Rothman, D. (2002). *Conscience and convenience*, revised edition. Hawthorne, NY: Walter de Gruyter, Inc.

Walker, S. (2006) *Sense and nonsense about crime and drugs*, 6th ed. Belmont, CA: Thomson-Wadsworth.

And, of course:

Publication Manual of the American Psychological Association, fifth edition (2001). Washington DC:

American Psychological Association.

Objectives

This course is designed to give an analytical perspective to the history, development, current practices, critical issues, and future of corrections. Primary focus will be directed towards an exploration of the various theoretical and practical approaches to corrections and the research intended to support or refute these perspectives.

Withdrawal

The last day to withdraw from the class with a W is March 27, 2008. Not showing up for class does not constitute withdrawal. The student must follow proper procedure to withdraw from the course.

Academic Honesty

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. The following is the policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

I reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, I will assume that it is plagiarized and will take disciplinary action, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Judicial Services, and removal from the criminal justice program. Each incident will be judged on a case by case basis.

Class Attendance

Class attendance is a basic requirement of the course and will be taken at the start of each class; unexcused absences are not permitted and may result in loss of a letter grade or, if repeated, in a failing grade for the course. If you are compelled to miss a class, you are expected to contact me as soon as possible to explain your absence from class. Excused absences include illness (verifiable by a doctor's excuse), hospitalization, death in the family, or work-related.

Class Participation

Since this is a seminar class, you are strongly encouraged to participate in class discussions. Students who contribute meaningful comments regularly may have their course grade raised.

Class Conduct

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class, but is disrespectful to both classmates and the professor.

Requirements

1. Students are expected to read all weekly assignments assigned prior to class. This will promote class discussion and active class participation.
2. Completion of Writing Assignments (100 points each)

Each week, you will have readings taken from the books/articles assigned for the course. From those readings, a question will be given. This two-page (except where indicated) writing assignment must follow the format instructions below. Failure to do so will result in loss of points. You must not exceed the page limit by more than 6 lines. The content should incorporate all the week's readings, and you must include a reference page. **Place your name on the back of the last page only.** *Do not use a title page and do not place the paper in a folder or use a cover sheet with any graphics on them. The whole purpose of the name on the back is so I don't know whose paper I am grading.* In general, the paper is expected to focus on the core issues contained in the readings assigned for that week. Unless prior approval is given, no late assignments will be accepted.

2. Research Paper (200 points) **Due Date: April 7th (BR)**
April 9, 2007 (EHA)

The length of the paper is 5-7 pages that follow the format listed in syllabus. Again, do not have a cover sheet with graphics or place your work in a folder. Remember, name on the back of the last page only!

The topic of all papers must deal with some issue within institutional corrections (not probation, parole, or policing). You must use at least 12 academic references related to your subject matter. Non-academic resources (newspapers, trade magazines, etc) may also be included and are encouraged. In other words, the more references you have, the more in-depth your topic can be. *Two copies* of the final research paper must be turned in. If I only receive one, you do not get it back!

The paper will be graded on the coherence of the argument and on the degree to which positions put forth are explained in detail and substantiated by appropriate citations. Be certain to use the American Psychological Association's 5th edition in citing materials. Copies of the book are available at the bookstore and on-line.

I DO NOT ACCEPT LATE PAPERS! Schedule your time prior to the assignment due date. In extreme cases (beheadings), some papers may be handed in late, but with the understanding that the score will be dropped one grade level (10 points). Even with the extreme case grace, if it is not turned in on the agreed upon date, it is a goose egg.

The writing assignments, test, and final paper will be graded on the following grade scale:

93-100	A	78-79	C+
90-92	A-	73-77	C
88-89	B+	70-72	C-
83-86	B	Below this, consider it an F	
80-82	B-	(incomplete assignment/test or academic misconduct = 0)	

Formatting Instructions

All writing assignments for this course are to be typed. The format is double-spaced, 1 inch margins (all sides), 12 point font, Times New Roman print, and page numbers in the top right hand corner. Use APA (5th edition) style and cite correctly! Also, use a printer that is legible. **FOR ALL ASSIGNMENTS, PUT YOUR NAME ONLY ON THE BACK OF THE LAST PAGE---NO NAMES ON THE FIRST PAGE, TITLE PAGE (you are not supposed to have a title page), OR THE TOP OF EACH PAGE----IF YOU DON'T OWN A STAPLER, GO TO YOUR FAVORITE DISCOUNT STORE AND GET ONE FOR \$1.99. ALL PAPERS ARE TO BE STAPLED!!!**

Course Outline

Topic 1: The Discovery of the Asylum (BR Jan 14th—16th-AGA)

- A. Colonial Society
- B. The new Penitentiary
- C. The Asylum
- D. The Legacy of Reform

Readings:

1. Rothman (2002), *The Discovery of the Asylum*, Chapters 1-6

Question: none—apply reading to next week's question

Topic 2: The Jacksonian Era and its influence on America (BR-Jan 21-no class MLK day- 23rd-AGA—we do have class)

- A. Colonial Society
- B. The new Penitentiary
- C. The Asylum
- D. The Legacy of Reform

Readings:

1. Rothman (2002), *The Discovery of the Asylum*, Chapters 7-11

Question: BR submit papers to FerrisConnect

Why did Americans in the Jacksonian era construct and maintain institutions to confine the deviant and dependent members of the community? How was this different from the Colonial Era. (note: unless stated, all writing assignments are 2 complete pages—check formatting instructions)

Topic 3: The Rise of American Criminal Justice System: A Case of Conscience and Convenience
(Jan 28th BR— 30th-AGA)

- A. Philosophical Fundamentals
- B. Conscience and Convenience as an Organizing Framework
- C. The Progressive Design
- D. The Legacy of the Progressive Era

Readings:

1. Brockway (1869), "The Ideal of a True Prison System For a State", (e-reserve)
2. Rothman (2002) *Conscience and Convenience*, Chapters 1 to 5
3. Morris (2002), Part III. (e-reserve)

Question:

What was the Progressive's design for "individualized treatment"? How was it influenced by Brockway's speech and the Marks System?

Topic 4: Crisis in Criminal Justice Policy: Attacking Rehabilitation and the Creation of the Justice Model (BR-Feb 4th—Feb 6th AGA)

- A. Social Context and Correctional Paradigms
- B. The Decline of Liberal Optimism and Conservative Authority
- C. Attacking State Enforced Therapy: Doing Less Harm
- D. Martinson and the "Nothing Works" Phenomenon
- E. Elements of the Justice Model
- F. Determinate Sentencing

Readings:

1. Cullen & Gilbert (1982), *Reaffirming Rehabilitation*, Chapters 1, 4, 5, 6 (e-reserve)
2. Rothman (2002), *Conscience and Convenience*, Chapter 11, 12 (Afterward)
3. Martinson (1974) "What Works? Questions and Answers About Prison Reform?" (e-reserve).
4. Cullen & Gendreau (2001). From Nothing Works to What Works: Changing Professional Ideology in the 21st Century (e-reserve) or database-Prison Journal

Question:

**** 3-4 page paper!**

Why did Rothman end Conscience and Convenience by focusing on Norfolk State Prison? Why did both conservatives and liberals attack rehabilitation by the early 1970's? What is the "Justice Model"? What is state-enforced therapy and how might it be corrupted by convenience?

Topic 5: Conservative Corrections I: Deterrence(BR-Feb 11th—Feb 13th AGA)

- A. The Bias Against Punishment
- B. The Neo-Classical (econometric) Punishment Model
- C. Does Deterrence Work?

Readings:

1. Walker(2006), *Sense and Nonsense About Crime*, Chapter 6
3. Nagin (1998), Deterrence and Incapacitation (e-reserve)
4. Doob & Webster (2003), Sentence Severity and Crime: Accepting the Null Hypothesis (e-reserve)
5. Pogarsky, Kim & Paternoster (2005) "Perceptual Change in the National Youth Survey: Lessons for Deterrence Theory and Offender Decision-Making (e-reserve)
6. Sitren & Applegate (2006). Intentions to Offend: Examining the Effects of Personal and Vicarious Experiences with Punishment and Punishment avoidance. (e-reserve)

Question:

What is deterrence? Does deterrence reduce crime? To what extent?

Topic 6: Conservative Corrections II: Incapacitation(BR-Feb 18th--20th AGA)

- A. Collective v. Selective Incapacitation
- B. The Discovery of the Chronic Offender/Career Criminal
- C. Wilson and the New Realists: Incapacitation the Wicked
- D. Does Incapacitation Work?

Readings:

1. Zimring & Hawkins (1998) "The New Mathematics of Imprisonment" (e-reserve)
2. Auerhahn (1999) Selective Incapacitation and the Problem of Prediction (e-reserve)
3. Visher (1987), "Incapacitation and Crime Control: Does a 'Lock 'Em Up' Strategy Reduce Crime? (e-reserve)
4. Walker (2006), *Sense and Nonsense About Crime*, Chapter 7

Question:

What is incapacitation? Does incapacitation reduce crime? To what extent?

Topic 7: Reaffirming Rehabilitation(BR-Feb 25 –Feb 27th AGA).

- A. Conscience and Convenience Revisited
- B. The Limits of Rehabilitation
- C. The Prospects for Rehabilitation

Readings:

1. French & Gendreau (2006). What Works. (e-reserve)

2. Gaes, Flanagan, Motiuk, & Stewart (1999), "Adult Correctional Treatment". (e-reserve)
- Holtfreter, Reisig, & Morash (2004) "Poverty, State Capital, and Recidivism Among Women Offenders"
4. Walker (2006). "Treat'em", Chapter 11, 12 (e-reserve)
5. Cullen (2007). Reaffirming Rehabilitation in the 21st Century

Question:

What is rehabilitation? Does rehabilitation reduce crime? To what extent?

Topic 8: Reforms and Mandatory Sentences

(BR March 3rd—March 5th-AGA no class)

- A. The Purpose of Sentencing Reform
- B. Establishment and Goals of Sentencing Commissions
- C. The Impact of Mandatory Sentences
- D. Judicial Participation

Readings:

1. Series 1999—Sentencing & Corrections 1 (e-reserve)
2. Nygaard (2000). Sentencing Guidelines: Reform or Retreat (e-reserve)
3. Chen & Shapiro (2004). Does Prison Harden Inmates? A Discontinuity- Based Approach (e-reserve)
4. Walker (2006). "UnLeash the Cops" Chapter 5
5. Walker (2006). "Close the Loopholes" Chapter 8

Assignment:

Bring a case of a defendant where you think the time given was inappropriate (either too much or too little). Your source can be work, newspapers, magazines, etc. Be prepared to discuss your case.

March 8-16 is Spring Break! With a little extra time on your hands, I suggest you first do the research paper and then get ahead in your readings!

Topic 9: Imprisonment Binge

(BR Mar 17th –Mar 19th AGA)

Readings:

1. Caplow & Simon, Understanding Prison Policy and Population Trends in (e-reserve)
2. Hagan & Dinovitzer, Collateral Consequences of Imprisonment for Children, Communities, and Prisoners in (e-reserve)
3. Haney (2003). "The Psychological Impact of Incarceration: Implications for Postprison Adjustment" (e-reserve)

Question:

The adoption of a conservative justice platform (with the support of the liberal justice model reformers) has had some unanticipated consequences. Discuss the creation of a moral panic and the implications on those incarcerated and their families.

Topic 10: Parole and Re-entry(BR-Mar 24th---26th AGA)

1. Series—Sentencing & Corrections 7, 9 (e-reserve)
2. Petersilia, "Parole and Prisoner Reentry in the United States" (e-reserve)
3. West-Smith, Pogrebin, & Poole (2000) "Denial of Parole: An Inmate Perspective (e-reserve)
4. Vieraitis, Kovandzic, & Marvell (2007) The Criminogenic Effects of Imprisonment: Evidence From State Panel Data, 1974-2002.

Question: TBA**Topic 11: Restorative Justice**(BR Mar 31st—April 2nd AGA)

- A. Alternatives to Incarceration
- B. Impediments to Effective Sanctions
- C. The Future Trend

Readings:

1. Kurki, Restorative and Community Justice in the United States, (e-reserve)
2. Levrant, Cullen, Fulton, & Wozniak, Reconsidering Restorative Justice: The Corruption of Benevolence Revisited? (e-reserve)
3. Shiff and Bazemore (2001). Dangers and Opportunities of Restorative Community Justice: A Response to the Critics (e-reserve)
4. Walker (2006) "Protect the Victims" Chapter 9

Question:

What is the difference between restorative and community justice? What are the dangers and opportunities presented by Restorative Justice?

Topic 12: Corrections: Modern Punishment(BR-April 7th---April 9th AGA)***RESEARCH PAPER DUE!

- A. The Pains of Imprisonment
- B. The World of the Officer

Readings:

1. Johnson (2002). *The Pains of Modern Imprisonment*. (e-reserve)
2. Conover (2001). *NewJack* (entire book)

Question: none—use readings to answer question next week.

Topic 13: Corrections: Modern Punishment/ Issues
(BR-April 14th---16th AGA)

- A. The Pains of Imprisonment, Part II
- B. The World of the Inmate

Readings:

1. Lerner, (2002) *You Got Nothing Coming* (entire book)

Question:

How do the five "pains of imprisonment" affect officers and inmates? Explain your answer by using examples from both books. Then, based on the books, what punishment ideology is being used and which one would best alleviate some of these pains? Explain. (3-4 pages)

Topic 14: Corrections: Modern Punishment/ Issues
(BR-April 21st -- 23rd AGA)

- A. Special Populations of Inmates
- B. Violence as protocol
- C. Survival

Readings:

1. Walker (2006) "Crime and Community: Putting it all Together" Chapter 14
2. One peer-reviewed academic journal article on corrections that deals with deviance or violence. (Bring to class and be prepared to discuss it).

Based on your readings and your own educated opinion, do you believe that prisons reflect and/or contribute to overall societal deviance or violence? How or how not? (Explain fully and use examples to support your argument) How will our current policies affect the future of correctional institutions and the issue of criminality?

Topic 15—Research Presentations
(BR-April 28th—30th-AGA)



COURSE SYLLABUS

Criminal Justice Research Methods [Crim 650-AGA]

Fall, 2011

August 29, 2010- December 16, 2011

For any course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or announcement within Blackboard when changes are made in the requirements and/or grading of the course.

1. INSTRUCTOR INFORMATION

- 1.1 Mischelle Stone, Ph.D.
534 BIS
Telephone: 231-591-3782
E-mail: MischelleStone@Ferris.edu
Office Hours: 4:30 pm – 6:00 pm (G.R.) and by appointment

2. INSTRUCTOR BACKGROUND

- 2.1 See vita posted on course website and School of Criminal Justice Website.

3. COURSE MEETING TIME AND PLACE

- 3.1 Meeting Place: ATC 130 (GRCC)
- 3.2 Meeting Day: MON
- 3.3 Meeting Time: 6:00 – 8:50 PM

4. REQUIRED READING

- 4.1 **Text: Essential Criminal Justice and Criminology Research Methods**
Author: Peter Kraska and W. Lawrence Neuman
Edition: 2011 **OR** 2012
- 4.2 Students are expected to have their textbooks from the first day of class. Not having your textbook is not a justifiable defense for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.
- 4.3 All students are required to complete all of the reading assignments **prior to class meetings**. Studying only the lecture material **OR** the books is certain to result in a lower grade for the course than if you read both and fully participate in the course.

5. ADDITIONAL MATERIALS

- 5.1 Each week of the course contains references for readings from the text, and lecture and discussion material provided in class. You must be sure to complete the reading **BEFORE CLASS** for each of the weeks in the course schedule. You are encouraged to download the outline for each class meeting prior to coming to class so that you can use it as a note-taking guide.
- 5.2 You will also be required to critique two articles that will be provided to you.
- 5.3 You are also required to have access to SPSS 16.0 or higher.

6. LATE REGISTRATION

- 6.1 Students who register during the first week of the semester during late registration may already be one class behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions will be made. Students who do not feel they can meet this deadline should not enroll in this class. Also note that late registration may mean that you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of the class is not an excuse for late work after the deadlines in the Course Schedule.

7. OFFICE HOURS

- 7.1 My office hours are listed above in section 1.1. Be advised, however, that I often have more than one student who wants to see me during the posted office hours I have for my courses. If you want to be certain to see me, contact me after class or via e-mail within the course site and make an appointment to see me outside of my office hours.
- 7.2 I am frequently online and always available via e-mail within the FerrisConnect course site. If you would like a specific time to communicate privately about personal issues, send your request via an e-mail within FerrisConnect asking for a time to “chat” with me. For questions related to the course, use the discussion area entitled “Questions for the Instructor” so that everyone can see the questions and benefit from the answers.
- 7.1 For private questions that relate only to you, use the e-mail function found by clicking on the E-Mail Tool on the Course Menu within FerrisConnect.
- 7.2 Do not use my Ferris e-mail unless FerrisConnect is down.

8. COURSE PREREQUISITES

- 8.1 The prerequisite for this class is graduate standing in Criminal Justice.

9. COURSE PURPOSE

- 9.1 This course explains the purposes of criminal justice research, the logic of research design, and the researcher’s role. It also provides an introduction to the philosophical foundations of research inquiry. It offers an overview of qualitative, quantitative, and mixed-method research methodologies in criminal justice. It also offers an examination of the relationship between research questions and research design.

10. COURSE GOALS

- 10.1 Develop a greater awareness of how knowledge is constructed and used in CJ.
- 10.2 Think strategically and critically about competing viewpoints regarding research design and method.
- 10.3 Understand the variables that affect the development of moral and ethical dilemmas in conducting research.
- 10.4 Address issues of critical importance to research, including those related to race, class, gender, and cultural bias.
- 10.5 Model critical thinking principles in the classroom.
- 10.6 Increase learner’s capacity to analyze data.

11. COURSE LEARNING OBJECTIVES

- 11.1 Formulate good research questions and design research to answer them.
- 11.2 Analyze and critically evaluate ideas, arguments, and points of view regarding research design and method.
- 11.3 Demonstrate competency in expressing oneself orally and in writing.
- 11.4 Identify contemporary issues in CJ research
- 11.5 Collect and analyze data using computer-based skills.
- 11.6 Demonstrate a clearer understanding of, and commitment to, personal values, and critique the assumptions associated with various research methodologies
- 11.7 Critically evaluate your own research and that of others for methodological appropriateness.

12. METHODOLOGY

- 12.1 Learners are expected to use the skills of critical thinking and active learning to accomplish learning objectives.

- 12.2 Students are expected to be active learners and assume responsibility for learning and discovery, as well as questioning the perspectives of the instructor and colleagues.
- 12.3 Formative assessments in the form of writing assignments will provide assessment and feedback of student performance of course learning objectives. Each of the assignments will be available online.
- 12.4 Summative assessments in the form of exams and a final proposal will provide assessment and feedback of student performance on course learning objects.

13. COURSE POLICIES

- 13.1 Attendance: All students are expected to be timely in their presentation for class meetings, and to attend every class.
- 13.2 Conduct: The expectation for individual and group conduct is one based on mutual respect for each other, the instructor, the course material, and the learning process. Students are expected to read the material in the text and the lecture material presented in the course, reflect on their experience and learning, raise questions and observations about the material, and incorporate these observations into their performance in the course. There are several issues that have the potential to interfere with these processes. The first is not reading the assigned reading material. The second is coming to class unprepared to fully participate in the course. The third is waiting until the last minute to prepare to take the assessments. Be sure to give this course your best effort!
- 13.3 Make-Up Work: I do not allow make-up work except in the case of your hospitalization due to illness or injury, or the illness or death of someone in your immediate family. Documentation may be requested. This extends to missed classes. I do not accept defenses of “I had to work later than I planned”, or “I had to go home on an emergency”. “Computer”, “Internet”, or “Connection” problems are not acceptable reasons for missing or being unable to retrieve important course information or complete assignments and assessments. You must have reliable Internet service. If you do not have it at home, you may access it at the FLITE. Be sure to check their hours of accessibility for students. Also, be sure to review the computer requirements for this course in the Welcome Statement in the Course Orientation materials on the Course website in FerrisConnect.
- 13.4 Academic Misconduct: My policies on academic misconduct are consistent with those of FSU contained in the student handbook. (Click on the link below to view FSU’s policy on academic misconduct):
<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/handbook.htm>
 - 13.4.1 I report ALL initial instances of academic misconduct to the student judiciary and refer the student for academic counseling. Following a second offense, I refer the student to the student judiciary and request disciplinary action. After many years of teaching (and living!) I have come to believe that “cheating” is born out of fear—i.e., we are tempted to “cheat” when we are fearful that if we don’t we will experience some consequence greater than that associated with the cheating. Whether we “cheat” by speeding, not being truthful, or taking someone else’s work as our own, the behavior is, at its core, an attempt to deal with fear. Therefore, I recommend that you do the following if you contemplate cheating in this class:
 1. Identify the underlying fear associated with the assignment
 2. Ask yourself what would happen if you *didn’t* cheat
 3. Evaluate how you would deal with the consequence of *not cheating*
 4. Now, think about how you were going to cheat
 5. Ask yourself what would happen if you *did* cheat (failure of the assignment, class, and possibly losing the opportunity to complete your education at Ferris)

- 6. As you bring the act of cheating into your consciousness, note whether you are moving toward a feeling of joy and enlightenment, or whether your sense of self feels diminished
- 7. Choose
- 13.5 University E-Mail
- 13.5.1 All students are required to obtain and use the FSU e-mail address that is automatically assigned to you as FSU students. All official correspondence (including bill, statements, e-mail from instructors, and grades) will ONLY be sent to your FSU e-mail address.
- 13.5.2 All students are responsible for ensuring that the correct e-mail address is listed in FerrisConnect at the beginning of Week #1.
- 13.5.3 E-mail is the only way I can communicate with you before the course starts, if Blackboard is down, or after the course ends. In general, I will respond to your e-mail within 24-48 hours; however, it is important that if you make a request for a response from me and I make a subsequent request for more information, you must respond back to me in a timely fashion (within 24-48 hours).
- 13.5.4 All e-mail communication with the instructor should take place within FerrisConnect using either the e-mail function (private issues) or the Discussion forum (public view).
- 13.5.5 Your FSU e-mail address is the same as your Web Express user ID foll/we\$ by @FSU.edu. You can get to your e-mail account by logging onto the course and clicking "E-mail Login". You may forward your account, but be sure to check your account within the course site to make sure it is forwarding properly. Some Internet providers such as AOL or Yahoo may not provide appropriate forwarding services. After you log into your e-mail within the course site, you can click on "options" on the left hand side of the page. Then click on "forwarding". This enables you to set up the e-mail address to which you will forward your e-mail.
- 13.5.6 Do not wait until the night before or the day of an assignment or exam to e-mail me with questions. A failure to plan in advance may result in your inability to secure an answer to your question before the exam.
- 13.5.7 Cell Phone Use: I view the use and accessibility of cell phones in the classroom as a distraction to our ability to exercise good studentship and a threat to academic integrity; therefore, cell phone use is prohibited in the classroom once the class has begun.

14. METHODS OF EVALUATION

- 14.1 Final course grades are computed using point totals for the critiques, take home exercises, interview, and research proposal.
- 14.2 The grading scale is as follows:

<i>Points</i>	<i>Grade Range</i>
540-600	4.0
480-539	3.0
420-479	2.0
360-419	1.0
↓	Contact me way before this happens!

- 14.3 **Research Proposal:** Students will complete a research proposal during the semester. The proposal will be 18-20 pages in length and will contain the following components: a statement of the research question, theoretical framework, statement of hypothesis, a literature review, variable operationalization and measurement, research design, and a plan for data collection. The proposal will be due near the end of the semester and will include a class presentation. It is worth 200 points; additional guidelines will be posted on the website.

- 14.4 **Article Critiques (Two):** Using a structured outline, students will analyze and critique the methodological robustness of two articles. Each critique is worth 50 points; additional guidelines will be posted on the website.
- 14.5 **Take-home Exercises (Four):** Students will complete four take home exercises using SPSS to analyze data. Each exercise is worth 25 points; additional guidelines will be posted on the website.
Important Note Regarding Take-Home Exercises: Students are expected to work independently on the analysis portion of the take-home exercises. They seek collaboration and feedback about the mechanics of SPSS from the instructor and/or their colleagues. Collaborating with another student, a former student, or a prospective student violates the ethical expectations for your conduct on these assignments. A violation of these restrictions constitutes academic dishonesty as outlined in Section 13.4 of the Course Syllabus. All take-home exercises must be turned in at the BEGINNING of the class session, and must meet the structural guidelines that accompany each of the assignments (i.e., length, typed, etc.).
- 14.4 **Proposal Presentation:** Student will be required to present their research proposal in class. This exercise is worth 50 points. A presentation guide and rubric will be posted on the course website to guide the assignment and its grading. This exercise is worth 50 points; a guideline for the presentation will be posted on the website.
- 14.5 **Mid-term exam:** Students will complete one in-class, essay mid-term exam.

Learning Opportunities Summary

Learning Opportunity	Points
Research Proposal & Presentation	200
Article Critiques	100
Take-Home Exercises (SPSS)	100
Professional Interview	50
Exam	150
Total Points	600

15. A MESSAGE FROM THE INSTRUCTOR ABOUT THE SYLLABUS

- 15.1 Please note that the syllabus is a dynamic document that is subject to change at the discretion of the instructor. When changes are warranted, every attempt is made to make them so that they benefit students.

16. A MESSAGE FROM THE DEAN'S OFFICE

- 16.1 Dean Michelle Johnston has asked faculty to include information relating to the academic calendar for students in the College of Education and Human Services. Please read the calendar below carefully and pay close attention to the established deadlines. Feel free to seek clarification for any questions you may have.

I look forward to your participation in the course. Feel free to contact me by e-mail, stop by during my office hours, make an appointment to see me, and/or call me.

Fall 2011 Academic Calendar

2010 Fall Semester				
First Day of Early Registration	Monday	Mar. 22, 2010		
Late registration	Wednesday-Friday	August 25, 26, 27		
First day of classes	Monday	August 30		
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	Aug. 30-Sept. 2		
Labor Day (no classes)	Monday	September 6		
Mid-term grades due	Monday	October 25		
Last day for "W" grades (full semester)	Wednesday	November 3		
Thanksgiving recess begins (no classes)	Wed. (noon)	November 24		
Thanksgiving recess ends (classes resume)	Monday	November 29		
Last day of classes	Friday	December 10		
Examination week begins	Monday	December 13		
Examination week ends	Friday	December 17		
Commencement	Saturday	December 18		
Final grades due by 1:00 p.m.	Monday	December 20		
Partial Semester Classes				
	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, August 30	Thursday, Sept. 2	Wednesday, Nov. 3	Friday, Dec. 10
A:	Monday, August 30	Thursday, Sept. 2	Thursday, Sept. 30	Tuesday, Oct. 19
B:	Wed., Oct. 20	Monday, Oct. 25	Friday, Nov. 19	Friday, Dec. 10
D:	Monday, August 30	Thursday, Sept. 2	Monday, Sept. 20	Friday, Oct. 1
E:	Monday, Oct. 4	Tuesday, Oct. 5	Friday, Oct. 22	Thursday, Nov. 4
F:	Friday, Nov. 5	Monday, Nov. 8	Monday, Nov. 29	Friday, Dec. 10
FSU Home				

Financial Management for Criminal Justice Administrators

CRIM 665

Wednesday Evenings: 6:00-8:50

Spring Semester 2010

Room: Bishop 213

Dr. Russell E. Lewis, Professor

Office: Bishop Hall 515

Phone: (231) 591-3581

Email: lewisr@ferris.edu

Office Hours: T: 1:00-5:00 p.m.

(All hours are by appointment only)

Text: Public Budgeting, by David C. Nice, Copyright 2002, published by Wadsworth Publishing, ISBN: 0-830-41515-7.

Course Description: The focus of this course is on what is generally referred to as “public budgeting” issues for administrators within the criminal justice system. The focus is not on the specific techniques of accounting but rather is focused on the application of accounting principles, budgeting principles and financial management decision making within the public and non-profit sectors. Although the instructor realizes that many, if not most, of the students in this course do not have significant technical accounting skills, some basic concepts will be reviewed to prepare one for possible field situations as administrators. Frankly, most of you will have a “financial person” within a designated department; however, it is of paramount importance that you all at least learn the ability to communicate with the financial department and gain the ability to recognize financial fraud.

Class Structure: This is primarily a discussion and lecture course with the textbook providing the frame of reference for class discussions. With this in mind, it is very important to come to each class with reading assignments for the week completed to allow for meaningful participation in class discussions. In addition, there will be lectures on topics not covered in the text for which students must do additional research or outside reading. Finally, there will be a number of fact-based scenarios handed out for which each student will have to prepare a proposed solution and/or budget.

Grading: There will be one quiz over initial accounting concepts and terms and one examination over the textbook and any additional assignments given in class. In addition, students will be required to conduct research on various forms of taxation and public funding and each student shall individually prepare a twenty (20) minute lecture on his/her selected topic and a brief (5-7 pages) paper on the subject. The lecture should include a detailed explanation of the functioning of the taxation/funding system chosen to enable those with no information about the particular system to fully comprehend and understand it. E.g., if you select the topic of VAT Taxes, you would pick a country using VAT as

a system of taxation/funding and fully explain the operation of the system so we all could then decide if it sounds like it is a system we may want to consider. Presentations will count for twenty (20%) percent of the grade and the related paper will count for an additional twenty-five (25%) percent of the grade. The quiz will count for ten (10%) percent of the grade. Presentation on one's own community or agency budget will count for ten (10%) percent of the grade. The examination will count for twenty-five (25%) percent of the grade. Ten (10%) percent of the grade will be based upon class attendance and participation in discussing the reading materials and answering the scenarios. The examination will be "take-home" or in-class, at the instructor's option and the quiz will be during the third or fourth week of the semester.

Objectives: The general objective of this course is to enable the student to demonstrate an understanding of some of the more important budgeting issues currently having an impact upon our criminal justice system. The course should assist both line officers and managers in better understanding their budgetary constraints and rights as related to their duties and responsibilities. No specific accounting training is assumed; however, a background in basic accounting would be beneficial, as would a basic understanding of economics. In the public sector, the primary source of revenue is taxation which is why taxation is heavily stressed in this class.

Specific Objectives include a review and general understanding of the following:

1. The relationship between public budgeting and public policy
2. The complexity of public budgets
3. The sources of public funding
4. Local, state and federal issues in public budgeting
5. The preparation and execution of public budgets
6. The importance of the audit process
7. Government processes and budget preparation
8. Forecasting difficulties and role of emergencies in public budgets
9. The impact of federal mandates on local/state budgets
10. The authorization process in governmental budgeting
11. Implementation and modification of public budgets
12. Financial Management: Capital, Debt and Cash
13. General economic impact on budgeting
14. Budgetary issues of non-profit entities
15. Sources of funding of non-profit entities
16. Special problems of the non-profit sector

Course Calendar: The following assignments are mandatory reading prior to the class session {except Week 1}. In addition, there will be research and additional reading assignments given during the semester.

Week 1: Introductory concepts regarding accounting and budgeting: Chapter 1.

Week 2: A review of general principles of public budgeting: Chapter 2.

Week 3: The Budget Cycle: An Introduction: Chapter 3.
Week 4: Budget Preparation and Analysis: Chapters 4 and 5
Week 5: Budgetary Adoption and Execution: Chapters 6 and 7
Week 6: Financial Management, budgeting and economics: Chapters 8 and 9
Week 7: Governmental Mandates and Budgetary Reform: Chapters 10 and 11
Week 8: Review of material and any research questions {paper outlines due}
Week 9: Exam over textual material {take home or in class}
Week 10: Non-profit entities (NGO's)
Week 11: Budgetary Scenarios {also, all papers due}
Week 12: Student Presentations (F-J)
Week 13: Student Presentations (S-Z)
Week 14: Student Presentations (K-L)
Week 15: Student Presentations (M-R)
Week 16: Student Presentations (A-E)

Specifics regarding the presentations and the expected research are covered later in this syllabus. In addition, all students **are required** to pull from the Internet, or a hard copy source, the budget of their own community or their own agency if already a working criminal justice professional. This will be used as an example of public budgeting issues throughout the semester and should assist the student in understanding a budget from a familiar source. Depending on the size of the community at issue the budget may or may not be available on-line. If not, contact the community manager and request a hard copy immediately. As a citizen, you have a right to the information. This is due no later than the third week of the semester.

Keep in mind relevancy issues in this course: Michigan is currently experiencing the highest unemployment rate in the United States of America and the USA itself has the highest unemployment rate in decades. Many states, including Michigan, are counting their budgetary "shortfall" in the Billions and not just the Millions. Housing foreclosure is at an all time high across the US and we are in the middle of a national recession and Michigan is nearly at the level of an economic depression.

If you currently do not have a career in criminal justice, the reality of public budgeting may create many hardships regarding you finding employment in your career field of choice. If you are already employed in a criminal justice or related agency, public budgeting issues will certainly have an impact on your work environment in the future.

Paper Ideas for Public Budgeting:

You must conduct research on various forms of taxation and public funding and each student shall individually prepare a twenty (20) minute lecture on his/her selected topic and a brief (5-7 pages) paper on the subject. The lecture should include a detailed explanation of the functioning of the taxation/funding system

chosen to enable those with no information about the particular system to fully comprehend and understand it. E.g., if you select the topic of VAT Taxes, you would pick a country using VAT as a system of taxation/funding and fully explain the operation of the system so we all could then decide if it sounds like it is a system we may want to consider ourselves.

As to the research paper itself, it must have a minimum of three references to the text, e.g. quotes tying in the textual material with your paper; three refereed professional journal articles dealing with budgeting, policy making, criminal justice administration or taxation; and, one reference to another scholarly book on public budgeting. The paper is not intended to be a mirror image of your power-point or other type of presentation.

As to the presentation, I do not want to have you reading it or relying on it for your use other than to guide you through the topic. In other words, you need to be prepared to "teach the subject" for a twenty minute period, not simply to read your notes on power-point. You have undoubtedly noticed that I do not use power-point as a tool because I know the material, not because I do not know how to do a power-point presentation. My knowledge of the subject is secure, as should be yours for your presentation, and you will be graded partially on how well you understand your own topic.

Possible Paper Topics:

1. An analysis of the funding sources and budgetary decision making process for any State Agency of interest, e.g. Corrections; DNR; State Police; Human Services; etc. This could be for Michigan or any other state in which the student may be interested.
2. Value Added Taxation as an alternative form of tax.
3. Collecting under-collected taxes, such as Internet sales tax and use tax.
4. Comparing any state's system of taxation with that of Michigan, especially one using little or no income tax or real estate tax.
5. Replacing income tax with sales tax to tax only spending and to encourage earning and saving.
6. Alternative funding of public education, e.g. not taxing real estate holders to educate the children of all citizens.
7. The increasing burden on the working class by an aging population.
8. The impact of a slowed economy on the generation of taxes for public entities.
9. The use of "sin taxes" to fund public service agencies, see specifically the new State of New York pornography tax being applied to the Internet.
10. The real proportion of money going to schools from the Lottery.
11. The history of the lottery and gaming in modern America.

12. Comparing your “home-town” budget with that of a similar sized community in another state or even another country.
13. An analysis of the “Stimulus Package” to explain it in terms of economic theory as explained in Chapter Nine in the textbook.
14. A comparison of the legislative process used to pass the “Stimulus Package” versus former major legislative packages involving the budget.
15. An analysis of Governor Granholm’s State of the State address with an identification of the economic theories she supports according to the text of the document itself (using Chapter Nine in the text as a guide).
16. A comparison of what other countries have done to recover from a severe recession and/or depression, such as Japan in the past few years.
17. A general discussion of the use of governmental powers to address monetary fund issues such as currency devaluation.
18. Current discussions of toll roads in many states to replace decreasing revenues to repair the road infrastructures.
19. Or, any other topic germane to our current economic “downturn”.

Deadlines:

Due to the rather large class size, papers and presentations will be done “alphabetically” depending on the results of a lottery performed on 01-12-10 by an uninterested bystander with another uninterested observer. The results of the lottery are as follows:

- First letter of one’s surname being F-J going first.
- First letter of one’s surname being S-Z going second.
- First letter of one’s surname being K-L going third.
- First letter of one’s surname being M-R going fourth.
- First letter of one’s surname being A-E going last.

All papers are due the date stated in the main body of the syllabus above, e.g. Week Eleven. Printed copies of any proposed power-points are due one week prior to the presentation to be handed in during class time, not emailed.

No waivers or excuses, no delays, no “special needs”, these are firm deadlines, period.

Contempt of Class:

Although I am not a judge, as a lawyer I have thought how I wished I could impose Contempt of Class upon some students and their immature or unprofessional behavior. Granted, I am not a judge thus I cannot issue Contempt of Class sanctions against one for not paying attention in class, for

clock-watching, for not paying attention to fellow students while they are presenting or discussing the material, for texting, for emailing, for Internet surfing, for not being prepared for class and a variety of other issues that bother professors at times.

Not being a judge is a fact; however, I am a professor and I do assign final grades and I am putting you on notice right now that any of the above behavior will not be tolerated and that indeed such behavior would have a negative impact on your final grade. This is a graduate class and you all need to treat each other with the same respect you would expect in a professional workplace setting and need to focus on stepping up your educational efforts to a higher level than you may have done as undergraduates.

The instructor reserves the right to modify this syllabus to improve the learning to better meet the course goals and objectives, e.g. tests, papers and other assignments may be added, deleted or modified.

QUALITATIVE RESEARCH/CASE STUDIES

Crim 670
 Summer, 2002
 PEN 106

Professor: Nancy L. Hogan, Ph.D.
Phone: 231-591-2664

Office: 528 Bishop Hall
e-mail: hogann@ferris.edu

1. *Required Texts*

Berg, B. L. (2001). *Qualitative research methods for the social sciences* (4th ed.).
 Boston: Allyn and Bacon

Hagan, F. (2000). *Research Methods in Criminal Justice and Criminology*. (5th ed.)
 (NOTE: If you have not taken Research Methods (Crim 650), do not purchase
 this book as you will be required to have the 6th edition, which is due out in June.
 I suggest borrowing a textbook from a classmate or checking one out of a library.)

2. *Course Description*

Emphasis on criminal justice theories and practices as they develop in applied
 areas of research will be given. A case-by-case approach will be used in an effort
 to prepare students for documentary and bibliographic (library) research
 techniques.

3. *Grades*

Grades will be based on three areas of student performance: examinations,
 assignments, and attendance. Grades will be administered as follows.

100-93%	A	77-79%	C+	59% or below	F
92-90%	A-	73-76%	C		
87-89%	B+	70-72%	C-		
83-86%	B	67-69%	D+		
80-82%	B-	60-66%	D		

4. *Academic Honesty*

Academic honesty is essential for the successful completion of this course. Both
 the University and the School of Criminal Justice take any form of academic
 dishonesty seriously and will take every means necessary to discipline
 perpetrators accordingly. Those caught cheating or plagiarizing will at a
 minimum receive a failing grade for the course and will be sent to judicial

services for review. Plagiarizing includes but is not limited to failure to give credit to the original source; using work completed by someone other than yourself and turning it in as your own work; turning in work completed for another class as new work. As a general rule, cite, cite, cite.

5. *Class Attendance*

As in any class, participation plays a major role in your understanding and comprehension of the presented material. This is an accelerated class so your attendance is expected. Therefore, attendance will be taken at the start of each class period. If you are more than 5 minutes late to class, you are considered absent. **DO NOT ASK ME IF I RECORDED YOUR NAME IN THE GRADE BOOK WHEN YOU ARE LATE!!!!!! IF YOU ARE LATE, YOU ARE LATE!!!!!!** Each class missed will result in a deduction of 50 points from your final grade.

6. *Reading Assignments*

Students are expected to read all assignments on time and be prepared to answer any questions posed in class. If I believe the students are not reading, pop quizzes will be administered.

7. *Exams*

You will have a mid-term and final exam in this class. Each exam will be worth 200 points. The exams will require the student to apply theoretical concepts from the texts and information presented in class. Exams will be graded on the clarity and cohesiveness of the arguments presented.

8. *Assignments*

Assignments will consist of both in-class and take home projects. The total number of assignments and point totals will be determined throughout the course.

9. *Class Conduct*

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class but also disrespectful to both classmates and the professor.

Do not bring meals to class to eat. If you are hungry, you need to eat between classes. It is very disruptive to listen other people eat while you are trying to take notes. You may drink a soft drink during class. Also, please do not bring any pets to class. They also can be very disruptive.

DO NOT BRING A CELLULAR TELEPHONE TO CLASS!!!!!! If you have a cellular telephone and you bring it to class and it rings, you will be asked to leave the class for the day and an assessment will be made as to whether you will be allowed to re-enter the class. If you have a pager, you must set the pager to buzz. Once again if you have a pager and it goes off in class, you will be asked to leave for the day and an assessment will be made as to whether you will be allowed to re-enter the class.

10. *Course Outline*

Wednesday, May 8th, 2002.

8:00 am class begins—Introduction

A. Understanding Qualitative v. Quantitative and Ethical Issues

- a. Review Chapter 1, 3 (Berg)
- b. Review Chapters 1, 2 (Hagan)

B. Research Design (Chapter 3, Hagan)

- a. Experimental Model
- b. Internal Factors
- c. External Factors
- d. Rival Causal Factors
- e. Experimental Designs

C. Data Gathering (Chapters 4,5,6,8,10, Hagan)

- a. UCR/NIBRS/NCVS
- b. Types of data gathering
- c. Questionnaires
 1. questionnaire construction
 2. strengths/weaknesses of questionnaires
- d. Interviews-Quantitative
- e. Secondary Analysis
- f. Validity, reliability, triangulated strategies
- g. Scaling and index construction

- D. Data Analysis (Chapter 11, 12, Hagan)
 - a. coding
 - b. data management
 - c. data presentation

Thursday, May 9, 2002

- A. Designing Qualitative Research (Chapter 2, Berg)
 - a. Theory/Concepts
 - b. Literature Review
 - c. Operationalization
 - d. Project Design, Data Collection
- B. Dramaturgical Look at Interviewing (Chapter 4, Berg)
 - a. Types of interviews
 - b. Common problems
 - c. Analyzing data
- C. Focus Group Interviews (Chapter 5, Berg)
 - a. Definition
 - b. Advantages and disadvantages
 - c. How to moderate

Friday, May 10, 2002

- A. Ethnographic Field Strategies (Chapter 6, Berg)
 - a. Getting in
 - b. Reflectivity
 - c. Watching, listening, and learning
- B. Action Research (Chapter 7, Berg)
 - a. Basics of Action research
 - b. Identifying research question
 - c. Gathering information
 - d. Analysis and Interpretation

Tuesday, May 21, 2002

- A. Unobtrusive Measures in Research (Chapter 8, Berg)
 - a. Archival strategies
 - b. Physical erosion/accretion
 - c. Human traces as data sources

- B. Historiography & Oral Traditions (Chapter 9, Berg)
 - a. Life histories
 - b. Written history
 - c. Oral history

Wednesday, May 22, 2002

- A. Case Studies (Chapter, 10, Berg)
 - a. Individual case studies
 - b. Case study designs
 - c. Organizational and community case studies

- B. Content Analysis (Chapter, 11, Berg)
 - a. Analysis of qualitative data
 - b. Analysis of quantitative data

There also will be several readings and assignments given in class. Please try to keep up with the readings, so you can ask questions and participate in discussions.

Final Note

This syllabus is NOT a contract. I reserve the right to make changes in this syllabus and the course, should the need arise. You will be notified in class of any changes!



FERRIS STATE UNIVERSITY
HUMAN RESOURCES MANAGEMENT
CRIM 673
SPRING 2013

INSTRUCTOR: Michael S. Vasicek, Ed.D.
Office: Bishop 517
Tx: (231) 591-5371
e-mail: vasicem@ferris.edu
Office Hours: Wednesday, 9:00AM-11:00AM
Thursday, 9:00AM-11:00AM
or by appointment

CLASS LOCATION: FSU, Bishop 215
GR Campus, ATC 143

COURSE TIMES: FSU, Tuesday, 6:00PM-8:50PM
GR Campus, Thursday, 6:00PM-8:50PM

COURSE DESCRIPTION: This course will examine Human Resources Management and many related areas including employee selection and the hiring process, resumes, the interview process, employee wages and hours, job assessments, employee benefits, discipline process, training and development, and grievances. Additionally, several Federal Laws that relate to H.R. Management will be investigated.

TEXT: Strategic Human Resource Management, 3rd edition, by Mello. (Cengage Learning)

OTHER TEXTS THAT MAY BENEFIT THE STUDENT BUT NOT REQUIRED:

Human Resource Management, 1st edition, by Phillips and Gully. (Cengage Learning)
The New Public Personnel Administration, 6th edition, by Nigro, Nigro and Kellough. (Cengage Learning)

COURSE OBJECTIVES:

1. The student will understand the importance of Human Resources Management and the relationship between employer and employee.
2. The student will comprehend several themes and terms used in Human Resources Management.
3. The student will demonstrate and apply their understanding of the hiring process including oral interview procedures, termination process, and the grievance process.
4. The student will analyze the laws that protect both employers and employees related to Human Resources Management.

CLASS ATTENDANCE: Graduate students are expected to attend class AND be on time. Attendance is taken at the start of each class. Being late or absent without providing the instructor a legitimate excuse will NOT be accepted. Illness and emergencies do occur, but you MUST e-mail and communicate with the instructor prior to class. Because the classes occur only one time per week, more than two absences will cause a 10% reduction in the student's final grade. Multiple absences will constitute an "F" for the course.

CLASS ORGANIZATION AND PROCEDURES: Classroom will consist primarily of lecture and will incorporate in-class activities. Students should read and familiarize text assignments and actively engage in dialogue with the instructor and classmates. CELL PHONES ARE NOT TO BE USED DURING CLASS AND SHOULD BE TURNED OFF IN THE CLASSROOM. Laptop computers may ONLY be used for taking notes and conducting class work. As Ferris graduate students you should understand that cheating and plagiarism cannot and will not be tolerated and will result in a failing grade. Always be courteous and respectful to your classmates and the instructor.

COURSE REQUIREMENTS: There will be two examinations. Each examination will constitute 30 percent of your final grade. Students will research and prepare a 6 to 8 page investigative paper on a Human Resources related topic. Topics must be approved by the Instructor and will not duplicate another student's research. APA format is required. Research papers will consist of 25 percent of the final grade. Course assignments and activities will also occur, including writing a resume, conducting an oral board interview, and team participation with case studies. They will consist of 15 percent of the final grade.

GRADING:

Examination #1:	30%	150 points
Examination #2:	30%	150 points
Research Paper:	25%	100 points
Class Activities:	15%	75 points
Attendance:	0%	2 or less absences
	-10%	-50 points, more than 2 absences

Total: 100% 475 points

DISABILITY STATEMENT: In compliance with FSU Policy and equal access laws, disability-related accommodations and services are available. Students need to meet with the instructor in a timely manner to discuss their disability related needs. Students must also register with the university College Disability Services. They are located in the Arts and Sciences Commons. Once a Verified Individualized Services and Accommodations (VISA) is obtained, specific accommodations will be made.

NOTE: The instructor reserves the right to alter the syllabus at anytime as needed. Students will be notified if any changes occur.

See attachment of additional student services.

Comprehensive Critique/Exam
Crim 699/ Winter, 2008
Bishop 209--Review
Bishop 223—comp test in lab.

Well, we are to the last class of your master's degree. The comprehensive exam is set up to test key concepts that you have learned in your classes. The Critique will provide a general review of these concepts and provide assignments that are closely related to the actual comprehensive test question. Please bring to each review your class books and notes. This makes it easier to discuss the information. Also, bring paper, writing utensils, and any questions that you have encountered while studying. The following is the review session.

Friday, January 18th

8:00-9:00 am	Introduction	Hogan
9:00-11:30 am	Nature of Crime	Hogan
11:30-12:30 pm	Lunch	
12:30-2:30 pm	Review for Legal Issues/Budgeting	Lewis
2:30-4:00 pm	Personnel/Human Resources	Poland

Saturday, January 19th

8:00-10:30 am	Seminar in Corrections	Hogan
10:30-12:30 pm	Organizational Leadership	Queen
12:30-1:15 pm	lunch	
1:15-4:00 pm	Research Methods/Evaluation	Reifert

4:00 -5:00 pm

Group Assignment

Hogan

Sunday, January 20th

8:30-4:00 pm

Group Assignments

You should begin preparing for the comprehensive exam. I suggest that you study individually starting now! First, get each subject area organized. Use the syllabus as your guide. Then begin reviewing your notes so that you are knowledgeable of the material. This will allow you to actively participate in review discussions and ask specific questions about areas where you need clarification. Then, while at the review, make plans to study in groups between the time of the review and the test (You should also be studying on your own). The comprehensive test is not easy--you must be prepared!

Comprehensive Exam

The comprehensive exam will cover four topic areas: Nature of Crime, Management (Organizational Leadership, Personnel, & Legal Issues), Seminar in Corrections or Seminar in Law Enforcement, and Research and Evaluation. There will be a break between tests for lunch and studying.

Your class will do the comprehensive exams on the computer. I will provide scratch paper. You are not allowed to have any notes, papers, or books in the room. You may bring a writing utensil (or two). I will also provide the disk. The program loaded on the computer is Word. If you have not used this program, please familiarize yourself to it prior to the exam day. At the end of each test and end of the day, you will turn in the disk. If you want to write out your answers instead of using the computer, please let me know at the review. Ear plugs are also a good idea to block out noise from others typing.

The tests are graded as a high pass, pass, low pass, or fail. If you fail a section, the professor will give you comments as to why you failed and then you will be required to retake that specific portion of the test. The retake will occur in July, although the date is not set at this time. If you receive 3 high passes, your

transcript will be marked as such. If you fail any section and pass it on the retake, your transcript will indicate a low pass.

REMEMBER: You must have a 3.0 to take the test! Those students who still have incompletes, the work must be completed and a grade posted **by Feb. 8, 2008**. There are no exceptions. If you do not have a grade for all required courses by this date, you will not be able to take the test! Thus, if you are taking graduate topics, make sure to take a class that grades will be turned in by this date.

The Comprehensive exam schedule will be as follows:

Saturday, February 16, 2008

8:00 am Begin comprehensive tests:

8:00-11:00 am Nature of Crime

1:00-4:00 pm Research and Evaluation

Sunday, February 17, 2008

8:00 am Begin comprehensive tests:

8:00 –11:00 am Seminar in Corrections or Law Enforcement

1:00-4:00 pm Management

If you have any questions, please feel free to call 231-591-2664. See you on the 11th--

Nancy L. Hogan, Ph.D.
Ferris State University
School of Criminal Justice
525 Bishop Hall
Big Rapids, MI 49307
hogann@ferris.edu

Assessment Impact by Unit Objectives

Ferris State University

Program - Criminal Justice Administration (M.S.)

Program - Criminal Justice Administration (M.S.)

Mission Statement: The Master of Science in Criminal Justice Administration provides high quality education to criminal justice professionals, administrators and traditional students. The program develops the theoretical and analytical knowledge of students to prepare them for advancement in their field or preparation for law school or doctoral studies.

Advisory Board/Committee Once per year

Meetings:

Accreditor Body - Academic 2012-2013

Year of Next Review:

College: COEHS

Outcome: Mastery knowledge of criminology and criminal justice administrative practices

Students will demonstrate advanced, in-depth knowledge of criminology and criminal justice administrative practices.

Students will demonstrate integration of knowledge to practice concerning contemporary criminal justice issues.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Successfully complete coursework requirements of program. These include written proposals, written evaluations, legal briefs etc. ss Comprehensive Examination	Pass/complete individual course requirements (i.e. exams, writing assignments, research papers/projects Successful completion of Comprehensive examination Successful completion of quality approved thesis	After completion of coursework	Yes
Complete Master's Thesis			
Student Assessment surveys Assessment Method Category: Survey - Students		On-going	Yes
Alumni are surveyed bi-annually Assessment Method Category: Survey - Alumni (after one year)	Successful satisfaction. Career advancement if so desired.		Yes
Alumni surveyed after 5 years. Direct mail survey Assessment Method Category: Survey - Alumni (after one year)			Yes

Results			
Result	Action	Follow-Up	Action
02/20/2009 - Comprehensive Examination- 100% of students taking comp examination passed Classification: Criterion Met			1 - No Action Required

Outcome: Develop advanced critical thinking skills

Students will:

- A. Demonstrate a critical understanding of the criminal justice system and its relationship to society.
- B. Demonstrate advanced understanding of criminological, organizational, legal and justice studies.
- C. Demonstrate a capacity to evaluate and assess criminal justice policies, programs, budgeting and human resource practices.
- D. Demonstrate the ability to research a specific topic for evaluation, dissection and critical analysis.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of coursework with appropriate assignments. Crim 605,608,615,620,630,640,650,660,670, and 673	writing assignments, examinations, and other assignments		Yes

Results			
Result	Action	Follow-Up	Action
05/15/2009 - 100% of enrolled students passed course work with 3.0 or higher Classification: Criterion Met			1 - No Action Required

Outcome: Develop understanding in research and evaluation methods

Implement research methods, program evaluation, and grant writing and its application for criminal justice agencies.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of CRIM 650- writing assignments including critical reviews of peer reviewed articles, writing assignments, research proposal Assessment Method Category: Case Studies/Problem-based Assignments	Complete detailed research proposal		Yes
Introductory statistics work using SPSS Assessment Method Category: Data Analysis	Completion of SPSS		Yes
Completion of CRIM 620,650, 660, and 670 and corresponding assignments	Passing of Comprehensive examination		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Develop Administrative skills

Students will:

- A. Demonstrate the development or enhancement of administrative skills necessary for supervisory positions within the Criminal Justice profession.
- B. Demonstrate an awareness of governmental issues (i.e budgeting, human resources, legal issues) and accountability within the profession.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of Crim 605,608, 620, 660,665,670 and 673. Completion of practicums in budgeting. Creation of spreadsheets, presentations, written reports, statistical reports (SPSS).	Students will demonstrate success by completing course work for each course. These include examinations, written assignments, presentations and final projects		Yes
Comprehensive Critique/Examination Thesis Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Student will either successfully take and pass the Master's Comprehensive exam or complete a quality thesis.		Yes
Survey Assessment Method Category: Survey - Alumni (after one year)	Survey alumni after one year of completing program		Yes
Survey after 5 years Assessment Method Category: Survey - Alumni (after one year)	Survey alumni after 5 years from graduation		Yes
Student Assessment Assessment Method Category: Survey - Students	Student assessments during completion of coursework		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Proficiency in oral and written communications at the graduate level

Students will communicate observations, analyses and arguments through group interactions, student presentations and class discussion, written projects/proposals consistent with professional standards with the criminal justice profession

Students will communicate observations, analyses and arguments through written course requirements, including Comprehensive exam or written thesis.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of CJ Master's coursework (written reports, spreadsheets, proposals, evaluation reports, reaction/informative papers) Assessment Method Category: Case Studies/Problem-based Assignments	Completion of all coursework in the Master's program. Successful completion of writing and presentations for all coursework		Yes
Comprehensive Examination Thesis Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Passing grade on comprehensive examination or production of quality thesis		Yes
Survey Assessment Method Category: Survey - Alumni (after one year)	Survey alumni after 5 years of graduation		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Maintain a quality and viable criminal justice graduate program

On-going recruitment of qualified, quality graduate students.

Advise students every semester as to what classes to take and progress in the program.

Maintain a cadre of professors capable of providing quality teaching in the graduate program.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Number of applications received and accepted Assessment Method Category: Data Analysis	Maintain or increase number of students in graduate program		Yes
Explore faculty workload and ability to teach graduate courses	Faculty retreat discussions		Yes
Student assessments Assessment Method Category: Survey - Graduate (Current Year)	Student assessment surveys		Yes
Alumni bi-annual surveys Assessment Method Category: Survey - Alumni (after one year)	Review survey results		Yes
Alumni survey Assessment Method Category: Survey - Alumni (after one year)	Results of five year alumni survey		Yes
Criminal Justice Advisory Counsel Assessment Method Category: External review (e.g. employer or expert)	Maintain minutes and discussions pertaining to Master's program at annual Criminal Justice Advisory Counsel		Yes
Review of criminal justice graduate programs at peer institutions.	Maintain or exceed rival programs		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Advance curriculum and programs

Advance Master's curriculum and programs to strengthen CJ Masters program as a leader in graduate education.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Identify, standardize and integrate key program concepts, competencies, and assignments related to core course learning and objectives Assessment Method Category: Case Studies/Problem-based Assignments	Syllabi review for course content and activities		Yes
Conduct periodic review of scheduling to facilitate effective, efficient course offerings that meet student needs consistent with realistic faculty workloads. Database review Continued improvement based on results.	Adjust courses to meet changing demand of students and faculty		Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Outcome: Promote a graduate learning environment

Foster peer socialization.

Prepare students to become leaders in the criminal justice profession.

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Student assessments Assessment Method Category: Survey - Graduate (Current Year)			Yes
Survey alumni in bi-annual newsletter Assessment Method Category: Survey - Alumni (after one year)			Yes
Survey alumni after five years Assessment Method Category: Survey - Alumni (after one year)			Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

Assessment Plan
 Ferris State University
 Program - Criminal Justice Administration (M.S.)

Program - Criminal Justice Administration (M.S.)

Mission Statement: The Master of Science in Criminal Justice Administration provides high quality education to criminal justice professionals, administrators and traditional students. The program develops the theoretical and analytical knowledge of students to prepare them for advancement in their field or preparation for law school or doctoral studies.

Advisory Board/Committee Once per year

Meetings:

Accreditor Body - Academic 2012-2013

Year of Next Review:

College: COEHS

Outcome: Mastery knowledge of criminology and criminal justice administrative practices

Students will demonstrate advanced, in-depth knowledge of criminology and criminal justice administrative practices.

Students will demonstrate integration of knowledge to practice concerning contemporary criminal justice issues.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Successfully complete coursework requirements of program. These include written proposals, written evaluations, legal briefs etc.	Pass/complete individual course requirements (i.e. exams, writing assignments, research papers/projects)	After completion of coursework	Yes
ss Comprehensive Examination	Successful completion of Comprehensive examination		
Complete Master's Thesis	Successful completion of quality approved thesis		
Student Assessment surveys		On-going	Yes
Assessment Method Category: Survey - Students			
Alumni are surveyed bi-annually	Successful satisfaction. Career advancement if so desired.		Yes
Assessment Method Category: Survey - Alumni (after one year)			
Alumni surveyed after 5 years. Direct mail survey			Yes
Assessment Method Category: Survey - Alumni (after one year)			

Outcome: Develop advanced critical thinking skills

Students will:

- A. Demonstrate a critical understanding of the criminal justice system and its relationship to society.
- B. Demonstrate advanced understanding of criminological, organizational, legal and justice studies.
- C. Demonstrate a capacity to evaluate and assess criminal justice policies, programs, budgeting and human resource practices.
- D. Demonstrate the ability to research a specific topic for evaluation, dissection and critical analysis.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of coursework with appropriate assignments. Crim 605,608,615,620,630,640,650,660,670, and 673	writing assignments, examinations, and other assignments		Yes

Outcome: Develop understanding in research and evaluation methods

Implement research methods, program evaluation, and grant writing and its application for criminal justice agencies.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of CRIM 650- writing assignments including critical reviews of peer reviewed articles, writing assignments, research proposal Assessment Method Category: Case Studies/Problem-based Assignments	Complete detailed research proposal		Yes
Introductory statistics work using SPSS Assessment Method Category: Data Analysis	Completion of SPSS		Yes
Completion of CRIM 620,650, 660, and 670 and corresponding assignments	Passing of Comprehensive examination		Yes

Outcome: Develop Administrative skills

Students will:

A. Demonstrate the development or enhancement of administrative skills necessary for supervisory positions within the Criminal Justice profession.

B. Demonstrate an awareness of governmental issues (i.e budgeting, human resources, legal issues) and accountability within the profession.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of Crim 605,608, 620, 660,665,670 and 673. Completion of practicums in budgeting. Creation of spreadsheets, presentations, written reports, statistical reports (SPSS).	Students will demonstrate success by completing course work for each course. These include examinations, written assignments, presentations and final projects		Yes
Comprehensive Critique/Examination Thesis Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Student will either successfully take and pass the Master's Comprehensive exam or complete a quality thesis.		Yes
Survey Assessment Method Category: Survey - Alumni (after one year)	Survey alumni after one year of completing program		Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Survey after 5 years Assessment Method Category: Survey - Alumni (after one year)	Survey alumni after 5 years from graduation		Yes
Student Assessment Assessment Method Category: Survey - Students	Student assessments during completion of coursework		Yes

Outcome: Proficiency in oral and written communications at the graduate level

Students will communicate observations, analyses and arguments through group interactions, student presentations and class discussion, written projects/proposals consistent with professional standards with the criminal justice profession

Students will communicate observations, analyses and arguments through written course requirements, including Comprehensive exam or written thesis.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Completion of CJ Master's coursework (written reports, spreadsheets, proposals, evaluation reports, reaction/informative papers) Assessment Method Category: Case Studies/Problem-based Assignments	Completion of all coursework in the Master's program. Successful completion of writing and presentations for all coursework		Yes
Comprehensive Examination Thesis Assessment Method Category: Test - Internally Developed - Pre/Post or Post	Passing grade on comprehensive examination or production of quality thesis		Yes
Survey Assessment Method Category: Survey - Alumni (after one year)	Survey alumni after 5 years of graduation		Yes

Outcome: Maintain a quality and viable criminal justice graduate program

On-going recruitment of qualified, quality graduate students.

Advise students every semester as to what classes to take and progress in the program.

Maintain a cadre of professors capable of providing quality teaching in the graduate program.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Number of applications received and accepted Assessment Method Category: Data Analysis	Maintain or increase number of students in graduate program		Yes
Explore faculty workload and ability to teach graduate courses	Faculty retreat discussions		Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Student assessments Assessment Method Category: Survey - Graduate (Current Year)	Student assessment surveys		Yes
Alumni bi-annual surveys Assessment Method Category: Survey - Alumni (after one year)	Review survey results		Yes
Alumni survey Assessment Method Category: Survey - Alumni (after one year)	Results of five year alumni survey		Yes
Criminal Justice Advisory Counsel Assessment Method Category: External review (e.g. employer or expert)	Maintain minutes and discussions pertaining to Master's program at annual Criminal Justice Advisory Counsel		Yes
Review of criminal justice graduate programs at peer institutions.	Maintain or exceed rival programs		Yes

Outcome: Advance curriculum and programs

Advance Master's curriculum and programs to strengthen CJ Masters program as a leader in graduate education.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Identify, standardize and integrate key program concepts, competencies, and assignments related to core course learning and objectives Assessment Method Category: Case Studies/Problem-based Assignments	Syllabi review for course content and activities		Yes
Conduct periodic review of scheduling to facilitate effective, efficient course offerings that meet student needs consistent with realistic faculty workloads. Database review Continued improvement based on results.	Adjust courses to meet changing demand of students and faculty		Yes

Outcome: Promote a graduate learning environment

Foster peer socialization.

Prepare students to become leaders in the criminal justice profession.

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Student assessments Assessment Method Category: Survey - Graduate (Current Year)			Yes

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Survey alumni in bi-annual newsletter Assessment Method Category: Survey - Alumni (after one year)			Yes
Survey alumni after five years Assessment Method Category: Survey - Alumni (after one year)			Yes

****Unit Assessment Report - Four Column**

Ferris State University

Program - Criminal Justice Administration (M.S.)

Mission Statement: The Master of Science in Criminal Justice Administration provides high quality education to criminal justice professionals, administrators and traditional students. The program develops the theoretical and analytical knowledge of students to prepare them for advancement in their field or preparation for law school or doctoral studies.

Advisory Board/Committee Once per year
Meetings:
Accreditor Body - Academic 2012-2013
Year of Next Review:
College: COEHS

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Program - Criminal Justice Administration (M.S.) - Mastery knowledge of criminology and criminal justice administrative practices - Students will demonstrate advanced, in-depth knowledge of criminology and criminal justice administrative practices.	Assessment Method: Successfully complete coursework requirements of program. These include written proposals, written evaluations, legal briefs etc.	02/20/2009 - Comprehensive Examination- 100% of students taking comp examination passed Classification: Criterion Met Action: 1 - No Action Required	
Students will demonstrate integration of knowledge to practice concerning contemporary criminal justice issues.	Pass Comprehensive Examination Complete Master's Thesis Criterion for Success: Pass/complete individual course requirements (i.e. exams, writing assignments, research papers/projects)		
Outcome Types: Learning			
Outcome Status: Active	Successful completion of Comprehensive examination		
	Successful completion of quality approved thesis		
	Assessment Method: Student Assessment surveys Assessment Method Category: Survey - Students		
	Assessment Method: Alumni are surveyed bi-annually Assessment Method Category:		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Survey - Alumni (after one year)</p> <p>Criterion for Success: Successful satisfaction. Career advancement if so desired.</p> <p>Assessment Method: Alumni surveyed after 5 years. Direct mail survey</p> <p>Assessment Method Category: Survey - Alumni (after one year)</p>		
<p>Program - Criminal Justice Administration (M.S.) - Develop advanced critical thinking skills - Students will:</p> <p>A. Demonstrate a critical understanding of the criminal justice system and its relationship to society.</p> <p>B. Demonstrate advanced understanding of criminological, organizational, legal and justice studies.</p> <p>C. Demonstrate a capacity to evaluate and assess criminal justice policies, programs, budgeting and human resource practices.</p> <p>D. Demonstrate the ability to research a specific topic for evaluation, dissection and critical analysis.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Completion of coursework with appropriate assignments. Crim 605,608,615,620,630,640,650,660,670, and 673</p> <p>Criterion for Success: writing assignments, examinations, and other assignments</p>	<p>05/15/2009 - 100% of enrolled students passed course work with 3.0 or higher</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Program - Criminal Justice Administration (M.S.) - Develop understanding in research and evaluation methods - Implement research methods, program evaluation, and grant writing and its application for criminal justice agencies.</p> <p>Outcome Types: Learning</p> <p>Outcome Status:</p>	<p>Assessment Method: Completion of CRIM 650- writing assignments including critical reviews of peer reviewed articles, writing assignments, research proposal</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Complete detailed research proposal</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active	Assessment Method: Introductory statistics work using SPSS Assessment Method Category: Data Analysis Criterion for Success: Completion of SPSS assignments		
Program - Criminal Justice Administration (M.S.) - Develop Administrative skills - Students will: A. Demonstrate the development or enhancement of administrative skills necessary for supervisory positions within the Criminal Justice profession. B. Demonstrate an awareness of governmental issues (i.e budgeting, human resources, legal issues) and accountability within the profession.	Assessment Method: Completion of Crim 605,608, 620, 660,665,670 and 673. Completion of practicums in budgeting. Creation of spreadsheets, presentations, written reports, statistical reports (SPSS). Criterion for Success: Students will demonstrate success by completing course work for each course. These include examinations, written assignments, presentations and final projects		
Outcome Types: Learning Outcome Status: Active	Assessment Method: Comprehensive Critique/Examination Thesis Assessment Method Category: Test - Internally Developed - Pre/Post or Post Criterion for Success: Student will either successfully take and pass the Master's Comprehensive exam or complete a quality thesis. Assessment Method: Survey Assessment Method Category: Survey - Alumni (after one year) Criterion for Success:		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Survey alumni after one year of completing program</p> <p>Assessment Method: Survey after 5 years</p> <p>Assessment Method Category: Survey - Alumni (after one year)</p> <p>Criterion for Success: Survey alumni after 5 years from graduation</p> <p>Assessment Method: Student Assessment</p> <p>Assessment Method Category: Survey - Students</p> <p>Criterion for Success: Student assessments during completion of coursework</p>		
<p>Program - Criminal Justice Administration (M.S.) - Proficiency in oral and written communications at the graduate level - Students will communicate observations, analyses and arguments through group interactions, student presentations and class discussion, written projects/proposals consistent with professional standards with the criminal justice profession</p> <p>Students will communicate observations, analyses and arguments through written course requirements, including Comprehensive exam or written thesis.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Completion of CJ Master's coursework (written reports, spreadsheets, proposals, evaluation reports, reaction/informative papers)</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Completion of all coursework in the Master's program. Successful completion of writing and presentations for all coursework</p> <p>Assessment Method: Comprehensive Examination Thesis</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Passing grade on comprehensive examination or production of quality thesis</p> <p>Assessment Method: Survey</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	Assessment Method Category: Survey - Alumni (after one year) Criterion for Success: Survey alumni after 5 years of graduation		
Program - Criminal Justice Administration (M.S.) - Maintain a quality and viable criminal justice graduate program - On-going recruitment of qualified, quality graduate students. Advise students every semester as to what classes to take and progress in the program.	Assessment Method: Number of applications received and accepted Assessment Method Category: Data Analysis Criterion for Success: Maintain or increase number of students in graduate program		
Maintain a cadre of professors capable of providing quality teaching in the graduate program. Outcome Types: Learning	Assessment Method: Explore faculty workload and ability to teach graduate courses Criterion for Success: Faculty retreat discussions		
Outcome Status: Active	Assessment Method: Student assessments Assessment Method Category: Survey - Graduate (Current Year) Criterion for Success: Student assessment surveys		
	Assessment Method: Alumni bi-annual surveys Assessment Method Category: Survey - Alumni (after one year) Criterion for Success: Review survey results		
	Assessment Method: Alumni survey Assessment Method Category: Survey - Alumni (after one year) Criterion for Success: Results of five year alumni survey		
	Assessment Method: Criminal Justice Advisory Counsel Assessment Method Category:		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>External review (e.g. employer or expert)</p> <p>Criterion for Success: Maintain minutes and discussions pertaining to Master's program at annual Criminal Justice Advisory Counsel</p> <p>Assessment Method: Review of criminal justice graduate programs at peer institutions.</p> <p>Criterion for Success: Maintain or exceed rival programs</p>		
<p>Program - Criminal Justice Administration (M.S.) - Advance curriculum and programs - Advance Master's curriculum and programs to strengthen CJ Masters program as a leader in graduate education.</p> <p>Outcome Types: Learning</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Identify, standardize and integrate key program concepts, competencies, and assignments related to core course learning and objectives</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: Syllabi review for course content and activities</p> <p>Assessment Method: Conduct periodic review of scheduling to facilitate effective, efficient course offerings that meet student needs consistent with realistic faculty workloads.</p> <p>Database review</p> <p>Continued improvement based on results.</p> <p>Criterion for Success: Adjust courses to meet changing demand of students and faculty</p>		
<p>Program - Criminal Justice Administration (M.S.) - Promote a graduate learning environment - Foster peer socialization.</p> <p>Prepare students to become leaders in the</p>	<p>Assessment Method: Student assessments</p> <p>Assessment Method Category: Survey - Graduate (Current Year)</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
criminal justice profession.	Assessment Method: Survey alumni in bi-annual newsletter Assessment Method Category: Survey - Alumni (after one year)		
	Assessment Method: Survey alumni after five years Assessment Method Category: Survey - Alumni (after one year)		

Program - Criminal Justice Administration (M.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	CRIM 605	CRIM 608	CRIM 615	CRIM 620	CRIM 630	CRIM 640	CRIM 650	CRIM 660	CRIM 665	CRIM 670	CRIM 673	CRIM 699
Mastery knowledge of criminology and criminal justice administrative practices												
Develop advanced critical thinking skills												
Develop understanding in research and evaluation methods												
Develop Administrative skills												
Proficiency in oral and written communications at the graduate level												
Maintain a quality and viable criminal justice graduate program												
Advance curriculum and programs												
Promote a graduate learning environment												